THE SCHOOL DISTRICT OF PALM BEACH COUNTY

2025-2026
K-12 STUDENT PROGRESSION PLAN

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THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA

K - 12

Student Progression Plan

Entry, Promotion, Retention, and Graduation

2025-2026

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INTRODUCTION

PURPOSE OF THE PLAN

In accordance with Florida Statute § 1008.25(1)(2), the purpose of the K-12 Student Progression Plan is that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies; that district school board policies facilitate student achievement; that each student and his or her parent[1] be informed of the student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to Florida Statute § 1002.3105.

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

PLAN FORMAT

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

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

This Student Progression Plan

- Provides for a student's progression from one grade to another based on the student's mastery of the standards in Florida Statute § 1003.41, specifically English Language Arts, mathematics, science, and social studies standards.
- Includes criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts, mathematics, science, and social studies.
- High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra

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1 Throughout the Student Progression Plan, when the word "parent(s)" is used, it also refers to "legal guardian(s)" and persons acting as a parent.
2 Throughout the Student Progression Plan, "SDPBC" will be used to refer to the School District of Palm Beach County.

1 and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary instruction before high school graduation.

- The results of evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student's parent in a timely manner.
- When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

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

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

Mission, Goals, and System Wide Measures

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

- highest student achievement;
- seamless articulation and maximum access;
- skilled workforce and economic development; and
- quality efficient services
- other goals as identified by law or rule.

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

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic, behavioral, and skills for learning and life and intervention. The integrated instruction and intervention is delivered to students in varying intensities (tiers) based on student needs. The goal of this "needs driven" decision making is to ensure that available resources are allocated and matched to the appropriate students

at the appropriate levels in order to accelerate the performance of all students to achieve or exceed proficiency.

This seamless system requires a commitment from all stakeholders in the community. The most essential components of a MTSS Framework include:

- multiple tiers of evidence-based instruction/intervention
- a problem-solving method that is designed to successfully match evidence-based interventions to area(s) of need
- an integrated data collection and assessment system to inform decisions at each level of support
- parental involvement and engagement in each child's education

Supplemental (Tier 2) instruction/intervention is provided in addition to and in alignment with effective academic core instruction and behavioral supports to individual students or groups of targeted students who need additional instructional and/or behavioral support.

Intensive, Instruction/Intervention (Tier 3) is the most intensive level of support and is teacher directed, as well as based upon an individual student's specific needs. Intensive support is provided daily in addition to and aligned with academic core and supplemental academic and behavior, curriculum, instruction, and supports. Intensive (Tier 3) Intervention includes a consideration of the following variables: group size, time, intervention integrity, skill or skill set focus, data-based individualization, and interventionist expertise.

Academic Standards

The Plan herein incorporates the B.E.S.T. Standards, State Academic Standards (SAS), and B.E.S.T. Access points and ACCEL options that provide academically challenging coursework or accelerated instruction to students in Kindergarten through Grade 12.

Responsibilities

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

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

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

Students with Disabilities

Throughout the document the term students with disabilities (SWD) will be utilized. The term "student with a disability" means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia. In all cases for the purpose of this document, this will refer to a student with a disability who has an IEP. [Florida Statute 1007.02]

DISTANCE LEARNING

Distance learning may be leveraged in the rare event of an emergency school closure or if the Superintendent or School Board determine there are national, state, or local health and safety concerns that prevent students from physically being on campus. The School District of Palm Beach County will make every effort to ensure that our students' educational opportunities continue while at home. The SDPBC may leverage distance learning to foster sustained student growth by (1) supporting continuous instruction, (2) providing access for all students, and (3) maintaining connectedness to the community. The SDPBC may assign students to distance learning or provide parents an opportunity to select instruction through brick and mortar or distance learning.

Distance learning shall provide a remote learning situation that mimics, as closely as possible, the brick and mortar experience. Students will follow the school's regular bell schedule. Daily routines will mirror that of a traditional in-class setting. This includes live instruction in each subject, specials such as art and music in elementary school, intensive reading, interventions, and electives in the middle and high school settings.

Students participating in distance learning will be considered to be present if visibly seen or actively participating in the course (including but not limited to participating in class conversations, completing assignments during class time, writing in the chat box). Students will be encouraged to turn their camera on when engaged in distance learning. However, no penalty may be imposed for students whose cameras are not on.

During distance learning, School Board Policy 8.01 shall remain in effect, unless an emergency amendment is adopted by the School Board of Palm Beach County. Virtual instruction, virtual education, blended learning, online learning, and variations of these terms as referenced in this document do not include distance learning. Students with disabilities, who have an IEP, will be provided with a Distance Learning Plan that outlines how services delineated on the IEP will be implemented during distance learning.

ENTRY REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

In accordance with Florida Statute § 1003.21, parents of students entering the SDPBC public schools for the first time are required to present evidence of the child's age at the time of registration at which he or she should be admitted. Additional information and forms can be found on the https://www.palmbeachschools.org/registration website.

Florida Statute § 1003.21(4)

Before admitting a child to Kindergarten, the principal shall require evidence that the child has attained the age at which he/she should be admitted. The Superintendent may require evidence of the age of any child whom he/she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

a. a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
b. a duly attested transcript of a Certificate of Baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent(s);
c. an insurance policy on the child's life that has been in force for at least two years;
d. a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
e. a passport or Certificate of Arrival in the United States showing the age of the child;
f. a transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
g. if none of these evidences can be produced, an Affidavit of Age sworn to by the parent, accompanied by a Certificate of Age signed by a public health officer or by a public school physician, or, if these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer of physician had examined the child and believes that the age as stated in the affidavit is substantially correct.[3]

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

1. valid Birth Certificate or other documentation of birth as stated above[4];
2. Certification of a Physical/Health Examination[5] (submitted within 30 school days, if not available at the time of registration);
3. proof of residence[6]; and
4. Florida Certificate of Immunization. (Refer to *Immunization Requirements* section).

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

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

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

According to Fla. Statute 1003.01(4) and State Board of Education Rule 6A-6.03411(1)(s), students who are without a fixed, regular, and adequate nighttime residence, are considered children and youths who are experiencing homelessness. Pursuant to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student, school, and grade level placement, as well as completion of required immunizations and physical examination, shall occur within 30 school days of enrollment. Refer to School Board Policy 5.74 entitled *Students Experiencing Homelessness* and Florida Statute § 1003.21(1)(f) for procedures relating to the enrollment of these students.

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

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

Student Registration Forms

Student registration forms *(Student Registration (PBSD 2688), Student Contact and Pickup Information (PBSD 2687), Student Health Information and Parent/Guardian Consent for School Health Services (PBSD 2667), Parent/Guardian/Emancipated Student Informed Notifications, Consents and Releases for Student Registration (PBSD 2690), Parent Release or Transfer of Student Information From Previous Educational Institution (PBSD 2689), and Student Housing Questionnaire (PBSD 2479)* must be completed by the parent(s), signed, and returned to school at the beginning of each school year or when the student enters the SDPBC. These forms are available in Arabic, Chinese, English, French, Haitian Creole, Spanish, Portuguese, and Vietnamese. The District may also collect the information required on these forms via an electronic form available in the same languages. Parents may use either the paper form or electronic form (if available).

[6] For a student assigned to a school based on the student's residence under School Board Policy 5.01(1)(b), parent(s) must provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, as required by School Board Policies 5.01 and 5.011(5) , such as lease, mortgage, or utility bill. See acceptable documents, as well as exceptions to providing proof of residence within School Board Polices 5.011 and 5.74. In cases where the family is unable to provide two documents verifying proof of residence, an Form 1866.pdf shall be completed by the parent. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities.

Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities. Sources of language assistance include; bilingual school staff, Community Language Facilitators, District translators and Language Line Services. Language Line can be accessed by contacting the District Translators at (561)434-8941. Furthermore, schools with parent(s) needing additional language assistance can contact the Welcome Center at: (561)434-8065.

STUDENT RESIDENCE ENROLLMENT REQUIREMENTS

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

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

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

- acceptance to a Choice program;
- approved student Reassignment;
- Hope Scholarship;
- Florida Empowerment Scholarship for Unique Abilities;
- Individual Education Plan (IEP) or Education Plan (EP) placement;
- voluntary and involuntary reassignment as authorized by law or another School Board Policy;
- Controlled Open Enrollment (COE); and/or
- other State-mandated school choice options

Proof of Address Requirements School Board Policy 5.011

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

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

For additional information regarding student registration refer to School Board Policy 5.011 .

MAXIMUM AGE LIMIT FOR ENROLLMENT

A person who is involved in a continuous program of study may be enrolled in a regular high school program through the end of the semester in which he/she reaches 21 years of age. A person is deemed in a continuous program of study even though such program was interrupted by military service, illness, or other extenuating circumstances as deemed by the principal or designee.

A person who has not been enrolled in a continuous program of study and who has attained the age of 20 years of age on or before the opening of the school year shall not be enrolled in any regular high school program. A 19-year-old person who has had a break in enrollment (see exception above), who will reach 20 years of age during the school year, may enroll in a regular high school program and remain enrolled until the end of that school year.

High School Requirements for Students with Disabilities

Students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designation by meeting requirements in Florida Statute 1003.4282. An ESE-eligible student has the option to continue to receive a Free Appropriate Public Education (FAPE) through the school year of the student's 22nd birthday, or until he/she earns a Standard Diploma,

whichever comes first. Graduation with a Standard Diploma, regardless of age, constitutes cessation of FAPE and a change in placement, requiring written prior notice.

Students with disabilities continue to be eligible for FAPE through the end of the school year in which the student turns age 22 if they have not earned a Standard Diploma, even if they have earned a General Education Diploma (GED) credential. A student with a disability, who has met requirements for a standard diploma and whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diploma. Beginning not later than the first IEP to be in effect when the student enters high school or attains the age of 14, whichever comes first, the process of deferment must be discussed. For the IEP in effect at the school year the student is expected to graduate, the parent, or student who has reached the age of majority and rights have transferred to the student, must sign he or she understands the process for deferment and identify if the student will defer receipt of his or her standard high school diploma. The parent and the student must be informed the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral. In addition, once a student defers, he/she must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar Diploma Designation requirements or a structured work-study, internship or pre-apprenticeship program in order to continue to receive FAPE (State Board of Education Rule 6A- 1.09963(6),F.A.C. and Florida Statute § 1003.4282(11)(c)) [Title 34, Code of Federal Regulations (CFR) Section, 300.102(a)(3) and State Board of Education Rule 6A-6.03028]

Students who Qualify for ESOL

Students who qualify for ESOL services may be enrolled in a regular high school program through the end of the semester in which he/she reaches 21 years of age, regardless of previously interrupted schooling. ELL students may not be withdrawn solely due to lack of credits.

Students who Attain Age 16

Students who attain age 16 during the school year are not subject to compulsory school attendance beyond the date that they attain 16 years of age if they file a formal declaration of intent. Refer to *Student Exit Interview Form 1055*. At the bottom of the form, "Intent to Terminate" must be checked and the form must be signed by the student in order to terminate school enrollment with the School District. The School District must notify the student's parent(s) of receipt of the student's intent to terminate school enrollment. A student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to

keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including but not limited to, Adult Education and high school equivalency examination preparation. As specified S. 6A-6.0201 school districts shall have an underage waiver policy and procedures for individuals aged 16 and 17 years of age.

HEALTH REQUIREMENTS

Physical Examination and Immunization Requirements

All pre-K, Kindergarten, Grade 7, and new students seeking entrance into a public school in Palm Beach County regardless of grade level must meet the requirements of School Board Policy 5.06 and Florida Statute § 1003.22 and present, prior to school entry, a valid *Florida SHOTS Certificate of Immunization Form* (DH 680) and a valid health examination preferably documented on State of Florida *School Entry Health Exam Form* (DH 3040) performed within one year prior to enrollment. A student who does not have a completed School Entry Health Exam may have thirty days from the date of enrollment to obtain the Health Entry Exam. [School Board Policy 5.06 and F.S. § 1003.22]

In accordance with State Board of Education Rule 6A-1.0985 and Fla. Admin. Code 64D-3.046(4), students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. For students who transfer into a new county, an authorized school official may issue a temporary exemption for a period not to exceed 30 days for the following situations:

a. Students who are new to the District, transferring from another School District within the State of Florida.
b. Students who are experiencing homelessness as defined by School Board Policy 5.74 and Florida Statute §1003.01(12).
c. Children who are known to the Department of Children and Family Services as defined in Florida Statute §39.0016.
d. Students entering a juvenile justice program.
e. Students of military families as defined under Florida Statute §1000.36.

Immunization Registry Requirements

a. In accordance with Board policy 5.06, Health Examinations and Immunizations, each student admitted to grades preschool through grade 12, shall have a Certificate of Immunization on file with the FDOH State Immunization Registry (Florida SHOTS).
b. A student shall be exempt from the requirements of registration with the state immunization registry if the parent or guardian completes the following:
    i. The parent or guardian of the child present or has on file with the school a

Florida SHOTS certificate of immunization prior to admittance or attendance in a Florida Public or private school.

ii. If a parent or guardian objects to having their student in the FDOH State Immunization Registry (Florida SHOTS), they must sign an opt-out form (DH 1478) obtained from the FDOH or; from a healthcare practitioner or entity that provides their child's immunization which indicates that the parent or guardian does not wish to have their student included in the immunization registry.

iii.

2025 – 2026 EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
All SDPBC students	School Health Entry Exam preferably on Form DH 3040* required for Pre-K, Kindergarten, and Grade 7
All transfer students within the SDPBC and other counties within the State of Florida (including private schools)	School Health Entry Exam preferably on Form DH 3040* (original or copy) for at least Kindergarten and/or Grade 7
All transfer students from another state or country	School Health Entry Exam Form preferably on DH 3040* (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components included on Form DH 3040* and have the physician's signature and office stamp. Parent/guardian must also complete and sign Part I of the State of Florida (DH3040). Physicals must have been performed within one year prior to the first date of entry unless exemption is based on a written request for religious reasons.

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

Required Immunization Form

The Florida SHOTS Certification of Immunization Form (DH 680) is available from either private physicians or the Florida Department of Health. The form includes sections for temporary and permanent medical exemptions based on medical reasons. For example, all medical exemptions must be signed by a physician (M.D. or D.O.), *Temporary Medical Exemptions* must have an expiration date, and *Permanent Medical Exemptions* must specify which vaccine the student is exempt from and the valid clinical reason for exemption.

The following DOH form **mus**t be completed, as applicable: Florida SHOTS printed DH 680

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

NOTE: As noted in the Physical Examination and Immunization Requirements section above, students experiencing homelessness, students in shelter placement, students in foster care, students of military families, and students entering a juvenile justice program without immunization and physical exam documentation must be enrolled and receive a 30 school-day exemption. Follow-up with these students on temporary exemptions is required prior to the expiration of the exemption.

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

Elementary School/Grades Pre-K through 5 Immunization Requirements

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

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

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

Middle School/Grades 6-8 Immunization Requirements

Immunization	Grade 6	Grade 7	Grade 8
DTaP/DT Series (4-5 doses)	X	X	X
Tdap Booster (1 dose)		X	X
Polio Series (3-5 doses)	X	X	X
MMR (2 doses)	X	X	X
Hepatitis B Series (3)	X	X	X
Varicella (2 doses)	X	X	X

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

High School/Grades 9-12 Immunization Requirements

Immunization	Grade 9	Grade 10	Grade 11	Grade 12
DTaP/DT Series (4-5 doses)	X	X	X	X
Tdap Booster (1 dose)	X	X	X	X
Polio Series (3-5 doses)	X	X	X	X
MMR (2 doses)	X	X	X	X
Hepatitis B Series (3)	X	X	X	X
Varicella (2 doses)	X	X	X	X

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

K-2 GRADE ENTRY REQUIREMENTS

Kindergarten Entry Requirements

In accordance with Florida Statute § 1003.21(1)(a)2, entering Kindergarten students must attain the age of five years on or before September 1 of the school year for which entry is sought.

Grade 1 Entry Requirements

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

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

sought; and

2. must have written verification of satisfactory completion of Kindergarten requirements from the nonpublic school.

Florida Statute § 1003.21

1 (a) All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year or who are older than six years of age are required to attend school regularly during the entire school term until their 16th birthday unless an exception exists.

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

English Language Learners (ELLs) Entry Requirements

For an ELL, administration of the Star Early Literacy should be conducted as close as possible to the conclusion of the 30-day administration period and after the English language proficiency test has been administered. A student identified as ELL should be screened, unless the student has arrived in the United States in the last 30 days and is a beginning level speaker according to the English Language Development Continuum (ELDC).

Students with Disabilities (SWD) Entry Requirements

A SWD, who is entering Kindergarten and has a current Individual Education Plan (IEP) or a gifted student who has an Educational Plan (EP), as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs, will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school must review the current IEP/EP and may revise the document as necessary, following appropriate procedures.

PLACEMENT OF TRANSFER STUDENTS

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

Enrollment and placement of children of active duty military families is under the guidelines of the Interstate Compact on Educational Opportunity for Military Children

ELEMENTARY SCHOOL TRANSFER STUDENTS

Kindergarten and Grade 1 Transfer Students

Dates for the legal public school minimum entry age by State and territory (provided by the Florida Department of Education) should be used in accepting Kindergarten and Grade 1 transfer students according to State Board of Education Rule 6A-1.0985 and the Attendance and Enrollment FAQ on the Florida Department of Education website.

If a child who will be 6 years of age on or before September 1 enters the District without evidence of kindergarten completion of an official transcript, then the student will be placed in the first program of study, and that is kindergarten. The child will progress according to the district's student progression plan.

State Board of Education Rule 6A-1.0985

Entry into Kindergarten and First Grade by Out-of-State Transfer Students

1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).
2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable in accordance with the procedures and practices of the SDPBC per School Board Policy 8.01. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:
   (a) official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
   (b) an official letter or transcript from proper school authority, which shows record of attendance, academic information and grade placement of the student;
   (c) evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;
   (d) evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
   (e) evidence of a medical examination completed within the last 12 months in accordance with Florida Statute

Additional clarification of placement procedures for transferring Kindergarten and Grade 1 students from other states or countries is available from the School Counseling Department.

If a student transfers from a school or program other than a state or regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including **any** or all of the following:

- student's age;
- a review of all existing school records, home education portfolio (e.g., student work

samples, annual evaluations) and/or credit transcripts;

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

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

The student who does not satisfactorily complete the 45 school-day period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the Student Progression Plan. The student's parent(s) may appeal the placement decision to the School District Superintendent/designee within 14 calendar days of the principal's decision. If upon review of an official transcript, the school finds that the student has been enrolled in the wrong subject or grade, the school shall immediately place the student in the appropriate grade and/or subjects.

Grades 2-5 Transfer Students

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

If a new student enters from out-of-state with official documentation stating that he/she has successfully completed Grade 3 and was promoted to Grade 4, the school can honor that promotion. If there is no data or documentation of successful completion of Grade 3, the school can administer a State approved alternative assessment to determine placement.

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

Transfer of Students (K-12) from Home Education

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

a. An evaluation of the student's progress by a Florida certified teacher chosen by the parent

based on a review of the portfolio and discussion with the student. Such teacher shall hold a valid Florida regular certificate to teach academic subjects at the elementary or secondary level.

b. Any nationally-normed student achievement test that is administered by a Florida certified teacher.
c. A state student assessment test administered by a Florida certified teacher, at a location (e.g., zoned public school) and under testing conditions approved by the test publisher. The School District shall provide the test materials, monitored site and test results.

d. An evaluation by a psychologist holding a valid active license pursuant to Florida Statute § 490.003(7) or (8).

e. An evaluation with another other valid measurement tool as mutually agreed upon by the Home Education Office and the parent or guardian. One acceptable method to the School District is providing an official transcript from an accredited correspondence learning institution.

If a new student enters from home education with official documentation stating that he/she has successfully completed Grade 3 and was promoted to Grade 4, the school can honor that promotion. If there is no data or documentation of successful completion of Grade 3, the school can administer a State approved alternative assessment to determine placement.
For transfer of home education students to a middle or high school as stated in **6A-1.09941 State Uniform Transfer of Students in Middle Grades and High School.** (2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows: (a) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S must be satisfied.

Pursuant to Florida Statute § 1002.41(1)(b) The school district school superintendent may not assign a grade level to the home education student or include a social security number or any other personal information of the student unless the student chooses to participate in a school district program or service. If upon receipt of an official transcript, the school determines that the student has been enrolled in the wrong subject or grade, the student shall be immediately placed in the appropriate grade and/or subjects.

MIDDLE SCHOOL (6-8) TRANSFER STUDENTS

A student who transfers to a SDPBC public from a private school (including from out of state or out of country) must submit an official transcript. Should a student be unable to provide a transcript this should not cause denial in access to enrollment. Grades earned and offered for acceptance shall be accepted at face value subject to validation by Cognia or another recognized agency. (More information on Cognia™ validation, including Cognia™ accredited agencies, is located at https://www.cognia.org/ .) In accordance with State Board of Education Rule 6A-1.09941, the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period. If upon receipt of an official transcript, the school determines that the student has been enrolled in the wrong subject or grade, the student shall be immediately placed in the appropriate grade and/or subjects.

Validation Process for Middle School (6-8)

As stated in State Board of Education Rule 6A-1.09941, validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in the next subsection of this Plan. For transfer of home education students to a middle or high school as stated in **6A-1.09941 State Uniform Transfer of Students in Middle Grades and High School.** (2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows: (a) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.

Alternative Validation Procedure for Middle School (6-8)

As stated in State Board of Education Rule 6A-1.09941, if validation based on performance as good cause described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent(s):

1. portfolio evaluation by the School District Superintendent/designee;
2. demonstrated performance in courses taken at other public or private accredited schools;
3. demonstrated proficiencies on nationally normed standardized subject area assessments;
4. demonstrated proficiencies on the statewide standardized assessments; **or**

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

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

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

HIGH SCHOOL (9-12) TRANSFER STUDENTS

A student who transfers to a SDPBC public from a private school must submit an official transcript (including from out of state or out country). Should a student be unable to provide a transcript this should not cause denial in access to enrollment. Students who have earned a standard diploma or its equivalent may not enroll in K-12 education in SDPBC, unless they are a student with a disability who has deferred their standard diploma.
Grades earned and offered for acceptance shall be accepted at face value subject to validation by Cognia or another recognized agency. (More information on validation, including Cognia™ Accredited Agencies, is located at https://www.cognia.org/ .) In accordance with State Board of Education Rule 6A-1.09941, the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period the student is enrolled.

In accordance with Florida Statute § 1003.4282(7), transfer students must pass the Algebra 1 EOC as a graduation requirement, unless the student earns a comparative score as established in State Board of Education Rule 6A-1.09422 or submits proof of an approved Algebra 1 EOC passing score or approved statewide mathematics assessment from another state. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. . If upon receipt of an official transcript, the school determines that the student has been enrolled in the wrong subject or grade, the student shall be immediately placed in the appropriate grade and/or subjects.

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

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

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

institution or program.

Validation Process for High School (9-12)

As stated in State Board of Education Rule 6A-1.09941, validation of credits shall be based on performance in courses at the receiving school. A student transferring into a school shall be placed in the appropriate sequential course(s) and must have a minimum Grade Point Average (GPA) of 2.0 being validated at the end of the first grading period the student is enrolled.
Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in the next subsection of this Plan.

The grade of "P" (Pass) is used when validating/granting transfer credits for coursework when an official transcript or grades that equate to those used in SDPBC cannot be obtained. It is also used when "P" is specified on an official transcript. A grade of "P" is a transcript grade only, **not** a report card grade. It gives credit for coursework, but does not affect the GPA. For transfer of home education students to a middle or high school as stated in **6A-1.09941 State Uniform Transfer of Students in Middle Grades and High School.** (2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows: (a) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.

Alternative Validation Procedure for High School (9-12)

As stated in State Board of Education Rule 6A-1.09941, if validation based on performance as described above is not satisfactory, or when it is not applicable because there is no sequential course, then any **one** of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent(s):

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

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

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

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

Transfer Students Placement for Graduation

Students transferring in from outside of the SDPBC will be placed on a schedule to graduate with their cohort, based on the number of credits needed to graduate with a standard 24-credit diploma. Refer to the Graduation Requirements for Transfer Students section for specific requirements or 18-credit diploma information. Graduation cohort will be set based on grade level placement.

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

CREDITS NEEDED FOR GRADUATION	GRADE PLACEMENT
20 or more	9th Grade
14.5 to 19.5	10th Grade
7.5 to 14	11th Grade
7.0 or less	12th Grade

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

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

INTERNATIONAL EXCHANGE TRANSFER STUDENTS

Approval of Sponsor Palm Beach County Students Participating in an International Exchange Program

a. Only organizations with tax-exempt status as conferred by the IRS pursuant to section 501(c)(3) and organizations that are listed officially with the Council on Standards for International Educational Travel (CSIET), may sponsor an international exchange student program in the Palm Beach County School District.

b. The School Board reserves the right to work with international exchange organizations that have proven their commitment and responsiveness. Sponsors who do not consistently screen and monitor exchange students and host families, or who have been suspended or terminated from the student exchange visitor program, will lose their privilege of placing students in the School District.

Sponsor Responsibilities

a. The sponsoring organization shall work with the appropriate governmental agencies to ensure that the prospective international exchange student has fulfilled all requirements for entry into the United States on a J-1 Visa.

b. Sponsors of student exchange organizations shall secure, prior to the student's departure from their home country, a host family placement for each student participant.

c. As required by the U.S. Department of State, a background check must be completed by the sponsoring organization for each member of the host family household, eighteen years of age or older, and for the local organization representative of the organization.

d. In the event of unforeseen circumstances that necessitate a change of host family placement, the sponsor shall document the reasons necessitating such change and immediately provide this information to the school's guidance department.

e. A written statement form the sponsoring organization or student's home school indicating that the student has not received a high school diploma from his/her country of origin

f. Procedural clearance for enrollment in the School District must be finalized not less than fifteen (15) workdays prior to the student's departure from the country of origin. If subsequent documentation indicates that such procedural clearance was not finalized with the required timeframe, the exchange student shall not be admitted to a school in the School District. Requests for procedural clearance submitted from any designated sponsor after the required fifteen (15) workday periods shall not be honored.

g. Ensure a valid transcript from the student's sending school, which includes the criteria for translating the foreign grades into an English comparison, is provided to the School District.

h. The designated sponsoring organization shall assume responsibility for the student's health, safety, educational financial and legal obligations.

i. For each international exchange student to be eligible for the enrollment in the School District, the local organization representative, from the sponsoring organization, of the international exchange student shall provide documented evidence of the following:
    1. The named host family that has pledged to provide housing for the student during the period of enrollment in the school system.
    2. Health, accident, and liability insurance that is valid in the United States.

3. Immunization in accordance with Florida statutes prior to the student's first day of attendance in the School District.
4. A **written** statement indicating who is responsible for the affected student in case of emergency.
5. Evidence of sufficient English language proficiency, including reading, writing and speaking, that will enable the student to successfully function at the academic level in which he/she is enrolled.

j. The sponsor organization shall adhere to all provisions required by federal laws and regulations.

Acceptance of Student

a) The exchange student shall gain legal entry in to the United States as certified with a J-1 Exchange Visa, which includes clearance by Homeland Security or the appropriate government agency, be a high school (grades 9-12 or the equivalent) student, and shall present documented proof with a birth certificate or passport, showing that he/she will be at least sixteen(16) years of age, but not have attained the age of eighteen and a half (18.5) , prior to attendance at a school in the District.

b) The exchange student shall not, as a condition of enrollment, requires or require a diploma of graduation from the School District. International exchange students have all rights and responsibilities accorded to students in the School District except right to a diploma.

c) The principal of the school or designee shall approve the admission of each exchange student.

d) Upon receiving procedural clearance, the student may register at the appropriate high school, which shall be designated as the school within the regular school attendance boundary of the host family's residence.

e) Rules, regulations, and policies for all students, including The Code of Student Conduct of the School District, shall apply to and shall be adhered to by the exchange student.

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

The exchange student's transcript will be evaluated by the school counselor, so that the exchange student can enroll in appropriate classes. Upon enrollment, exchange students should be coded as such in the student information system. Exchange students should not be classified as grade 12, but may enroll in 12th grade courses. Schools shall withdraw exchange students

using a withdrawal code of W3B when they withdraw from school.

In addition, the exchange student shall not, as a condition of enrollment, be administered an English Language Proficiency screener assessment or placed in the English for Speakers of Other Languages (ESOL) program due to their documented evidence of English language proficiency by the sponsoring organization. The participation of School District students in such programs is a determination to be made by the student and parent (s) or guardian (s) of the student. Therefore, neither the School Board nor its employees shall endorse a specific international exchange study program, nor is the School Board in any way responsible for the activities of the program. Any student of the School District participating in an international exchange program shall:

- Be withdrawn from their home school in the United States
- Upon application for re-enrollment in the School District present an official transcript from the international school attended for evaluation by the receiving School District high school.

ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS

In accordance with State Board of Education Rule 6A-6.0905, the School District of Palm Beach County Plan for English Language Learners During registration, the initial date a student first entered a school in the United States, Date Entered United States School (DEUSS), is collected. An ELL is identified and assessed to determine eligibility for services, in accordance with State Board of Education Rule 6A-6.0902(1)(2).

The English for Speakers of Other Languages (ESOL) coordinator/contact person and the school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL Program placement. [State Board Education Rule 6A-6.0902(3)(b)]

Schools make every effort to obtain records for students transferring from other locations into Palm Beach County. Records are requested from the sending school through phone calls, faxes, emails, and/or the U.S. Postal Service. Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented on the ***English Language Learners Programmatic Assessment and Academic Placement Review (PBSD 1764)*** and filed in the ELL folder. When necessary, Community Language Facilitators assist the students and their families with completing the forms, to ensure proper program/course placement.

For students who enter a Palm Beach County school with a prior transcript, careful analysis of a sending school's curriculum will be done on the level and type of courses the student completed in his/her country of origin. In order to provide consistent and equitable evaluation

of foreign transcripts that will recognize course work completed as comparable to high school levels abroad, the grading scale, grade level, time spent in the course, as well as the methodology and/or pedagogy used in teaching some courses abroad may also impact the correct transferring of the credit. For example, a native language credit may be applied as a required English credit for a student transferring from out of the country and an English course a student may have taken outside of the United States as a foreign language may be credited as foreign language.

In the absence of student records, an ELL in Grades K-8 is placed into academic classes based on age/grade appropriateness. When an ELL student provides records that show enrollment in school (excluding any of the 50 states and the District of Columbia) but not grade level appropriate for his/her age, the student is placed in the age-appropriate grade and provided opportunities to learn key skills according to their individual ELL Plan to enhance the likelihood of success in the current grade in which he/she is placed. Students that present academic records that are one year above their age appropriate grade level may be placed accordingly by the ELL Committee.

A student who is age appropriate for high school must be placed in at least Grade 9. ELLs are scheduled into classes that fulfill graduation requirements and the District's Student Progression Plan, as well as granted credit for completed academic coursework, regardless of the language in which the coursework was completed. Special care must be taken to ensure that Ells have full and equal access to the entire and wide-range of courses offered at the high school and that the placement of Ells in courses is not solely based on English language proficiency. Promoting placement in academically challenging courses should be paramount when considering placement. Course placement includes, but is not limited to: Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement of the student in courses. Students who transfer into Palm Beach County School District after the start of the second semester from a foreign country school whose school year ends earlier than Palm Beach County School District 's school year, will be placed in the grade level they last completed for the remainder of the school year. This policy shall not apply to student's who graduated from high school in another country, those students shall be referred to an appropriate post-secondary institution.

Refer to the age-appropriate placement chart for guidance when determining K-12 grade-level placement.

An ELL Committee meeting, in which the student's parent/guardian has been invited to participate, must be conducted under the following circumstances: a student's placement is based on age; or there is a lack of information about prior schooling (no transcript or report card); or prior schooling does not meet grade level requirements. An administrator must

participate in the ELL Committee and grade placement process. In accordance with State Board of Education Rule 6A-6.0902(3)(d), parent(s) have the right to choose the ESOL Instructional Model (sheltered, mainstream, or dual language) in which the child is served.

Reevaluation of ELL student placement can be made at the request of any member of the ELL committee. Due diligence should be taken to make placement decisions in the best interest of the student] Principles of Professional Conduct for the Education Profession in Florida 6A-10.081].

For unique circumstances, parent/guardians, and school staff may consult the Welcome Center at 3300 Forest Hill Boulevard, Ibis E-4, West Palm Beach, FL 33406 or (561) 434-8065.

STUDENTS WITH DISABILITIES (SWD) AND GIFTED TRANSFER STUDENTS

The State Board of Education Rules 6A-6.0331, 6A-6.0361, School Board Policy 5.725, and the SDPBC's Exceptional Student Education Policies and Procedures (SP&P), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the SDPBC within Florida and students who transfer from outside of Florida.

Students with Disabilities and Gifted Students who Transfer Within Florida

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

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

Students with Disabilities (SWD) and Gifted Students who Transfer from Outside Florida

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

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

requirements of State Board of Education Rules 6A-6.03011 through 6A-6.0361[7].

A student who is gifted and had a gifted plan that was in effect in a previous school district in another state or in another district in the state of Florida does not have to meet the PBSD gifted prerequisites in order to receive gifted services.

Students who Transfer with Section 504 Accommodation Plans

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan, and who is enrolling in a Florida school district. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement.

[7] State Board of Education Rules are located at: https://www.flrules.org/default.asp.

ATTENDANCE AND ABSENTEEISM

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

ATTENDANCE POLICIES AND PROCEDURES

The SDPBC Student and Family Handbook outlines the attendance procedures. All school procedures conform to the following District-wide procedures.

- Parents and guardians are responsible for notifying the school and providing documentation, if required, when a child will be absent and for informing the school of the reason for the absence, within twenty-four (24) hours of the student's absence. If notification was not provided prior to the absence, the parent or guardian shall be required to notify and provide written documentation, if requested by the school, to justify the reason for the student's absence.
- 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.

Middle School Attendance Policies and Procedures

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

- earning a minimum grade of "D" for the quarter; and
- passing the quarterly assessment with a minimum grade of "D".

Students who successfully demonstrate mastery will receive the grade earned and the quarterly assessment is not factored into the grade.

NOTE: Students who do not earn a minimum grade of "D" for the quarter may demonstrate mastery by passing the quarterly assessment with a minimum grade of 70% as referenced in the Course Recovery Options for Middle School Students section. Students who successfully demonstrate mastery via the quarterly assessment will earn a grade of D for that marking period. The high school attendance policy applies when a middle school student is enrolled in a high school credit course.

High School Attendance Policies and Procedures

Students who are absent from a class more than 10 percent of a semester must pass at least one nine-week marking period and the semester exam in order to demonstrate their knowledge of the subject and to receive credit. An absence in a class on block scheduling will count as two absences.

If a student is absent more than 10 percent of the **entire school year** in an EOC Assessment course, the student **must** earn a passing grade in the fourth nine-weeks or earn a Level 3, 4, or 5 on the corresponding EOC, in order to pass the course.

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

LATE ARRIVALS/ AND EARLY DISMISSAL PROCEDURES

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

For elementary students, a pattern of nonattendance may be established by an accumulation of unexcused tardiness or early dismissals that exceed five (5) in 30-calendar days or ten 10 in 60-calendar days.

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

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

ABSENCE POLICIES AND PROCEDURES

Excused Absences

Per School Board Policy 5.09, the following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);

- medical appointment; including an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to s.393.17 for the treatment of autism spectrum disorder, including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.
- death in the family;
- observance of a religious holiday or service that is recognized as such by all members of the faith per School Board Policy 5.095;
- Participation in an activity or program sponsored by 4-H or Future Farmers of America (FFA), if a representative of 4-H or FFA provides the school with documentation proving the student's participation in an activity or program by 4-H or FFA. Participation in an educational activity sponsored by other comparable national organizations with comparable learning objectives may be considered an excused absence if approved by the principal
- subpoena by a law enforcement agency or mandatory court appearance;
- Extreme weather conditions such as, but not limited to, floods, hurricanes, tornadoes, or other acts of God which make it impractical or inadvisable for the safety of the student to attend school;
- suspension[8] (in-school and out-of-school); and/or
- other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee.

Unexcused Absences

An unexcused absence is any absence that does not fall into one of the above excused absence categories. School Board Policy 5.09 mandates that each school in the SDPBC determine if an absence or tardiness is excused or unexcused according to the criteria established by the School Board within this Policy. Students with excessive unexcused absences will be referred to the School Based Team for interventions to be implemented to assist the student and family with improving attendance. The school may refer the student to the District's Truancy Intervention Program if attendance does not improve after interventions are put in place. If the student continues to not comply with the District's attempts to enforce school attendance, the Superintendent or designee is authorized to file a truancy petition with the 15th Judicial Circuit of Florida.

Make-Up Work

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

- For excused or unexcused absences, the number of days allowed to make-up work shall be the same as the number of days the student was not present. Modifications to the time frame should be made at secondary schools on block schedule. Upon return to school, it is the student's responsibility to contact his or her teacher(s)about the makeup assignments and to complete all makeup work within the allowed time frame per School Board Policy 5.09.

Students with Section 504 Accommodation Plan Absence Policy

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

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

Exceptional Student Education (ESE) Absence Policy

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting must be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction. Refer to State Board of Education Rule 6A-6.0331(1)I, School Board Policy 5.725 and its referenced Exceptional Student Education Policies and Procedures (SP&P).

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

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

Pursuant to State Board of Education Rule 6A-1.09515, students may be released during the school day to participate in therapy services or scheduled appointments for the treatment of autism spectrum disorder. Parents wishing to excuse their child for this purpose shall notify the

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

school prior to the absence. For purposes of this rule, documentation of the excused absence may be provided from a duly licensed certified behavior analyst, speech-language pathologist, occupational therapist, psychologist, clinical social worker, or health care provider.

Hospital/Homebound Services (HH)

Hospital Homebound is a temporary ESE eligibility. The services provided are limited and not intended to replicate the classroom experience. The primary goals are to minimize instructional gaps by providing access to the curriculum while the student is medically confined and to promote re-entry into a traditional school setting.

Extended Absence Due to Documented Medical Concern

Once a school is alerted to a medical concern preventing student attendance or causing excessive absences, the school team must meet and document all discussions addressing the following:

1. Current Academic Plan (Any combination of the below options can be considered)

- 504 consideration/review
- Providing missed work - Sending schoolwork home is a temporary option
- Grades/Posting of incompletes with the intention of coordinating the completion of coursework and grade change at a future date.
- Medical withdrawal (W18) – with supported documentation by a physician of extended absence due to medical concern

2. The school team should review and revise the academic plan until grades have been changed and a full/semester grade can be calculated for the period in which the student was absent.

Hospital Homebound Referral

1 Refer to the LEA guide or contact HH administration with referral questions.

2 Hospital Homebound services are determined by the IEP team based on physician evaluation, state criteria and student data. The process for Hospital Homebound referral and eligibility considerations can take one (1) to four (4) weeks. Hospital Homebound services do not begin until a student is determined eligible. Hospital Homebound does not address academic concerns for periods in which the student was not eligible or was being considered for the eligibility.

3 Attendance/Grade concerns prior to eligibility are the responsibility of the school. HH staff will not change grades posted by the school or address missed coursework from periods prior to eligibility.

Hospital Homebound Edplan Integrated Referral Process
Hospital Homebound Frequently Asked Questions

Any Palm Beach County student can be recommended for Hospital Homebound Instructional Services if the student meets state requirements and after the zoned-school has exhausted

available school-based resources. State Board of Education Rule 6A-6.03020 and is available in School Board Policy 5.725; Exceptional Student Education Policies and Procedures (SP&P); and State Board of Education Rule 6A- 6.03411. Additional information is provided by the Department of Department of Virtual and Home Educational Services at: https://www.palmbeachschools.org/departments/virtual-and-home-educational-services.

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

STUDENT WITHDRAWALS ELEMENTARY SCHOOL (K-5) PROCEDURES

Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two weeks of the school year must show evidence that the withdrawal is necessary, and the student must successfully complete examinations as appropriate. Principals are authorized to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal. Final grades must be manually entered, and promotion status updated for students approved to withdrawal during the last two weeks of the school year.

Principals may determine that the requirements for early withdrawal during the third trimester do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal and Regional/Instructional Superintendent. Final grades must be manually entered, and promotion status updated.

MIDDLE SCHOOL (6-8) PROCEDURES

Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the periods in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two weeks of the school year must show evidence that the withdrawal is necessary, and the student must successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or assessments, as appropriate. Final grades must be manually entered, and promotion status updated for students approved to withdraw during the last two weeks of the school year.

Principals may determine that the requirements for early withdrawal during the fourth marking period are not required when unusual/extenuating circumstances preclude full compliance by the student. Student withdrawal must be approved by the school principal and Regional/Instructional Superintendent. Final grades must be manually entered, and promotion status updated.

Middle School Students Enrolled in High School Credit Courses

Students enrolled in high school credit courses who leave prior to the last two weeks of any semester will not be awarded credit in those courses, unless they enroll in another school and complete the course requirements including examinations, if applicable. Yet, pursuant to Florida

Statute § 1003.4295(3), students enrolled in courses with an End-of-Course (EOC) Assessment who meet satisfactory performance or earn a Level 3 or higher on the assessment may earn course credit through the Credit Acceleration Program (CAP). Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate. Principals may determine that the requirements for early withdrawal during the second or fourth marking periods are not required when unusual/extenuating circumstances preclude full compliance by the student. Student withdrawal must be approved by the school principal and Regional/Instructional Superintendent. Final grades must be manually entered, and promotion status updated. Semester credit will not be awarded for any EOC courses.

HIGH SCHOOL (9-12) PROCEDURES

Withdrawal Prior to the Last Two Weeks of the Semester

Students who leave school prior to the last two weeks of any semester will not be awarded credit unless they enroll in another school and complete the course requirements including examinations, if applicable. Yet, pursuant to Florida Statute § 1003.4295(3), students enrolled in courses with an End-of-Course (EOC) Assessment who meet satisfactory performance or earn a Level 3 or higher on the assessment may earn course credit through the Credit Acceleration Program (CAP). Principals are authorized to make arrangements for the administration of any tests, as appropriate.

Withdrawal During the Last Two Weeks of the Semester

A student who leaves before the close of the school term shall receive grades on the report card covering the periods in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. Students who leave school during the last two weeks of any semester must show evidence that the withdrawal is mandatory, and the student must successfully complete any necessary examinations, as appropriate, in order to receive course credit. Principals are authorized to make arrangements for the administration of examinations, as appropriate.

Principals may determine that the requirements for early withdrawal are not required during the second or fourth marking period when unusual/extenuating circumstances preclude full compliance by the student. Student withdrawal must be approved by the school principal and Regional/Instructional Superintendent. Final grades must be manually entered, and promotion status updated. Semester credit will not be awarded for any EOC courses.

HOME EDUCATION ENROLLMENT PROCEDURES

Withdrawal for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the parent(s) must initiate the withdrawal process at the school and notify the School District Superintendent/designee in writing of the intent to establish a Home Education Program for the student. The parent shall submit the Notice of Intent to the Home Education Office within 30 days of the establishment of the Home Education Program. Refer to the School District's Home Education Website to complete this form. Parent(s) can also obtain assistance by emailing homeed@palmbeachschools.org or phone (561) 434-8052. [Florida Statute § 1002.41 & School Board Policy 8.14(3)(4)(5)].

Home Education correspondence can be emailed, faxed, or mailed to:

School District of Palm Beach County
Home Education Office
3306 Forest Hill Boulevard D-
9792, West Palm Beach, FL
33406-5813
homeed@palmbeachschools.org

CURRICULUM

The SDPBC Curriculum Guidelines incorporate the performance standards as defined by the Florida Department of Education (FLDOE) Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) (for English Language Arts and Mathematics), State Academic Standards (SAS) , Florida Benchmark for Excellent Student Thinking (B.E.S.T.) Access Points for students with the most significant cognitive disabilities or Academically Challenging Curriculum to Enhance Learning (ACCEL) options, as applicable. FLDOE course descriptions can be accessed through CPALMS at: http://www.cpalms.org/Public/. [State Board of Education Rule 6A- 1.09401]

ELEMENTARY SCHOOL (K-5) CURRICULUM

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

- Arts Education
- Computer Science
- English Language Arts
- Health Education
- Mathematics
- Physical Education
- Science
- Social Studies
- World Language

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

MIDDLE SCHOOL (6-8) CURRICULUM

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

- Arts Education
- Career and Technical Education (CTE)
- Computer Science
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

In addition, course descriptions or frameworks are provided for each middle school course. These course descriptions meet the requirements of State Board of Education Rule 6A-1.09412. District-adopted textbooks and/or instructional materials are provided for all middle schools.

Students in Grades 6-8 must be scheduled for a full school day. All courses are a full school year unless otherwise noted. Courses offered conform to District and State requirements. Advanced/Accelerated middle school courses will be awarded a weight of 1.125 on the middle school report card. This additional weight, however, is not a part of a student's high school Grade Point Average (GPA).

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

Courses listed as International Baccalaureate (IB) Middle Years Program (MYP) and International General Certificate of Secondary Education (IGCSE) courses can only be taught in approved IB MYP or Cambridge Programs.

HIGH SCHOOL (9-12) CURRICULUM

The curriculum includes standards for the following content areas:

- Arts Education
- Career and Technical Education (CTE)
- Computer Science
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

In addition, course descriptions or frameworks are provided for each high school course. These course descriptions meet the requirements of State Board of Education Rules 6A-1.09412. District-adopted textbooks and/or instructional materials are provided for all high schools. High school credit is not awarded for any course not supported by a curriculum description/framework provided by the School District/FLDOE.

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

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

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

REQUIRED INSTRUCTION

Per FS 1003.42 Required Instruction each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. Matrix of Required Instruction

REQUIRED FIRST AID AND CPR INSTRUCTION

Per FS 1003.453 (3), Schools are required to provide basic first aid training, including cardiopulmonary resuscitation (CPR), for all students in grades 9 and 11.

CURRICULUM FOR SPECIAL PROGRAMS, SITUATIONS, AND/OR POPULATIONS

Choice and Career and Technical Education (CTE) Programs

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

Program descriptions for each Choice and Career Academy program, any eligibility requirements, availability of transportation, and the application and lottery processes can be accessed in the Choice Programs booklet and other links on the Choice and Career Options website School Choice Website. Additional questions may be emailed to choicequestions@palmbeachschools.org.

English for Speakers of Other Languages (ESOL)

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

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

Exceptional Student Education (ESE)

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

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks may be more appropriate. The B.E.S.T. Standards for ELA and math include Access Points for students with the most significant cognitive disabilities. State Academic Standards include Access Points in the content area of science and social studies.
These Access Points are expectations for students with the most significant cognitive disabilities to access the General Education curriculum. Parental consent is required for students to be placed on an Access Points curriculum. If a parent declines to consent, the School District may file a request for due process hearing. Access Points reflect the core intent of the standards with reduced levels of complexity. (Refer to State Board of Education Rule 6A-1.09414 for course descriptions).

As appropriate, the IEP must enable the parent(s) and student to be involved in determining how the student will be involved/progress in the General Education curriculum, and how the

student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [State Board of Education Rule 6A-6.03028(3)(h)2].

The IEP may specify whether accommodations[9]/modifications[10] are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. [State Board of Education Rule 6A-6.03028(3)(h)2] In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP Team shall begin the process of, and develop an IEP for, identifying the need for transition services during the seventh grade year or when the student attains the age of 12, whichever comes first, in order for the postsecondary goals and career goals to be identified and in place when the student enters high school or attains the age of 14 years, whichever comes first. In accordance with Florida Statute §1003.5716 this process must include, but is not limited to: consideration of the student's need for instruction in the area of self-determination and self-advocacy to assist the student's active and effective participation in an IEP meeting and preparation for the student to graduate from high school with a Standard High School Diploma pursuant to Florida State Statute § 1003.4282. SWD are eligible to pursue a Scholar Designation and/or Industry Scholar Designation for their Standard High School Diploma.

Public school students with disabilities must be provided the opportunity to meet the graduation requirements for a Standard High School Diploma as set forth in Florida Statute § 1003.4282 in accordance with the provisions of Florida Statutes §§ 1003.57 and 1008.22.

[9] 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.

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

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one or more major life activities of the student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

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

A Multi-Disciplinary 504 Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

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

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

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

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

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

To ensure compliance for all school decisions made under Section 504 and ADA, two components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, the student's Multi-Disciplinary 504 Team must make service, accommodation, and placement decisions. A Section 504 Accommodation Plan cannot be changed without proper parental notice and Multi-Disciplinary 504 Team Meeting. The individual student's Section 504 Accommodation Plan documents the accommodations and/ related services that are required to ensure that the student has an equal opportunity to access the General Education curriculum. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

Gifted Education Curriculum

Students enrolled in the Gifted Program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the District, such as Honors, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE). [State Board of Education Rule 6A-6.030191]

Students identified as gifted, under State Board of Education Rule 6A-6.03019, have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide direction for the instructional program. The Differentiated Instructional Program includes advanced-level content, acceleration, and enrichment that address the student's special abilities and interests. For more information regarding gifted education, refer to School Board Policy 5.725 and the Exceptional Student Education Policies and Procedures (SP&P) pertaining to gifted students.

Home Education Program

The School Board recognizes the rights of parents[11] to educate their child(ren) at home in lieu of regular attendance in a public or private school. The School Board's Policy is to ensure the Home Education Program for students of the SDPBC is conducted in accordance with State laws and rules. [School Board Policy 8.14]

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

A Home Education Program is sequentially progressive instruction of a student directed by his/her parent(s)/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 is responsible for submitting an annual evaluation, in accordance with Florida Statute § 1002.41. Information and forms are available at http://www.palmbeachschools.org/homeeducation. Additional questions may be emailed to homeed@palmbeachschools.org.

Virtual Instruction

Florida Statute § 1002.45 authorizes school districts to implement virtual instruction programs through district-operated or contracted providers approved by the Florida Department of Education. Virtual instruction is not distance learning, which is defined in the Distance Learning section of this document. The SDPBC provides multiple options of full-time and part-time K-12 virtual instructional programs. [Florida Statutes §§ 1002.37, 1001.42(23)& 6A-6.0981, &School Board Policy 5.017.]

A student who is a full-time student attending a traditional public school in the SDPBC must have permission from his/her school counselor and/or principal designee to enroll in Virtual Education courses. Section 1002.37(3)(c), F. S., states that school districts may not limit student access to FLVS courses. However, the school counselor will determine if the course is academically appropriate for the student based upon the student's academic history, grade level, and age.

For more information, including the multiple virtual options, see program descriptions at: www.palmbeachvirtual.org.

Registered Home Education students may take a partial or full schedule with the District's Florida Virtual School (FLVS) franchise or approved virtual education providers in accordance with Florida Statutes §§ 1002.37 and 1002.41.

Educational Alternatives/Department of Juvenile Justice/Youth Services

In accordance with Florida Statutes §§ 1003.51, 1003.52, 1003.53, 1003.54, and State Board of Education Rules 6A-6.052 through 6A-6.05292[12], the SDPBC provides special assistance and programs to those students identified as at-risk of dropping out of middle and high school.

The academic program for a Dropout Prevention (DOP)/ Educational Alternatives (EA)/Department of Juvenile Justice (DJJ)/Youth Services student may differ from traditional

[12] State Board of Education Rules are located at: https://www.flrules.org/default.asp.

education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. Various programs and support activities are available in EA/DJJ/Youth Services schools throughout the SDPBC. In order to meet the needs, interests, and talents of eligible students, the programs employ alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures. All students who exhibit the characteristics of potential dropouts are eligible for these programs. Students, who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors, may be considered eligible. Refer to School Board Policy 8.13 and the referenced *Dropout Prevention/Educational Alternative/Juvenile Justice/Youth Services Programs Manual*.

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

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

1. Educational Alternatives (Dropout Prevention) Performance-Based (Competency-Based) Program that allows for shortened instructional time and awards credits for the mastery of 70 percent of the course performance standards; or
2. approved Educational Alternatives (Dropout Prevention) course modification program designed for time variation (shortened or lengthened time for in-class instruction), alternative methods of assessments of student performance, or integration of course performance standards into interdisciplinary units of study.

When courses are modified to incorporate a range of performance standards, students may be awarded credits for mastery of performance standards.

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

SPECIAL PROGRAMS FOR HIGH SCHOOL

Career and Technical Education (CTE)

Students in the SDPBC are eligible for consideration and participation in Career & Technical Education Programs. Recent legislation and rule revisions have substantially changed many of these programs and have mandated placement and productivity standards as conditions for continued funding. [Florida Statutes §§ 1003.491 & 1003.492; and

It is essential that parents, students, teachers, school counselors, and administrators be aware that individual CTE courses do not stand alone, but are part of a planned program of study leading to college and career readiness and industry certifications, where applicable. Not all CTE programs or academies are offered at all high schools. Students should take advantage of available career planning activities within their schools when selecting CTE programs of study. To better prepare our students to be college and career ready, the Department of Choice and Career Options has developed a solid Career Pathway System This System includes rigorous Programs of Study to provide students with academic preparation, guidance, and career-related knowledge to help them prepare for their future career goals. Each program of study includes college credit earning opportunities through AICE, AP, Dual Enrollment, Gold Standard Statewide Articulation Agreements via industry certifications, as well as Articulation Agreements with local post-secondary institutions.

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

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

Core Credit for Career and Technical Education (CTE)

A student who earns an industry certification that articulates to college credit may substitute the certification for up to two mathematics credits, except for Algebra 1 and Geometry. To substitute the two mathematics credits, the student would need to earn two industry certifications. An identified rigorous Computer Science course with a related industry certification substitutes for up to one mathematics credit (except for Algebra 1 or higher-level mathematics).

A student who earns an industry certification that articulates to college credit may substitute the certification for one science credit, except for Biology 1. An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1 or higher-level science).

To substitute the two mathematics credits and a science credit, the student would need to earn three industry certifications.

Course code waiver numbers have been added to the Course Code Directory (CCD) for student transcript purposes:

- Industry Certification Mathematics Waiver numbers are 1200998 and 1200999; and

- Industry Certification Science Waiver number is 2000999. (Refer to Section 5 of the CCD).

For a listing of applicable industry certifications, please refer to the *Statewide Articulation Agreements-Industry Certification*.

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

Career Academies

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

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

Additional information is available at School Choice Website .

Career Education Program Completer Certificate

A Career Education Program Completer Certificate is awarded to students who successfully complete all courses in a CTE Program or Academy, as set forth by the Florida Department of Education (FLDOE) curriculum framework. Visit the District's CTE website under CTE courses and Industry Certification for more information.

Beginning in middle school, a student can begin ~~a~~ CTE courses that includes proficiency in mathematics, communications, science, and a sequence of courses in a CTE Program or Academy, such as business, marketing, drafting, computer technologies, culinary, early childhood education, and health science occupations, etc. This will provide preparation for careers that will have continued growth and are in demand within our local workforce region. In addition, Articulation Agreements with postsecondary institutions are developed to provide students with the opportunity to receive college credit for certain secondary CTE courses upon matriculation. [Florida Statute § 1007.22] Scholarships are available to eligible students who successfully

complete a CTE Program of Study through the Florida Bright Futures Scholarship Program

Junior Reserve Officers' Training Corp (JROTC)

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

- the student's school offers the JROTC for any branch of the United States Armed Forces or United States Department of Homeland Security;
- the student does not meet the JROTC's minimum enrollment qualifications; or
- scheduling of the student's courses of study does not allow the student to attend the JROTC at another public high school in the School District.

JROTC Cadets will create a portfolio that contains an organized collection of work based on accomplishments, personality, goals, and aspirations. The portfolio is an electronic resource from a third party Cadet Portfolio Management provider and/or through government supplied databases. Portfolios will provide insight and information on the Cadet's personal achievements and growth over time. Instructors will ensure that all Cadets and participating students have a portfolio and will periodically discuss evidence of growth and improvement demonstrated in the portfolio. Portfolios will include specific information on each Cadet, including but not limited to: Personal cover page, a mission statement of goals, learning style inventory, academic work samples, learning plans and assessments from core lessons, financial planning portfolio, fitness summaries, resume with references, samples of awards, certificates of accomplishments and other achievements, Cadet challenge results, and reflections from service-learning projects. Portfolios will be maintained on all Cadets enrolled in the JROTC program for the duration of their JROTC career per each unit's directive. Students participating in a JROTC program are required to adhere to specific standards set by the service sponsoring the program, including compliance with grooming policies. Proper appearance and grooming is mandatory to maintain uniformity while in any JROTC uniform.

Pursuant to Sec. 2031 of title 10, U.S. Code, the School District shall also allow Home Education students to enroll in the Junior Reserve Officers' Training Corps (JROTC) program offered at their zoned school. Students must be enrolled in Home Education within the School District of Palm Beach County.

- Home Education students must be present for the JROTC class period Pursuant to Florida Statute §1003.451(2)(a)(b), the School District is not required to provide transportation for students to attend the JROTC at another public high school in the School District.

Performance-Based Exit Option Model

The Performance-Based Exit Option Model, when offered, is an instructional program that

results in a Florida High School Performance-Based Diploma. Students who complete the requirements per State Board of Education Rule 6A- 6.0212 may be awarded a State of Florida High School Performance-Based Diploma. This Performance-Based Diploma may not provide the same postsecondary options as a Standard Diploma. [Florida Statute § 1003.435]~~}~~

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

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

GENERAL ELEMENTARY AND MIDDLE SCHOOL ACCEL OPTIONS

According to Florida Statute § 1002.3105, ACCEL options include, but are not limited to, the following:

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

Additional acceleration options include, but are not limited to, STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, , curriculum compacting, advanced-content instruction, or telescoping curriculum self-paced instruction and rigorous industry certifications that are articulated to college credit and approved per Fla. Stat. 1003.492 and 1008.44; and work-related internships or apprenticeships. Parents and students should contact the school for acceleration options and eligibility criteria. Schools shall notify parents and students of the District's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in the student attending a different school.

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

GENERAL HIGH SCHOOL ACCEL OPTIONS

According to Florida Statute § 1002.3105, ACCEL options include, but are not limited to, the following:

- Credit Acceleration Program (CAP);
- Advanced Placement (AP) Program;
- International Baccalaureate (IB) Program;
- Advanced International Certificate of Education (AICE);
- Dual Enrollment and Early Admission;
- Career Academy Courses; and
- Virtual Courses
- Additional Options include but are not limited to; industry certifications that are articulated for college credit, work related internship or apprenticeships.

CREDIT ACCELERATION PROGRAM (CAP)

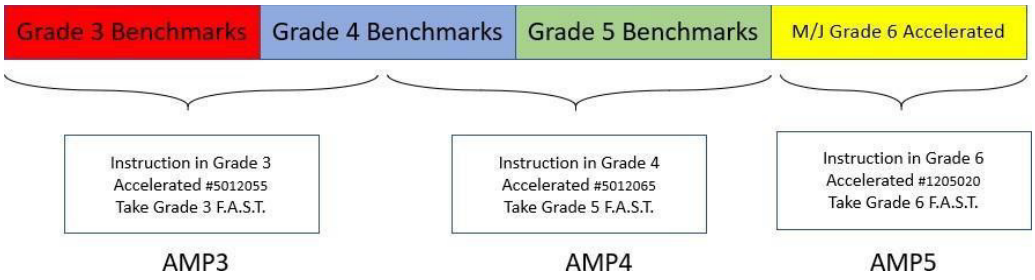
- The CAP Program allows a student to earn high school credit in courses required for high school graduation through passage of an End-of-Course assessment administered under s. 1008.22 (Algebra 1, Geometry, United States History, and Biology 1), an Advanced Placement Examination, or a College Level Examination Program (CLEP).
- The Grade of ***T*** is used when a student opts to earn course credit through the Credit Acceleration Program.
- According to s.1003.4295, notwithstanding s. 1003.436, course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding End-of-Course assessment, Advanced Placement Examination, or CLEP.

- Students are responsible for all fees associated with CLEP exams. Students who take an Advanced Placement or an Advanced International Certificate of Education exam without being enrolled in the corresponding course are responsible for all fees.

ELEMENTARY SCHOOL ACCELERATION REQUIREMENTS

Palm Beach Accelerated Mathematics Pathway (AMP)

In order to best meet the needs of all students in grades 3-5 in Palm Beach County, the Accelerated Mathematics Pathway (AMP) provides an opportunity for students to receive targeted instruction addressing three years of mathematics standards within two years of classroom instruction. AMP provides a platform of compacted instructional planning following for personalized learning in an accelerated rigorous mathematics classroom.



Recommended Elementary Mathematics Progressions

Grade 3		Grade 4			Grade 5		
Prior Year Performance	**Course Enrolled (State Assessment taken in Spring)**	**Prior Year Performance**		**Course Enrolled (State Assessment taken in Spring)**	**Prior Year Performance**		**Course Enrolled (State Assessment taken in Spring)**
Student placement decisions should be based on collaborative conversations with teacher, parent, and school administration.	Grade 3 AMP FAST Grade 3)	--> -->	Grade 3 FAST Math Levels 3-5*	Grade 4 AMP FAST. Grade 5)	--> -->	Grade 5 FAST Math Levels 3-5*	Grade 6 Advanced Math (FAST. Grade 6)
			Grade 3 FAST Math Levels 1-2*	Grade 4 Math (FAST. Grade 4)		Grade 5 FAST Math Levels 1-2*	Grade 5 Math (FAST Grade 5)
	Grade 3 Math (FAST Grade 3)	--> -->	Grade 3 FAST Math Levels 3-5*	Grade 4 AMP **w/ Support** FAST. Grade 5)		Grade 4 FAST Math Levels 4-5*	Grade 6 Advanced Math **w/ Support** (FAST. Grade 6)
			Grade 3FAST Math Levels 1-2*	Grade 4 Math FAST. Grade 4)		Grade 4 FAST. Math Levels 1-3*	Grade 5 Math (FAST. Grade 5)

*Student placement should be based on several factors including teacher input, other assessment data, and parent request. Suggested criteria are listed below.

Courses designated "w/support" may vary based upon the specific needs of the student, class, and school. This may be embedded into the regular mathematics class through differentiated instruction or provided through a supplemental opportunity.
The traditional grade level course remains available for students leaving the accelerated mathematics pathway.

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

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

1. Student must have a recommendation supported by a school-based team including school

counselor, teacher(s) of record for the subject-area requested, and approval of school principal as noted on the Elementary School Acceleration Plan and Performance (PBSD 2500)

2. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
3. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
4. Student must meet all expectations on *Characteristics of Proficient Learners*, as identified on the report card.
5. Student must demonstrate overall high academic performance (i.e., report card ratings of "Exemplary" and meet all standards assessed during the previous nine academic months or all "A"s in subject-area requests for acceleration).
6. Student must demonstrate mastery of standards as demonstrated by Level 5 on the statewide standardized assessment, or comparable standardized assessment, as related to the subject-area being considered for acceleration
7. Gifted placement must be considered if student meets eligibility for the program

MIDDLE SCHOOL ACCELERATION REQUIREMENTS

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

For subject area[13] acceleration to occur, all of the following indicators must be met:

1. Recommendation supported by a school-based team including school counselor, teacher(s) of record for the subject area requested, and approval of school principal as noted on the Middle School Acceleration Plan and Performance Contract (PBSD 2501).
2. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
3. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
4. Student must demonstrate all "3"s and "4"s in conduct on report card from the previous nine academic months.
5. Student must demonstrate an overall high academic performance by report card ratings of all "A"s in subject area(s) requests for acceleration.
6. Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end-of-year as applicable, including, but not limited to End-of-Course (EOC) Assessments and/or FAST.

7. Student must meet all expectations of Characteristics of Proficient Learners. A checklist is located on the Middle School Acceleration Plan and Performance Contract (PBSD 2501).

[13] Schools should continue to follow the suggested District Mathematics Pathways for placing students in Algebra 1. Schools should continue their current practice and eligibility criteria for placing students in Physical Science Honors and general high school electives. The ACCEL procedures and plan is not needed for those courses.

WHOLE-GRADE AND MID-YEAR PROMOTION PROCEDURES

Elementary School Requirements

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

1. Acceleration for specific core courses must be **considered**.
2. Gifted Program eligibility must be **considered**.
3. Recommendation supported by a school-based team including school counselor, two of the student's current or former core curriculum teachers, and approval from the school principal, as noted on the Elementary School Acceleration Plan and Performance (PBSD 2500). For promotion to Grade 6, the signatures of the middle school principal/designee and Regional Superintendent are required.
4. Student must be in attendance in the school where the ACCEL request is being made for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
5. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
6. Student must demonstrate an overall high academic performance (i.e. report card ratings of "Exemplary" and meet all standards assessed or all "A"s in core areas where applicable).
7. Student must meet satisfactory performance on the Grade 3 FAST ELA. In order for a student in Grade 2 to be promoted to Grade 4, the student must first have a midyear promotion to Grade 3 to enable the student to take the Grade 3 FAST ELA. Upon successful completion of the second part of Grade 3, including meeting satisfactory

   performance or earning a Level 3 or higher on the Grade 3 FAST ELA, the student will be eligible for promotion to Grade 4.
8. Student must demonstrate the highest level of performance for current grade level on K-3 B.E.S.T. in mathematics, reading, and writing as measured by current district approved assessments. Schools may contact the Division of Teaching and Learning to get the most current information on approved district assessments and levels of performance. In Grades 4-5, student must demonstrate a Level of 5 on applicable grade level FAST Reading, Mathematics, and Statewide Science Assessment.

Middle School Requirements

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

1. Acceleration for specific core courses must be **considered**.
2. Gifted program eligibility must be **considered**.
3. Recommendation supported by a school-based-team including school counselor, two of the student's current or former core curriculum teachers and approval from the school principal, as noted on the Middle School Acceleration Plan and Performance Contract (PBSD 2501). Regional Superintendent recommendation is required if there is a change in school.
4. Student must be in attendance in the school of requested ACCEL for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
5. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
6. Student must demonstrate all "3"s and "4"s in conduct on report card from the previous nine academic months.
7. Student must demonstrate an overall high academic performance by report card ratings of all "A"s (E's on standards-based report cards) in all classes (core and elective) during the previous nine academic months.
8. Students requesting promotion to Grade 9 must demonstrate an overall high academic performance by earning at least four academic high school credits with grades of "A" or "B". High school World Language courses may be included. Grade of "A" is required for middle school courses.
9. Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end-of-year as applicable, including, but not limited to EOC Assessments and/or F.A.S.T.).
10. Student must meet all expectations of Characteristics of Proficient Learners. Checklist located on the Middle School Acceleration Plan and Performance Contract (PBSD 2501).

High School Requirements

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

RECOMMENDED ASSESSMENTS FOR SUBJECT AREA ACCELERATION

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

All available data must be considered. Mastery levels for eligibility reflect scores in the 9th

stanine, highest level, or equivalent. The following data/assessments must be considered, if available:

- Current available FAST scores or comparable statewide standardized assessments
- Most recent SDPBC diagnostic scores and/or FAST PM 2 and PM 3
- Psycho-educational assessment
- Midyear and end-of-year assessments, as appropriate for ACCEL request
- Work samples of products
- Benchmark Advance Assessments (for Grades K-5)
- Palm Beach Performance Assessment

PROCEDURES FOR REQUESTING ACCELERATION

Elementary School (K-5) Procedures for Requesting Acceleration

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

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

Middle School (6-8) Procedures for Requesting Acceleration

1. Parent submits written request for ACCEL option to the principal. Requests for the next school year must be submitted prior to the end of the third quarter. Requests for midyear promotion should be submitted prior to the end of the first quarter of the current school year. The principal may also initiate student participation in ACCEL. If the principal initiates

the student's participation in an ACCEL option, the parent(s) must be notified.

2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and a school-based team meeting is scheduled.
3. The principal and school-based team determine student eligibility in accordance with Acceleration guidelines outlined above.
4. The principal and school-based team, in conjunction with parent(s) and student, complete the Middle School Acceleration Plan and Performance Contract (PBSD 2501 which includes an Acceleration Plan and timeline.
5. Once the Plan is implemented, the student's progress will be monitored throughout the first semester of acceleration. If at any time during the progress monitoring semester, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the school- based team and appropriate placement will be made. Any change of placement must be made prior to the end of the first semester of acceleration, before the student takes final exams. After successful completion of one semester, the student should remain on the accelerated track.

High School (9-12) Procedures for Requesting Acceleration

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

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

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

Some high school courses will be offered in middle school. Students in Grades 6-8 who are enrolled in a high school credit course, who meet the same attendance requirements met by high school students (see Florida Statute § 1003.436) and who successfully complete the course, may earn high school credit.

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

Students who take a high school credit course will be considered dually enrolled in both middle and high school and the credit earned will satisfy the middle school course requirement for the appropriate grade level and will allow the student to acquire high school credit as well. High school rules apply for grading and attendance.

MATHEMATICS NOTE: Three of the four mathematics credits required for graduation must be earned in Grades 9-12 listed under of the Mathematics Requirements for Four-Year 24-Credit Option section are met.

SCIENCE NOTE: Three science credits must be earned during high school (Biology 1, a course in the physical sciences, and an equally rigorous science course). If a student earned a Biology and/or physical science credit in middle school, that course will meet the subject area requirement. However, an additional three science credits must be earned in grades 9-12.

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

Middle school students who have successfully completed a high school mathematics course will earn high school credit and that credit will count as one of the four mathematics credits that must be earned in Grades 9-12. To earn high school credit for Algebra 1, a middle school student must take the Algebra 1 EOC Assessment and pass the course. A middle school student's performance on the Algebra 1 EOC Assessment constitutes 30 percent of the student's final course grade. Middle school students who do not take the Algebra 1 EOC Assessment will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated. [Florida Statute § 1003.4156]

Middle school students enrolled in high school Geometry must take the corresponding EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must meet satisfactory performance or earn a Level 3 or higher on the EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. Middle school students who do not take the EOC Assessment will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated. [Florida Statute §§ 1003.4156, 1003.4282(3)(b), 1003.4285(1)(a)]

The requirements for out-of-country, out-of-state, private school, or Home Education Program a

student who transfers into a Florida public school with a transcript that indicates Algebra 1 course credit, must meet satisfactory performance or earn a Level 3 or higher on the Algebra 1 EOC Assessment in order to earn a Standard Diploma unless the student met one of the following requirements:

- earned a satisfactory score on an approved statewide assessment in Algebra 1 administered by the transferring entity; or
- earned a satisfactory score on an approved statewide mathematics assessment the transferring entity used to satisfy the requirements of the Elementary and Secondary Education Act (20 U.S.C. s. 6301). [Florida Statute § 1003.4282]

If a transfer student's transcript shows a final course grade and credit in Geometry, the transferring final grade and credit must be honored without the student taking the requisite EOC Assessment and without the results constituting 30 percent of the student's final course grade. However, to qualify for a Scholar Diploma designation, the student must earn a proficient score on the EOC Assessment in Geometry. [Florida Statutes §§ 1003.4282 & 1003.4285(1)(a)] (6) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS

MIDDLE SCHOOL ENROLLMENT IN ADVANCED PLACEMENT (AP)

The AP Program does not permit the use of the AP designation in grades earlier than grade 9. Specifically, "the AP designation can only be applied to courses offered at or above the ninth-grade level that have received authorization through the annual AP Course Audit process. The AP label cannot be affixed to courses and transcripts earlier than ninth grade." The only exception to this policy is for world language courses, as outlined in the full policy, which can be found at AP Central.

COURSES TAKEN THROUGH NON-DISTRICT EDUCATIONAL PROVIDERS

Students who participate in enrichment programs will not receive school credit. Courses taken through other educational providers may be awarded credit, so long as the provider is accredited by Cognia™. The District and/or school designee will evaluate the course to determine if and which course credit and weighting will be awarded. Prior approval must be obtained using the Non- District Educational Provider Course Approval (PBSD 2601) to determine course equivalency and weighting. Credit may be denied if preapproval is not obtained. Students attempting credit for an EOC course must take the corresponding EOC, which will be counted as 30 percent of the final course grade. Students taking AP and/or AICE courses will be awarded the first semester credit with college level 1.50 weighting. The second semester will be awarded with honors-level (1.125) weighting and will be changed to 1.50 weighting after the student sits for the required assessment. Weighting of 1.125 shall apply to both semesters if the student does not sit for the required assessment. For rules pertaining to transfer students, refer to State Board of Education Rule 6A-109941.

CREDIT BY EXAMINATION

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

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

The International Baccalaureate (IB) Diploma Program is an international two-year pre- university curriculum leading to internationally standardized written and oral examinations administered through the International Baccalaureate Organization. Eligible secondary students are enrolled in a program of study that includes courses identified by the IB Organization. For example: Students must pass a Theory of Knowledge course in order to receive an IB Diploma.

The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examinations that will be used to grant postsecondary credit at colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination, regardless of whether or not the student achieves a passing score on the examination. [Florida Statute § 1007.27(7)]

State Board of Education Rule 6A-1.09441 requires that students must earn credit toward high school graduation through membership in courses listed in the State Board of Education Course Code Directory. IB Middle Years Program (IBMYP) or other accelerated courses that are listed in the Course Code Directory may be offered to prepare prospective students in Grades 6 through 10 to enroll in IB Diploma Program courses in Grades 11 and 12.

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE)

The Advanced International Certificate of Education (AICE) Diploma Program is part of an international university curriculum and examination system administered and assessed by Cambridge International Examinations (CIE) of the University of Cambridge. Eligible secondary students are enrolled in programs of study that include courses offered by the Cambridge AICE Program. One course in Global Perspectives is required to obtain an AICE Diploma.

The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and AICE examinations that will be used to grant postsecondary credit at colleges and universities. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27(8)]

ADVANCED PLACEMENT (AP)

Eligible secondary students may enroll in courses offered by the Advanced Placement Program administered by the College Board S.1007.23(1) . Postsecondary credit may be awarded to students who score a minimum of three on a five-point scale on the corresponding AP Exam. Students shall be exempt from any fees for administration of the examination, regardless of whether or not the student achieves a passing score on the examination. [Florida Statute §1007.27(5)]

DUAL ENROLLMENT PROGRAM

The Dual Enrollment Program is the enrollment of an eligible secondary student or Home Education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an Associate or Baccalaureate Degree. [Florida Statute §1007.271]

In accordance with Florida Statute § 1007.23(5), a Dual Enrollment Articulation Committee made up of the SDPBC, Palm Beach State College, and Florida Atlantic University personnel, as applicable, establishes rules, regulations, and policies of Dual Enrollment.

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. It is not recommended that students duplicate potential college credit through dual enrollment, AP, AICE, or IB. This may have negative financial and degree completion implications at the postsecondary level. Dual Enrollment credit can be earned at Palm Beach State College, Florida Atlantic University, or any other public institution of higher learning that has an established Dual Enrollment Articulation Agreement with the SDPBC, pursuant to Florida Statute § 1007.271. Course credit earned in these courses with a grade of "C" or better, shall transfer as college-level credit to a state college/university in Florida. College credit is transferable to other colleges according to the individual college guidelines and requirements. Where sufficient numbers of qualified students have been identified, a college course may be offered at the local high school.

Some college courses equate to a 0.5 high school credit, while others equal one credit. All Dual Enrollment grades shall be weighted 1.50 times the standard scale.

The Dual Enrollment Articulation Agreement lists Dual Enrollment courses and credits meeting specific subject area credit toward graduation. Certain Dual Enrollment courses may be used to satisfy specific required courses for graduation. (See the Florida Department of Education's *Dual Enrollment Equivalency List* at: https://www.fldoe.org/core/fileparse.php/20872/urlt/9-2.pdf

Students must meet the following requirements and conditions, as stated in the Dual Enrollment Articulation Agreements, in order to be eligible for participation in the Dual Enrollment Program:

1. Students in grades 6-12 must meet eligibility criteria including GPA requirements and earn college ready scores as specified by each institution in the corresponding Dual Enrollment Articulation Agreement. For more information visit palmbeachschools.org/dualenrollment
2. Students must limit enrollment to no more than eight total college credit hours per semester, regardless of the number of institutions they attend (per Dual Enrollment Articulation Agreement).
3. Students are limited to enrolling in courses that are a minimum of three (3) credit hours. One (1) credit hour lab courses must accompany a co-requisite three (3) credit hour course.
4. Students are limited to earning a maximum of sixty (60) credit hours through dual enrollment. Early admission students may continue their enrollment beyond sixty (60) credit hours provided they have not already earned 60 credit hours prior to the semester in which early admission begins.
5. Students are only eligible for undergraduate courses.
6. Middle school students must contact the SDPBC School Counseling office to begin the Dual Enrollment application process. High school students must contact their school counselor to begin the Dual Enrollment application process. Dual Enrollment paperwork may be distributed to current, eligible SDPBC students only.
7. Students must receive approval of the school principal/designee.
8. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule.
9. Students must satisfy any course prerequisites.
10. The college/university must have space available in the requested course.
11. Students must maintain a minimum 3.0 cumulative GPA [Florida Statute § 1007.271(3)] per semester and earn a grade of "C" or better in any college-level course, in order to continue in the Dual Enrollment Program. A student will no longer be eligible for the Dual Enrollment Program if he/she earns a grade of "D", "F" or "W" These grades will be reflected on the high school and college transcripts.
12. Seniors are eligible for dual enrollment courses through the spring semester of their senior year and may NOT take summer dual enrollment courses regardless of their graduation date. Students may not enroll in vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, or physical education courses that focus on the physical execution of a skill, rather than the intellectual attributes of the activity. [Florida Statute§1007.271(7)]

Career and Technical Dual Enrollment courses shall be available for students seeking to earn industry certification through a career education program or course [Florida Statute §1007.271(7)].

Career Dual Enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications which count as elective credits toward the high school diploma. It is the intent of the legislature that Career Dual Enrollment provides a comprehensive academic and Career Dual Enrollment Program within the career center or college. [Florida Statute §1007.271(4)(21)]

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

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

Enrollment in Schools without Dual Enrollment Agreements

For a student to be dual enrolled, courses must be taken with a college or university with whom SDPBC has an articulation agreement. Students who choose to take courses at other post-secondary institutions are not considered dually enrolled. In order to receive permission from a non-partnering institution, a student must receive prior approval from the Principal. Criteria for approval for participation in such courses must meet the same requirements as dually enrolled students.

The parent(s) and/or student will be responsible for payment of fees and instructional materials. Excluding the required fees, all other rights and privileges will be afforded these students as those under Dual Enrollment Agreements (Dual Enrollment Articulation Agreement between the School District, Palm Beach State College, and Florida Atlantic University). All courses that are not on the Dual Enrollment Course Equivalency List will be awarded a 0.5 elective credit, which will not meet subject area graduation requirements. (Refer to *Dual Enrollment Equivalency List* at: https://www.fldoe.org/core/fileparse.php/20872/urlt/9-2.pdf

Dual Enrollment for Home Education Students

Registered Home Education students may participate in the Dual Enrollment Program following

the criteria set forth in the Dual Enrollment Articulation Agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Each public postsecondary institution eligible to participate in the dual enrollment program pursuant to s.1011.62(1)(i) must **enter into** a home education articulation agreement with each home education student seeking enrollment in a dual enrollment course and the student's parent. By August 1 of each year, the eligible postsecondary institution shall complete and submit the home education articulation agreement to the Department of Education. The home education articulation agreement must include, at a minimum:

1. A delineation of courses and programs available to dually enrolled home education students. Courses and programs may be added, revised, or deleted at any time by the postsecondary institution. Any course or program limitations may not exceed the limitations for other dually enrolled students.

2. The initial and continued eligibility requirements for home education student participation, not to exceed those required of other dually enrolled students. A high school grade point average may not be required for home education students who demonstrate achievement of college level communication and computation skills as provided under s. 1008.30(1) or (2); however, home education student eligibility requirements for continued enrollment in dual enrollment courses must include the maintenance of the minimum postsecondary grade point average established by the postsecondary institution.

3. The student's responsibilities for providing his or her own transportation.

4. A copy of the statement on transfer guarantees developed by the Department of Education under subsection (15). [Florida Statute §1007.271(1)(13)(17) Florida Statute §1009.30]

Home Education students enrolled in dual enrollment or early admission programs pursuant to law are exempt from the payment of registration, tuition, and laboratory fees. The student may bear other fees, including parking, identification card, late fees, library fines, special course fees, etc. Students are responsible for transportation.

EARLY ADMISSION TO COLLEGE

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

In accordance with Florida Statutes §§ 1007.271(10) and 1002.20(6)(a), early admission is a public school choice option and an acceleration mechanism. Students who apply for early admission to college must notify the high school principal prior to submitting an application for acceptance to a college, university, or career center. In the event that a qualified student is accepted for admission to an accredited college or university prior to the completion of high school graduation requirements, the high school principal may approve the fulfillment of graduation requirements through the acceptance of college-level credit. Early admission students attend one postsecondary institution and are not eligible to take any courses at the high school site. Early admission students are eligible to participate in graduation ceremonies and social events that would be afforded them, had they remained at the high school for their last year. Early admission students are not eligible for recognition as valedictorian or salutatorian.

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

Students may enroll in Early Admission for a maximum of 2 semesters during their final year of high school. To qualify for early admission, a student must meet the following criteria:

1. have a GPA of 3.2 unweighted for PBSC and 3.8 weighted for FAU ;
2. be accepted by an accredited college, university, or career center as a full-time student [Florida Statute §1007.271(7)];
3. successfully complete a minimum of six semesters of high school work for a student who selected the 24-Credit Graduation Option or successfully complete a minimum of four semesters of high school work for a student who selected the 18-Credit Graduation Option;
4. enroll in the postsecondary institution as a full-time student (at least 12 credit hours) and maintain full-time status, per the Dual Enrollment Articulation Agreement between the School District, Florida Atlantic University, and Palm Beach State College;
5. enroll in college courses equivalent to remaining graduation requirements, per the Dual Enrollment Articulation Agreement between the SDPBC, Palm Beach State College, and Florida Atlantic University [Florida Statute § 1007.27(5)]; **and**
6. maintain a minimum “C” average both cumulatively and per semester.

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

Students must meet Early Admission eligibility criteria set forth by the District FLDOE Dual Enrollment FAQ's

Early Admission to College for Home Education Students

Home Education students may participate in early admission to college following criteria set forth in the Dual Enrollment Articulation Agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Students are responsible for transportation. [Florida Statute§1007.271(13)(a)(2)] pursuant to law are exempt from the payment of registration, tuition, and laboratory fees. The student may bear other fees, including parking, identification card, late fees, library fines, special course fees, etc. Students are responsible for transportation.

PROMOTION AND RETENTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in Florida Statute § 1008.25(6)(a). No student may be retained solely on the basis of standardized assessments with exception to Grade 3.

Schools will make efforts to promote successful transition for students from each grade level to the next, particularly as students transition from elementary to middle school and from middle to high school. School planned activities or programs that promote successful transition may include, but are not limited to:

- Course selection and articulation meetings with students
- School visits and orientation programs
- Summer student orientation programs

ELEMENTARY SCHOOL (K-5) PROMOTION/RETENTION

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

In accordance with Florida Statute § 1008.25, the SDPBC must establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of English Language Arts, mathematics, science, and social studies standards.

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be considered when making student progression

decisions and identifying and serving students in need of targeted instructional support.

Teacher Judgment for Promotion

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following:

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

ELEMENTARY STUDENT PERFORMANCE CHARTS

Students who successfully meet promotion requirements in each grade must be promoted to the next grade level.

The student performance charts show identified performance levels as they relate to the standards-based report cards in STAR Early Literacy, STAR Reading, or FAST ELA for English Language Arts and Mathematics and Grade 5 Statewide Science Assessments, as well as other assessments and indicators.

The charts also reflect the process of student identification for promotion or retention from one grade to another, considering reading, writing, mathematics, science, and social studies standards- based performance for students in Grades K-5. The charts also outline which students need a Progress Monitoring Plan (PMP). Refer to the PMP section for PMP options.

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

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

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

<table>
<tr><th colspan="6">Kindergarten</th></tr>
<tr><td colspan="5">FACTORS TO CONSIDER WHEN DECISION MAKING:

❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.)
❖ Benchmark Advance Unit Assessments
❖ Benchmark Advance Oral Reading Records
❖ Writing Samples and Assessments
❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results

❖ iReady Data for Reading
❖ or iReady Data for Mathematics
❖ ELLs active in ESOL Program (LY)*
❖ For students working on access points consider progress on alternate standards
❖ Social Studies Standards Assessments
❖ Science Unit Standards Assessments</td><td>DECISIONS FOR NEXT YEAR</td></tr>
<tr><td>Student Performance Level</td><td colspan="2">Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level English/Language Arts</td><td>Reading</td><td colspan="2">Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level Mathematics</td><td>Promotion or Retention</td></tr>
<tr><td>Above Grade Level</td><td>Mastery</td><td>5</td><td>Evidence that the student is able to do the work of all of the standards that have been taught and practiced
and is able to read a variety of texts independently at Level E</td><td>Mastery</td><td>5</td><td rowspan="2">Promote to Grade 1</td></tr>
<tr><td>On Grade Level</td><td>Above Satisfactory</td><td>4</td><td>Evidence that the student is able to do the work of</td><td>Above Satisfactory</td><td>4</td></tr>
</table>

	On Grade Level	**3**	**a majority of the standards** that have been taught and practiced **and** is **able to read a variety of texts independently** at **Level D**	**On Grade Level**	**3**	
Approaching Grade Level	**Below Satisfactory**	**2**	**Evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level D**	**Below Satisfactory**	**2**	**Promote** with a Progress Monitoring Plan (PMP)
Below Grade Level		**1**	**Limited evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level D**		**1**	**Promote** with a PMP** or **Retain** with a PMP** **Consult the K-5 Reading Intervention Handbook Decision Trees/Guides to determine intervention needs/ levels of support**

*Retention of an ELL may not be based solely on lack of English proficiency. ELLs in an ESOL Program for less than two complete school years should not be recommended for retention.

**Promotion or retention decisions will be made based on review of intervention data with Regional/Instructional Superintendent's approval form.

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Grade 1

FACTORS TO CONSIDER WHEN DECISION MAKING:

- ❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.)
- ❖ Benchmark Advance Unit Assessments
- ❖ Benchmark Advance Oral Reading Records
- ❖ Writing Samples and Assessments
- ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results
- ❖ iReady Data for Reading
- ❖ or iReady Data for Mathematics
- ❖ ELLs active in ESOL Program (LY)*
- ❖ For students working on access points consider progress on alternate standards
- ❖ Social Studies Standards Assessments
- ❖ Science Unit Standards Assessments

DECISIONS FOR NEXT YEAR

Student Performance Level	Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level English/Language Arts		Reading	Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level Mathematics		Promotion or Retention
Above Grade Level	**Mastery**	**5**	**Evidence** that the student is able to do the work of **all of the standards** that have been taught and practiced **and** is **able to read a variety of texts independently** at **Level K**	**Mastery**	**5**	**Promote** to Grade 2
On Grade Level	**Above Satisfactory**	**4**	**Evidence** that the student is able to do the work of **a majority of the standards** that have been taught and practiced **and** is **able to read a variety of texts independently** at **Level J**	**Above Satisfactory**	**4**	
	On Grade Level	**3**		**On Grade Level**	**3**	

Approaching Grade Level	**Below Satisfactory**	**2**	**Evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level J**	**Below Satisfactory**	**2**	**Promote** with a Progress Monitoring Plan (PMP)
Below Grade Level		**1**	**Limited evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level J**		**1**	**Promote** with a PMP** or **Retain** with a PMP** **Consult the K-5 Reading Intervention Handbook Decision Trees/Guides to determine intervention needs/ levels of support**

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Grade 2

FACTORS TO CONSIDER WHEN DECISION MAKING:

- ❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.)
- ❖ Benchmark Advance Unit Assessments
- ❖ Benchmark Advance Oral Reading Records
- ❖ Writing Samples and Assessments
- ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results
- ❖ iReady Data for Reading
- ❖ or iReady Data for Mathematics
- ❖ ELLs active in ESOL Program (LY)*
- ❖ For students working on access points consider progress on alternate standards
- ❖ Social Studies Standards Assessments
- ❖ Science Unit Standards Assessments

DECISIONS FOR NEXT YEAR

Student Performance Level	Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level English/Language Arts		Reading	Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level Mathematics		Promotion or Retention
Above Grade Level	**Mastery**	**5**	**Evidence** that the student is able to do the work of **all of the standards** that have been taught and practiced **and** is **able to read a variety of texts independently** at **Level N**	**Mastery**	**5**	**Promote** to Grade 3
On Grade Level	**Above Satisfactory**	**4**	**Evidence** that the student is able to do the work of **a majority of the standards** that have been taught and practiced **and** is **able to read a variety of texts independently** at **Level M**	**Above Satisfactory**	**4**	
	On Grade Level	**3**		**On Grade Level**	**3**	

Approaching Grade Level	**Below Satisfactory**	**2**	**Evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level M**	**Below Satisfactory**	**2**	**Promote** with a Progress Monitoring Plan (PMP)
Below Grade Level		**1**	**Limited evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level M**		**1**	**Promote** with a PMP** or **Retain** with a PMP** **Consult the K-5 Reading Intervention Handbook Decision Trees/Guides to determine intervention needs/ levels of support**

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Grade 3

FACTORS TO CONSIDER WHEN DECISION MAKING:

- ❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.)
- ❖ Benchmark Advance Unit Assessments
- ❖ Benchmark Advance Oral Reading Records
- ❖ Writing Samples and Assessments
- ❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results
- ❖ iReady Data for Reading
- ❖ or iReady Data for Mathematics
- ❖ ELLs active in ESOL Program (LY)*
- ❖ For students working on access points consider progress on alternate standards
- ❖ Social Studies Standards Assessments
- ❖ Science Unit Standards Assessments

DECISIONS FOR NEXT YEAR

Student Performance Level	Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level English/Language Arts		Reading	Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level Mathematics		Promotion or Retention
Above Grade Level	**Mastery**	**5**	**Evidence** that the student is able to do the work of **all of the standards** that have been taught and practiced **and** is **able to read a variety of texts independently** at **Level Q**	**Mastery**	**5**	**Promote** to Grade 4
On Grade Level	**Above Satisfactory**	**4**	**Evidence** that the student is able to do the work of **a majority of the standards** that have been taught and practiced **and** is **able to read a variety of texts independently** at **Level P**	**Above Satisfactory**	**4**	
	On Grade Level	**3**		**On Grade Level**	**3**	

Approaching Grade Level	**Below Satisfactory**	**2**	**Evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level P**	**Below Satisfactory**	**2**	**Promote** with a Progress Monitoring Plan (PMP)
Below Grade Level		**1**	**Limited evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level P**		**1**	**Promote** with a PMP** or **Retain** with a PMP** **Consult the K-5 Reading Intervention Handbook Decision Trees/Guides to determine intervention needs/ levels of support**

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****THIRD GRADE MANDATORY RETENTION** - According to Florida Statute 1008.25(5)(b), to be promoted to grade 4, a student must score at a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3. (Refer to Good Cause Exemptions for Retained Grade 3 Students for more information.)

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<table>
<tr><th colspan="6">Grade 4</th></tr>
<tr><td colspan="5">FACTORS TO CONSIDER WHEN DECISION MAKING:

❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.)
❖ Benchmark Advance Unit Assessments
❖ Benchmark Advance Oral Reading Records
❖ Writing Samples and Assessments
❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results
❖ iReady Data for Reading
❖ or iReady Data for Mathematics
❖ ELLs active in ESOL Program (LY)*
❖ For students working on access points consider progress on alternate standards
❖ Social Studies Standards Assessments
❖ Science Unit Standards Assessments</td><td>DECISIONS FOR NEXT YEAR</td></tr>
<tr><td>Student Performance Level</td><td colspan="2">Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level English/Language Arts</td><td>Reading</td><td colspan="2">Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level Mathematics</td><td>Promotion or Retention</td></tr>
<tr><td>Above Grade Level</td><td>Mastery</td><td>5</td><td>Evidence that the student is able to do the work of all of the standards that have been taught and practiced and is able to read a variety of texts independently at Level T</td><td>Mastery</td><td>5</td><td rowspan="3">Promote to Grade 5</td></tr>
<tr><td rowspan="2">On Grade Level</td><td>Above Satisfactory</td><td>4</td><td rowspan="2">Evidence that the student is able to do the work of a majority of the standards that have been taught and practiced and is able to read a variety of texts independently at Level S</td><td>Above Satisfactory</td><td>4</td></tr>
<tr><td>On Grade Level</td><td>3</td><td>On Grade Level</td><td>3</td></tr>
</table>

Approaching Grade Level	**Below Satisfactory**	**2**	**Evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level S**	**Below Satisfactory**	**2**	**Promote** with a Progress Monitoring Plan (PMP)
Below Grade Level		**1**	**Limited evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level S**		**1**	**Promote** with a PMP** or **Retain** with a PMP** **Consult the K-5 Reading Intervention Handbook Decision Trees/Guides to determine intervention needs/ levels of support**

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<table>
<tr><th colspan="6">Grade 5</th></tr>
<tr><td colspan="5">FACTORS TO CONSIDER WHEN DECISION MAKING:

❖ Teacher Judgment (Observations, Checklists, Conferring Notes, etc.)
❖ Benchmark Advance Unit Assessments
❖ Benchmark Advance Oral Reading Records
❖ Writing Samples and Assessments
❖ Mathematics Unit Standards Assessments and other Mathematics Assessment Results
❖ iReady Data for Reading
❖ or iReady Data for Mathematics
❖ ELLs active in ESOL Program (LY)*
❖ For students working on access points consider progress on alternate standards
❖ Social Studies Standards Assessments
❖ Science Unit Standards Assessments</td><td>DECISIONS FOR NEXT YEAR</td></tr>
<tr><td>Student Performance Level</td><td colspan="2">Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level English/Language Arts</td><td>Reading</td><td colspan="2">Benchmarks for Excellent Student Thinking (B.E.S.T.) Assessments Level Mathematics</td><td>Promotion or Retention</td></tr>
<tr><td>Above Grade Level</td><td>Mastery</td><td>5</td><td>Evidence that the student is able to do the work of all of the standards that have been taught and practiced
and is able to read a variety of texts independently at Level W</td><td>Mastery</td><td>5</td><td rowspan="3">Promote to Grade 6</td></tr>
<tr><td rowspan="2">On Grade Level</td><td>Above Satisfactory</td><td>4</td><td rowspan="2">Evidence that the student is able to do the work of
a majority of the standards that have been taught and practiced
and is able to read a variety of texts independently at Level V</td><td>Above Satisfactory</td><td>4</td></tr>
<tr><td>On Grade Level</td><td>3</td><td>On Grade Level</td><td>3</td></tr>
</table>

Approaching Grade Level	**Below Satisfactory**	**2**	**Evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level V**	**Below Satisfactory**	**2**	**Promote** with a Progress Monitoring Plan (PMP)
Below Grade Level		**1**	**Limited evidence** that the student is able to do the work of **some of the standards** that have been taught and practiced **and** is **not yet able to read a variety of texts independently** at **Level V**		**1**	**Promote** with a PMP** or **Retain** with a PMP** **Consult the K-5 Reading Intervention Handbook Decision Trees/Guides to determine intervention needs/ levels of support**

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

Middle school students must be enrolled in at least six courses throughout the entire school year. In accordance with Florida Statute § 1003.4156, promotion from a school composed of middle Grades 6-8 requires that the student must successfully complete academic courses as follows:

Middle School English Language Arts (ELA) Requirements

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

Middle School Mathematics Requirements

1. Students must successfully complete three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit.
2. In accordance with Florida Statutes §§ 1008.22(3)(b) (1) and 1003.4156(1)(b), middle school students who have successfully completed a high school mathematics course will earn high school credit and that credit will count as one of the four mathematics credits that must be earned in grades 9-12. To earn high school credit for Algebra 1 or Geometry, a middle school student must take the corresponding EOC Assessment and pass the course. A middle school student's performance on the EOC Assessment will constitute 30 percent of the student's final course grade. Middle school students who do not take the EOC Assessment will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated.
3. Students are required to meet satisfactory performance or earn a Level 3 or higher on the Algebra 1 EOC Assessment in order to earn a Standard High School Diploma. Students must meet satisfactory performance or earn a Level 3 or higher on the Geometry EOC Assessment order to earn a Standard High School Diploma Scholar Designation. [Florida Statute § 1003.4156]

Middle School Social Studies Requirements

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

Middle School Social Studies Courses

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

If schools would like to deviate from the above path, permission from the Department of Teaching and Learning must be granted prior to implementation.

Students who transfer into a SDPBC middle school may substitute social studies units earned at their previous school for M/J World History and/or M/J United States History if the units are deemed acceptable per the district accreditation policy.

- Per Florida Statute § 1003.4156(1)(c), one of the courses must be at least a one semester civics education course that a student successfully completes and that includes:
  - the roles and responsibilities of federal, state, and local governments;
  - the structures and functions of the legislative, executive, and judicial branches of government; and
  - the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
- Transfer students who completed a social studies course at their previous school may have that course evaluated to determine if it meets the criteria listed above to count as a civics education course.
- Each student's performance on the statewide, EOC Assessment in civics education constitutes 30 percent of the student's final course grade. Middle school students who do not take the Civics EOC Assessment will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated. (Refer to Florida Statute § 1008.22.) The student must be provided the opportunity over the summer prior to Grade 9 to make up Civics or any EOC assessment. Civics is a student participation requirement, an 8th grade student who has not participated in taking the Civics EOC by the end of the spring administration for any reason (illness, absent, invalidated, etc.) will receive an "F" participation in the Civics EOC. The school will manually re-calculate the "F" which constitutes 30% of the final grade with the 70% average for all quarters. An 8th grade student can be promoted if they earn a total of four quality points for the entire school year. A final year grade of an "F" will require one of the available Middle School Course Recovery options to meet the requirements for promotion from Grade 8 to Grade 9.

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

Civics End-of-Course (EOC) Assessment Requirement

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

Course Code
2106010
2106015
2106016
2106020
2106025
2106026
2106026
2100045
7821021

Access Civics & Career Planning*	7821023
M/J IB MYP Civics Advanced	2106027
M/J IB MYP Civics Advanced & Career Planning*	2106028

* Not offered in SDPBC Schools

Students enrolled in Access courses take the appropriate EOC upon completion of the Access course and when determined appropriate by the IEP team.

Middle School Academic Core Class Pathways

- Per Florida Statute § 1003.4156(1)(d), a student must successfully complete three middle school or higher courses in science, language arts, social studies and math. The following courses are available to middle school students in the corresponding grade levels.
  Science Course 6-12
  Math Courses 6-12
  Language Arts Courses 6-12 Social Studies Courses 6-12

CAREER AND EDUCATION PLANNING REQUIREMENT

A student must complete one course in career and education planning in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet- based, customizable to each student, and include research-based assessments to assist students in

determining educational and career options and goals. In addition, the course must result in a completed personalized Academic and Career Plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under Florida Statute § 445.07.

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

SUGGESTED ENROLLMENT FOR GRADES 6-8

Suggested Enrollment for Grade 6

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on most recent FAST PM for incoming 6th Grade students, 2 or more years below grade level on the Reading Plus InSight Assessment, OR a Scale Score Range of 100-515 on the FY25 Grade 5 #3 iReady Diagnostic (end of grade 5) may be used. Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. **Note**: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
World History	1 year
Physical Education***(includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

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

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

*** The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute §

1003.455. Refer to Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students (PBSD 2301).

Suggested Enrollment for Grade 7

Students are required to enroll in each of the following courses	Duration
Intensive Reading*, FAST, Reading Plus InSight Benchmark Assessment data) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. **Note**: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
Civics	1 year
Physical Education*** (includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

*Florida Statute § 1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics, and/or science.
**Mathematics remediation, if required, may be provided within the mathematics class.
***The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute § 1003.455. Refer to Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students (PBSD 2301).

Suggested Enrollment for Grade 8

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on most recent, FAST, Reading Plus InSight Benchmark Assessment data) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. **Note**: Assignment of students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics-M/J Pre-Algebra; Algebra 1 Honors; Geometry Honors**	1 year
United States History	1 year
Physical Education (includes dance classes) ***	1 semester
Electives (various courses/subject areas)	As offered by each school

*Florida Statute § 1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics, and/or science.
**Mathematics remediation, if required, may be provided within the mathematics class.
***The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute § 1003.455. Refer to Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students (PBSD 2301) .

Course descriptions meet the requirements of State Board of Education Rule 6A-1.09412 and this curriculum meets the student performance standards in State Board of Education Rule 6A- 1.09401. See Florida Statute § 1003.4156.

MIDDLE SCHOOL (6-8) PROMOTION AND RETENTION

Students who successfully complete the required courses in each grade must be promoted to the next grade level.

Promotion to Grade 9

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

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

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

Conditional Promotion to Grade 7 and/or Grade 8

Conditional promotion allows for a student to be promoted to the next grade under the condition that he/she will recover all core courses that were failed, using one of the District approved course recovery options.

- Only students in Grades 6 and 7 can be conditionally promoted.
- Conditional promotion should be determined prior to the start of the school year and no later than the end of the first marking period.

Guidelines for Determining Conditional Promotion:

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

Course Recovery Options for Middle School Students

Course recovery is an option for students who earn an F in a marking period of a middle school course in English Language Arts, mathematics, science, and/or social studies.

1. Middle School Course Recovery (MSCR) Program
    - Edgenuity- The grade earned replaces the marking period grade of F.
2. Retaking the course during the school day in lieu of an elective. This option requires the student to be enrolled for at least one semester of the course. If a student enrolls in only one semester, the semester must match the semester in which the student previously earned an *F*. Enrolling in only one marking period is not an option. A manual update of the course history will be required upon successful completion to reflect full course recovery status with a new calculated grade. The original final course grade of F remains on the student transcript.
3. Virtual School – Students must complete a minimum of a semester. Upon completion, the semester grade(s) are added to the student's transcript. If the student only completes one

semester virtually, a new final course grade is added to the student's transcript comprised of the semester grade and original other two marking period grades. In both situations, the original final course grade of F remains on the student transcript.

4. Tutoring services before or after school concurrently with the course to be used as evidence of demonstrating proficiency in skills taught during the previous terms. A quarter grade of D shall replace the grade of F.

5. Benchmark assessments: Florida Standards Quizzes (FSQs) and Unit Standards Assessments (USAs) for ELA and Mathematics, and USAs for Civics and 8th grade science, and USAs for 6th and 7th grade science can be used to demonstrate mastery for a marking period. A student who earns a level 3 or higher on FAST PM2 would earn a "D" to replace the "F" in Quarter 2. A student who earns a level 3 or higher on FAST PM 3 would earn a "D " in Quarter 3 and/or Quarter 4 to replace the "F" in either/or both.

6. Quarterly Assessments: Students may take a quarterly assessment. Students must complete with 70 percent proficiency before recovery status is awarded. A quarter grade of D shall be awarded.

7. FAST/PM3 Language Arts/Math/Statewide Science Assessment/Civics EOC: Students who meet satisfactory performance or earn a Level 3 or higher can receive credit for a recovered course based on demonstration of grade level skills as indicated by the statewide standardized assessment score. A student who earns a Level 3 or higher on the FAST PM 3 will be awarded a grade of a P for a full year grade but the original course and grade of F must remain on the transcript.

8. Florida Alternate Assessment (FAA)/ Statewide Science Alternate Assessment/ Access Civics EOC: Students who meet satisfactory performance or earn a Level 3 or higher can receive credit for a recovered course based on demonstration of grade level skills as indicated by the FAA score. A full year grade of P shall be awarded, but the original course and grade of F must remain on the transcript.

9. Combining grades from the same course from multiple school years: If a retained or conditionally promoted student repeats a course and earns an *F* again, the grades from both attempts may be combined to recalculate a new final grade. The new final grade must include one grade from each of the four marking periods. The original grades of *F* will remain on the student's transcript in addition to the new recalculated grade.

K-12 INTERVENTIONS AND ALTERNATIVE SCHOOL YEAR PROGRAMS

The Superintendent is authorized to develop existing or proposed alternative school year

programs, such as JumpStart, within the district as well as internal procedures for the operation of such programs. The purpose of these programs is to better meet student needs and/or provide accelerated learning options, particularly where students have been retained or demonstrated below-grade-level performance on State-mandated assessments. Such programs and procedures shall be in accordance with any existing state law regarding alternative school year programs and any applicable State Board of Education Rules. [Florida Statute §§ 120.81(1), 1001.32(2), 1001.41(1), 1001.42, and 1008.25]

Alternative school year programs shall be defined as programs that provide students the ability to complete required course content within a timeframe significantly different from the standard, Board-adopted school year calendar. Alternative school year programs shall be differentiated from summer school programs in that they usually, unless space is available for fifth and eighth graders, will not look to replace or remediate specific courses which a student has previously attempted and did not successfully complete.

Board members will be advised by the Superintendent/designee in writing of all programs, such as JumpStart, which relate to the alternative school year.

8.5 Placement Option (Only Students in Grade 8)

Assignment into an 8.5 Program, when available and appropriate, will be at a SDPBC alternative education high school. Before being promoted to Grade 9, a student assigned to an 8.5 Program **must** complete a program of remediation in the content areas failed during the previous school year. Students **must** demonstrate that remediation is complete by earning passing grades on school-based assessments in the failed content areas. Students may be enrolled in high school credit courses to complete their middle school promotion requirements.

JumpStart to Middle School Program

The JumpStart to Middle School program is for eligible students preparing to start Grade 5 who have experienced retention(s) and are behind their original kindergarten cohort (the year in which the student would have been first eligible for kindergarten).

The JumpStart to Middle School Program, when available, will be offered to students and will be held at a SDPBC assigned middle school. Before being promoted to Grade 6, a student assigned to the JumpStart program **must** complete the summer program course content for the 5th grade. Students must demonstrate proficiency of course content in all courses through instructor-created progress assessments.

JumpStart to High School Program

The JumpStart to High School program is for eligible students preparing to start Grade 8 who have experienced retention(s) and are behind their original kindergarten cohort (the year in which the student would have been first eligible for kindergarten) . Students must have successfully completed language arts, mathematics, science, and social studies for Grade 6 and Grade 7 to be eligible for the program.

The JumpStart to High School Program, when available, will be offered to students and will be held at a SDPBC assigned high school. Before being promoted to Grade 9, a student assigned to the JumpStart program **must** complete the summer program covering all core content areas for the 8th grade. Students must demonstrate proficiency of course content in all courses through instructor-created progress assessments.

Early Warning System

In accordance with Florida Statute § 1001.42(18)(b), a school that includes any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

a) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
b) One or more suspensions, whether in school or out of school.
c) Course failure in English Language Arts or mathematics during any grading period.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under Florida Statute § 1008.25(5)(a). Additionally, a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

State Board of Education Rule 6A-6.053

(a) For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to Section Florida Statutes §1008.25 (9), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills;

fluency; and comprehension;

(b) For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to Section Florida Statutes §1008.25 (9) F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

(c) For grade 3, the student scores:

1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to Section Florida Statutes §1008.25 (9) F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to Section 1008.22(3)(a), F.S.

A school district may identify additional early warning indicators for use in a school's early warning system. When a student exhibits two or more early warning indicators, the school's child study team or a school-based team formed for the purpose of implementing the requirements of this paragraph shall convene to determine appropriate intervention strategies for the student. In accordance with Section Florida Statutes §1008.25 (8) intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

STUDENTS WITH INTERRUPTED EDUCATION

Grade Placement: Students must be enrolled immediately upon registration and referred to School Based Team for development of education support plan progress monitoring. However, the grade placement of students registering in SDPBC from within the state, other states, non-public schools, home education programs, other countries, or with interrupted education, will be made upon review of the students' records by the principal of the receiving school and in collaboration with school guidance team or district/regional representative (F.S.§1008.25). Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school or home education program from which the student is transferring.

Age Discrepancy: In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated in the following chart:

Student Chronological Age Assignment

Age in Years	Grade Level Assignment
5-10	Elementary School
11	Elementary School or Middle School depending on the grade configuration of the school.
12-13	Middle School
14	Middle School or High School depending on the grade configuration of the school
15 or older	High School

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

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

English Language Learners (ELLs)

In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904, and 6A- 1.09432(6) a student identified as an ELL must meet the District levels of performance, as indicated on the Student Progression charts. The District ELL Plan which outlines services to English Language Learners (ELLs) is located at: ESOL and Title III Program Information

Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. ELLs must demonstrate literacy skills on grade level in either English or their native language. ELLs may not be retained if they are substantially below grade level in reading in English, but can demonstrate grade level literacy skills in their native language. Retention of an ELL requires the review and recommendation of the ELL Committee and may not be based on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument. An ELL Committee must meet to determine whether an ELL should be retained with documentation on an ***English Language Learner (ELL) committee meeting in Ellevation.***

An ELL is required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL) Program for less than two complete school years should not be accountable to demonstrate the standards in English. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

For ELLs in Grades K-5, the English Language Learners (ELLs) Student Progress Monitoring Meeting Reports using the appropriate grade level forms (PBSD 2182-2187) assists elementary schools in determining if the academic difficulties of ELLs are the result of a language acquisition or an academic deficiency. These grade specific worksheets are designed to reflect individual progress on the grade-appropriate Student Progression chart. For each student who is being considered for retention, a completed Report must be brought to an ELL Committee meeting for which the student's parent/guardian has been invited. The ELL Committee must determine whether an ELL should be considered for retention. Adequate progress, as defined in the student's individual ELL Plan and at least one other criterion, shall be used by the ELL Committee as grounds for promotion. An ELL may be considered for retention if the ELL Committee determines that the student has not progressed satisfactorily and that the lack of progress is not based on language acquisition. The *English Language Learners (ELLs) Student Progression Meeting Report* (PBSD 2182-2187) is then sent to the Regional Office where it will be reviewed by the Regional Superintendent and Regional Instructional Coordinator for final determination.

Exceptional Student Education (ESE)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires that the IEP for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the student's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. Refer to School Board Policy 5.725 and Exceptional Student Education Policies and Procedures (SP&P)

When a student with a disability is determined to be performing below grade level in reading, writing, mathematics, and/or science, the IEP Team shall be convened to review the IEP. The student's IEP must address all of the student's educational needs, including the student's below grade level performance. The IEP Team may recommend a Progress Monitoring Plan (PMP) to address the student's educational needs in reading, writing, mathematics, and/or science.

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

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

State law requires that Students with Disabilities, who are included in the General Education curriculum, must meet School District and/or State levels of performance for student progression; unless the student's IEP Team determines that the student should follow the Florida Standards Access Points modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public-school student, including Students with Disabilities. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and State levels of performance for student progression. In accordance with Florida Statute § 1008.25(7)(a), no student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Active Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Multi-Disciplinary 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's Section 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

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

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

If the Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

HIGH SCHOOL GRADE CLASSIFICATION FOR PROMOTION AND RETENTION

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

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

Students enrolled in grades 9-11 must be enrolled in at least seven courses throughout the entire school year. It is expected that students take a minimum of 6 classes on campus each semester. All full-time Palm Beach Virtual School students in grades 6-11 must be enrolled in at least six

courses throughout the entire school year. Seniors must be enrolled in at least six courses each semester. It is expected that seniors take a minimum of 5 classes on campus each semester. The remaining courses may be taken through the School District's Dual Enrollment program or an FLDOE approved virtual education provider.

Students in their last year of high school, who require less than six credits first semester or less than three credits second semester, in order to graduate, may opt to complete all needed credits through the School District's Dual Enrollment Program, the Adult Education Credit Lab (with a limit of two courses per year); the Florida Virtual School Program; Palm Beach Virtual (PBV), if eligible. These students need not enroll in a full schedule of at least six courses through the high school. However, if a student enrolls in a high school course at the high school campus, the student will be required to enroll in six courses

Students opting to earn an 18-credit ACCEL Diploma will be promoted to 12th grade in the beginning of the semester they intend to graduate.

GRADUATION REQUIREMENTS

Students are required to satisfy the graduation requirements in effect at the time the student first enters Grade 9, regardless of the date the student graduates, unless the requirements change for the entire class, **or** unless requirements are changed for all students by Florida Statute.

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

GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA

Assessments for Standard Diploma

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

Students must meet satisfactory performance or earn a Level 3 or higher on the Grade 10FAST. Assessment. A student may satisfy the Grade 10 FAST ELA requirement by achieving a concordant/comparative score as described in: http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf.

Students must meet satisfactory performance or earn a Level 3 or higher on the Algebra 1 End-of-Course (EOC) Assessment or meet the concordant/comparative scores as described in: http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf.

Students who have met all of the requirements for the Standard High School Diploma, except for meeting satisfactory performance or earning a Level 3 or higher on the FAST ELA, Algebra 1 EOC Assessment, or an alternate assessment by the end of 12th grade, must be given the opportunity to participate in an accelerated High School Equivalency Diploma Preparation Program. This should include FSA ELA and/or Algebra 1 EOC Assessment remediation and High School Equivalency Examination preparation. Students may return to school for a 13th year to remediate Grade 10 FSA ELA and/or Algebra 1 EOC Assessment, credit deficiencies, and/or GPA. Students

must also be allowed to take a college placement test and be admitted to remedial or credit courses at a state community college or participate in an adult general education program. [Florida Statute § 1003.433(2)]

Alternative Assessment Graduation Pathway for Recently Arrived English Language Learners (ELL)

In accordance with Florida Statute § 1003.433 and State Board of Education Rule 6A-1.09422, beginning in the 2022-2023 school year, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by Florida Statute § 1003.4282 or Florida Statute § 1008.22, or alternate assessment are eligible for a standard high school diploma if the ELL student can satisfactorily demonstrate grade-level expectations on a formative assessment that can be interpreted as a measure of grade 10 achievement in English Language Arts.

Statewide Standardized Assessment Waivers for Students with Disabilities

Section 1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma. This includes the Florida Standards Assessment, all end-of-course assessments and the Florida Alternate Assessment.

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

Statewide Standardized Assessment Waiver Eligibility Criteria for Students with Disabilities

Assessment results may be waived under special circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma. Specific requirements regarding the waiver process are found in s. 1008.22(3)(c)2., F.S. To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term "student with a disability" means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum

disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

The IEP team may meet at any time to:

- Verify that the criteria have been met
- Document the team's determination and information analyzed in making the decision

District Responsibilities:

The IEP Team will convene to make a determination whether the Statewide Standardized Assessment accurately measures the student's abilities, taking into consideration all allowable accommodations. The team may review evidence that includes, but is not limited to:

- Classroom work samples
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards
- Higher-level, related coursework (honors, advanced placement, etc.)
- Related postsecondary coursework through dual enrollment
- Other standardized academic assessments
- Portfolio
    - The development of a graduation portfolio of quantifiable evidence of achievement is required for students who are assessed on the Florida Alternate Assessment (FAA or Access EOC[State Board of Education Rule 6A- 1.09963(3)(d)

The IEP team must convene to analyze the information needed to consider whether a student is eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma. A decision may be made at an IEP team meeting any time after a student takes a statewide, standardized assessment needed to earn a course grade or a standard high school diploma in accordance with s.1008.22 (a)(b), F.S Florida Statute 1008.22 (a)(b). Documentation of the decision to grant or deny should be completed at that time.

A student who transfers from another state must pass the Grade 10 general assessment or an alternate assessment that is concordant with the general assessment; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he/she is transferring **or** meet Florida's course requirements to earn a Standard Diploma. A transfer student may be considered for the assessment waiver. [Florida Statute § 1003.433(1)]

Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in Florida Statute § 1003.572.

Course Credit for Standard Diploma

In accordance with Florida Statute § 1003.436(2), credits are awarded in 0.5 credit increments per semester upon successful completion of course requirements, with the exception of courses with EOC Assessments that award one credit.

Grade Point Average (GPA) for Standard Diploma

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

Students must earn a minimum GPA of 2.0 on a 4.0 scale for all credits attempted, except for those replaced according to the Forgiveness Rule. Florida Statute 1003.4282(4)

FOUR-YEAR, 24-CREDIT TRADITIONAL OPTION REQUIREMENTS

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

English Requirements for Four-Year 24-Credit Option

- Students must earn four English credits (English I, II, III, and IV or the AP/AICE/ IB/ Dual Enrollment course equivalents).

Mathematics Requirements for Four-Year 24-Credit Option

1. Students must earn four high school mathematics credits, which must include Algebra 1 and Geometry. [Florida Statute § 1003.4282(3)(b)]
2. Three of the four required mathematics credits must be earned in Grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the Old SAT (prior to March 2016), or a 570 on the mathematics portion of the New SAT (March 2016 and thereafter), or a minimum score of 24 on the mathematics portion of the ACT, may be exempt from the requirement that the three credits be earned in Grades 9-12 and may use all high school mathematics credits earned in middle school toward the four-credit graduation requirement. (Students should be reminded that meeting only the minimum mathematics credit requirement might adversely impact college admission.)
3. The grades earned in high school courses, taken in middle school, will be included on the high school transcript.
4. Students enrolled in Algebra 1:
    a) must take the Algebra 1 EOC Assessment and pass the course. Student performance on the Algebra 1 EOC Assessment constitutes 30 percent of the student's final course grade. Students who do not take the Algebra 1 EOC Assessment will receive an "I" in the course. After the student makes up the EOC, the final grade will be recalculated. [Florida Statute § 1008.22(3)(b)1]
    b) must meet satisfactory performance or earn a Level 3 or higher on the Algebra 1 End-of-Course (EOC) Assessment or meet the concordant/comparative scores as described in: http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf
5. Students enrolled in Geometry:
    a) must take the Geometry EOC Assessment and pass the course. Student performance on the Geometry EOC Assessment constitutes 30 percent of the student's final course grade. Students who do not take the Geometry EOC Assessment will receive an "I" in the course. After the student makes up the EOC, the final grade will be recalculated. [Florida Statute § 1008.22(3)(b)1]
    b) must meet satisfactory performance or earn a Level 3 or higher on the Geometry EOC Assessment to earn a Standard High School Diploma Scholar Designation.
6. Industry certification courses that lead to college credit may substitute for up to two mathematics credits, not including Algebra 1 or Geometry.
7. A student who earns a computer science credit may substitute the credit for up to one credit

of the mathematics requirement, with the exception of Algebra 1 or Geometry, if identified by FLDOE as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

8. A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement with the exception of Algebra 1, if identified by FLDOE as being equivalent in rigor to the mathematics credit.

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

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

Course	Course Code
Algebra 1	1200310
Algebra 1 Honors	1200320
Algebra 1-B*	1200380
Access Algebra 1 or Access Algebra 1B*	7912075 7912090
Pre-AP Algebra 1	1200386
Pre-AICE Mathematics 1	1209810
IB MYP Algebra 1 Honors	1200390

*Not offered in the SDPBC Schools

Students enrolled in Access courses take the appropriate Access EOC upon completion of the Access course and when determined appropriate by the IEP team.

Geometry End-of-Course (EOC) Assessment Requirement

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

Course	Course Code
Geometry	1206310
Geometry Honors	1206320
Access Geometry	7912065
Pre-AICE Mathematics 2	1209820
IB MYP Geometry Honors	1206810

Students enrolled in Access courses take the appropriate Access EOC upon completion of the Access course and when determined appropriate by the IEP team.

Science Requirements for Four-Year 24-Credit Option

1. Three science credits must be earned during high school:
    - 1.0 credit Biology 1
    - 1.0 credit in a physical science (must be an equally rigorous course: Earth/Space, Chemistry, Physics, Astronomy, or Physical Science); and
    - 1.0 credit in science (must be an equally rigorous course[14]).
2. If a student earned a Biology 1 and/or physical science credit in middle school, that course will meet the subject area requirement. However, an additional three science credits must be earned in grades 9-12.
3. Two courses must include a laboratory component. [Florida Statute § 1003.4282 (3)(c)]
4. Students enrolled in Biology 1:
    a) must take the Biology 1 EOC Assessment and pass the course. Student performance on the Biology 1 EOC Assessment constitutes 30 percent of the final course grade. Students who do not take the EOC Assessment will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated. [Florida Statute §§ 1003.4282 (3)(c) and 1008.22(3)(b)2].
    b) must meet satisfactory performance or earn a Level 3 or higher on the Biology 1 EOC Assessment to earn a Standard High School Diploma Scholar Designation. [Florida Statute § 1003.4285(1)(a)]
5. An industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education or an identified computer science course with a related industry certification may substitute for up to one science credit, not including Biology
    1. [Florida Statute §1003.4282(3)(c)]
6. A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology 1, if identified by FLDOE as being equivalent in rigor to the science credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

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

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

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

Course	Course Code
Biology 1	2000310
Biology 1 Honors	2000320
Access Biology	7920015
Pre-AICE Biology	2000322
FL Pre IB Biology 1	2000800
IB MYP Biology Honors	2000850
Biology Technology*	2000430
Integrated Science 3*	2002440
Integrated Science 3 Honors*	2002450

*Not offered in the SDPBC schools.

Students enrolled in Access courses take the appropriate Access EOC upon completion of the Access course and when determined appropriate by the IEP team.

Students enrolled in AP, IB, or AICE Biology courses that take the respective assessment and earn the minimum score required for college credit, are exempt from the EOC assessment. They may take the Biology EOC if desired for the Scholar Designation.

Social Studies Requirements for Four-Year 24-Credit Option

- Students must earn three social studies course credits for graduation [Florida Statutes § 1003.4282(3)(d)], as follows:
  - Grade 10 World History – 1.0 credit
  - Grade 11 United States (U.S.) History – 1.0 credit
    - U.S. History students must take the U.S. History EOC Assessment and pass the course.
    - Student performance on the U.S. History EOC Assessment constitutes 30 percent of the student's final course grade.
    - Students who do not take the U.S. History EOC Assessment will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated.
    - A student must meet satisfactory performance or earn a Level 3 or higher on the U.S. History EOC Assessment to earn a Standard High School Diploma

Scholar Designation.

- Grade 12 U.S. Government (includes Florida Civic Literacy Exam (FCLE) - 0.5 credit
- Grade 12 Economics– 0.5 credit *(for students who entered grade 9 before 2023-2024)*

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

All students enrolled in and completing the following courses must take the U.S. History EOC Assessment:

Course	Course Code
United States History	2100310
United States History Honors	2100320
Access United States History	7921025

Students enrolled in Access courses take the appropriate Access EOC upon completion of the Access course and when determined appropriate by the IEP team.

Students enrolled in AP, IB, or AICE History courses that take the respective assessment and earn the minimum score required for college credit, are exempt from the EOC assessment. They may take the U.S. History EOC if desired for the Scholar Designation.

Personal Financial Literacy and Money Management Requirement for Four-Year-24-Credit Option

- Beginning with students entering grade 9 in the 2023-2024 school year, students must earn one-half credit in personal financial literacy and money management for graduation (Florida Statute § 1003.4282(3)(h)

- Grade 12 Economics and Personal Finance-1.0 credit-This course meets both the one-half credit economics requirements for Social Studies, and the one-half credit personal financial literacy requirement

- Students enrolled in an accelerated (AP, IB, AICE, Dual Enrollment) Economics course must enroll in a one-half credit Personal Finance and Money Management course.

Physical Education requirements for Four-Year 24-Credit Option

- In accordance with Florida Statute § 1003.4282(3)(f), the school may not require that the one credit physical education requirement be taken during the 9th grade year.
- This requirement may be met by any of the following options:

Credit Awarded	Description	Course Number(s)
1.0	Earn 1.0 credit in Health Opportunities through Physical Education (HOPE)	1506320 or 3026010
0.5 0.5	Earn 0.5 credit in Personal Fitness AND Earn 0.5 credit in a PE elective	1501300 Various
0.5 0.0	Earn 0.5 credit in Personal Fitness AND Successfully complete a marching band course	1501300 1500440
0.5 0.0	Earn 0.5 credit in Personal Fitness AND Successfully complete 2 years in marching band	1501300 TBD
0.5 0.0	Earn 0.5 credit in Personal Fitness AND Successfully complete a dance course	1501300 1500445
0.0	Successfully complete 2 full years of JROTC (USE Corresponding Course Codes Below) 1500450-Year 1 PE 1500460-Year 2 PE 1500480-Performing Arts	1500450 1500460 1500480
0.0	Successfully complete 2 full seasons of a Junior Varsity or Varsity Sport (complete PBSD 1954)	1500410 1500420
0.0	Choose the 18-Credit ACCEL Graduation Option (WXL)	N/A

- If a Marching Band, Dance, JROTC or JV/Varsity Sport waiver is used, the elective requirements needed by the student is increased by the amount of credits that are waived. For example – If a student completes 2 years of a JV Sport, 1.0 credit is waived. This means the elective requirements has increased by 1.0 credit from 8 to 9.
- There is no PE requirement with the use of the WXL Graduation code. Three electives are needed instead of eight. This option can only be used if the student has met all graduation assessment requirements.
- Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education **OR** the one -credit requirement in performing arts.

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

Students must earn one credit in fine or performing arts, speech and debate, or *career and technical education.* A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies *the one credit requirement in fine or performing arts, speech and debate, or career and technical education.* [Florida Statute §1003.4282(3)(e)]

Eligible practical arts courses shall be identified through the Florida Department of Education Course Code Directory. [Florida Statute § 1003.4282(3)(e)]

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

- two years of JROTC, a significant portion of which is drills;
- 1.0 credit of JROTC satisfies the performing arts requirement and 1.0 credit of ROTC satisfies the HOPE requirement. [Florida Statute §1003.4282(3)(f)]; and
- Completion of 2 years of marching band (completion of 2 years of marching band shall satisfy the one-credit requirement in physical education **OR** the one -credit requirement in performing arts.)

Electives Requirements for Four-Year 24-Credit Option

1. Students must earn 7.5 credits in electives (beginning with students entering grade 9 in 2023-2024, 8 credits for students entering earlier) for graduation. [Florida Statutes § 1003.4282(3)(g)]
2. Elective credit may be earned for nonpaid voluntary community or school service (not including court ordered service). Voluntary Public Service and Voluntary School/Community Service each provide 0.5 credit for a minimum of 75 hours of service.

3. Elective credit may not be granted toward high school graduation for the following:
   - more than a total of nine elective credits in remedial/compensatory programs;
   - more than one credit in exploratory vocational courses;
   - more than three credits in practical arts, family, and consumer science (home economics) courses; and/or
   - any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Education Plan (IEP) or Progress
   - Monitoring Plan (PMP), signed by the principal, the school counselor, and the parent(s) of the student, if the student is not 18 years or older, or by the student, if the student is 18 years of age or older.

World Language Options

The successful completion of two sequential World Language courses is **not** a graduation requirement. However, a student must demonstrate a level of proficiency in a World Language or in American Sign Language at least equivalent to that of students who have completed 2 credits of such instruction in high school in order to qualify for (a) admission to the State University System, (b) an Associate in Arts degree from the Florida College System, and (c) the Florida Bright Futures Scholarship Program. Students not completing this requirement while in high school must make up the credits at a postsecondary institution prior to graduation from a university.

This requirement can be met in one of the following ways:

1. Successfully completing two high school World Language or American Sign Language courses, at least one of which must be equivalent to level 2 or higher (e.g., Spanish 1 & Spanish 2, French 1 & French 2, or American Sign Language 1 &2.
2. Successfully completing two (2) World Language or American Sign Language courses at a postsecondary institution via dual enrollment, at least one of which must be equivalent to the Elementary Level 2.
3. Qualifying for the Silver or Gold Seal of Biliteracy
4. Earning college World Language credits through a college's internal World Languages Departmental Test; documentation of the credits awarded must be provided to the high school counselor.

*Note: If a student's proficiency is in a language for which there is no test available to determine proficiency, a transcript documenting formal education equal to two years of high school coursework in that language, or in English in a non-English-speaking country, may be used.

Refer to the Bright *Futures Student Handbook* for current policies related to meeting the World Language requirement at: https://floridabrightfutures.gov/

NOTE: Students must confirm that the World Language Waiver will be recognized by the college or university to which they are applying. Refer to http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf. If it is determined that a World Language Waiver is appropriate, the counselor will add the World Language waiver (Course Code 0791920) to the student's academic history, including FL as the subject area. Documentation indicating how the proficiency was met must be kept in the student's cumulative folder. The World Language Waiver options do **not** award students high school credit.

Community Service Graduation Requirement

Students of the School District of Palm Beach County are required to obtain a minimum of 20 community service hours to graduate from high school. In the event of a state, local, or national emergency, the Superintendent may waive the 20-hour community service requirement for any student who has not met the requirement, but is otherwise on track to graduate. Community service is also a requirement for many scholarships (i.e., Bright Futures) and college entrance programs. The purpose of community service is for students to engage in activities that help them develop an appreciation for the concept of service to the school or community. All school center principals are encouraged to recognize those students who perform voluntary service for the community at the 100, 300, and 400 hour levels.

The following guidelines must be followed to participate in activities that are considered acceptable for community service:

- Community service is defined as non-paid volunteer work for a non-profit agency.
- Students may begin accumulating service hours as early as the summer prior to entry of the 9th grade year.
- Service should benefit the community at large. Working solely for an individual will not be acceptable.
- Hours must be documented in writing, either on a common community service log (generated by the school) or on letterhead from the organization being served.
- Parent notification of the community service requirement is necessary. A school generated notice will include the necessity of parental knowledge/supervision while students are engaged in community service activities.
- Student who do not have access to community service opportunities must be provided opportunities on the school campus. It is the student's responsibility to alert the School Counseling Department that he/she is in need of school access to community service.
- Time spent organizing and collecting canned goods, clothing, or book drives for a community in need does qualify as community service.
- Service on behalf of a candidate for public office can be considered community service.
- Fostering animals for a non-profit animal organization will be given no more than four (4) hours a day.

The following are examples that would not count as community service:

- Rehearsal time for participation in a fine arts or performing arts program.
- Practice time for sports and band.
- Club meetings to organize community service activities.
- Donating canned goods or items to gain community service hours.

Parents cannot sign to verify their child's participation in a community service activity.

The documentation of the number of hours and dates of service must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer work.

Schools should have the community service hours entered onto the student's electronic records by two (2) weeks after submittal.

For Bright Futures Requirements ONLY

- Students must earn either the required volunteer service (using the criteria described

above, paid work hours, or a combination of both.

- Reflection: The student must, through papers or other presentations, evaluate and reflect upon their volunteer service or paid work experience.
- The agencies where the volunteer service hours or paid work hours were earned must provide on agency letterhead documentation of the number of hours and dates of service or paid work completed. Where a letter cannot be obtained, students may submit a copy of their pay stub.
- Volunteer service hours and paid work hours may not be hours that benefitted the student financially or materially while in the service of family members defined as: parents, grandparents, siblings, aunts, uncles, cousins, nieces, nephews, and spouses, including aforementioned step relations.
- Students may begin accumulating paid work hours as early as June 27, 2022.
- Paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office.
- Paid work must be documented in writing, either on a common paid work log (generated by the School) or on letterhead from the organization.
- The volunteer service or paid work must be approved by School Principal or Principal Designee, or the district Home Education Office where the student is registered.

The document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the paid work.

2025-2026 Requirements

Award Level	Number of Volunteer service hours only	Number of Paid work hours or combination of both
FAS	100	100
FMS	75	100
GSV	30 (or 75*)	100
GSC	30 (or 75*)	100

**Students entering grade 9 in the 2024 – 2025 school year and thereafter, must complete 75 hours of volunteer service.*

Graduation Requirements for Transfer Students

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

1. A student entering high school from another district, state, or country is required to satisfy the graduation requirements of his/her enrolled cohort Florida Statute 1003.433 .
2. The student must take a full schedule of courses to comply as closely as possible with the graduation requirements of the cohort, but shall not be required to spend additional time in school in order to meet these requirements. Unless prescribed by his/her Progress Monitoring Plan (PMP), no junior or senior will be required to take two required courses in the same discipline concurrently. A Graduation Credit Waiver Request (PBSD 2461) must be completed for any credits waived for transfer students.
3. A Graduation Credit Waiver Request (PBSD 2461) must be completed to waive this requirement.

OTHER GRADUATION OPTIONS

Early Graduation for Four-Year 24-Credit Option Students

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

1. graduate at the time that all requirements have been completed; **or**
2. with principal's permission, continue enrollment as a full-time student in the SDPBC until the end of the regular school year in which their cohort class graduates. All grades earned by the student will become a part of the student's permanent record and calculated in the student's GPA/HPA.

The principal may deny continued enrollment for a student who has met graduation requirements. Students who graduate early may participate in the end-of-year graduation ceremonies. Students will be promoted to 12th grade at the beginning of the semester they intend to graduate. These students shall be permitted to participate in all senior activities prior

to being promoted to 12th grade as long as they are on track to graduate.

18-Credit ACCEL Graduation Option

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

- Physical Education credit
- Five elective credits

Students opting to earn an 18-credit ACCEL Diploma will be promoted to 12th grade in the beginning of the semester they intend to graduate. These students shall be permitted to participate in all senior activities prior to being promoted to 12th grade as long as they are on-track to graduate.

Career and Technical Education Graduation Pathway Option

Beginning with the 2019-2020 school year, students are eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. The following requirements must be met.

Minimum 2.0 GPA and a minimum of 18 credits in the following:

- 4 English Language Arts
- 4 mathematics (must include Algebra 1 and Geometry)
- 3 science (must include Biology 1 and a physical science)
- 3 social studies (World History, U.S. History, ½ Economics, ½ U.S. Government)
- 0.5 personal financial literacy (beginning with students entering grade 9 in 2023-2024)
- 2 CTE (must result in a program completion and an industry certification)
- 2 work-based learning programs for into 9th FY 23 and before (may substitute up to two (2) credits of electives, including 0.5 credit in Financial Literacy) or1.5 work-based learning programs for into 9th FY24 (may substitute up to 1.5 credits of electives
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

Additional Requirements:

- Minimum cumulative GPA of 2.0
- 20 hours volunteer community service
- Assessment requirements for standard diploma must be met as described in the Assessments for Standard Diploma section

Advanced International Certificate of Education (AICE) Diploma

The Advanced International Certificate of Education (AICE) Diploma is an international university curriculum and examination system administered and assessed by the Cambridge Assessment International Education (CAIE) and the University of Cambridge. AICE courses are equivalent to those offered at a U.S. university, freshman level or beyond. [Florida Statute §1007.27(8)]

To earn the Cambridge AICE Diploma, learners must achieve a minimum of seven diploma credits. These are earned by taking a combination of Cambridge International AS Level courses (one diploma credit each), and Cambridge International A Level courses (two diploma credits each) drawn from three curriculum areas: mathematics and science (Group 1), languages (Group 2), and arts and humanities (Group 3) as well as a core requirement for the Cambridge International AS Level Global Perspectives & Research course. There is the option to study interdisciplinary subjects (Group 4). The maximum number of points a learner can be awarded is 420.

The following combinations of credits are valid for the Diploma:

A Levels (2 credits each)	AS Levels (1 credit each)	Cambridge International AS Level Global Perspectives & Research (9239)	Total
3	0	1	7
2	2	1	7
1	4	1	7
0	6	1	7

Students must complete the AICE Diploma requirements, which includes satisfactory completion of core course elements and the required exam components, within 25 months from the first exam to the last exam.

Students shall be exempt from payment of fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. [Florida Statute § 1007.27(7)]

Passing scores on AICE exams are designated as A-E. The student must **pass** the AICE exams in order to receive an AICE Diploma. If the student does not pass the AICE exams, but has completed the AICE Diploma requirements, the student will receive a Standard High School Diploma. Students enrolled in the AICE Diploma meet state requirements for graduation by

completing the AICE curriculum.

International Baccalaureate (IB) Program

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

IB Diploma candidates must demonstrate their mastery of the coursework by passing a battery of comprehensive written, and in some cases, oral examinations in the subject areas. To fulfill requirements for the IB Diploma curriculum, students must complete required coursework and take the internal and external assessment requirements for the IB Diploma, including satisfactory completion of the three core elements: Extended Essay reflecting independent research; Theory of Knowledge (TOK) interdisciplinary course; and at least 150 Creativity, Activity, Service (CAS) hours of extracurricular activities. [Florida Statute § 1007.27(7) & http:/www.ibo.org/programmes/diploma-programme/]

Students must complete a minimum of 13 credits in courses identified by IBO.org [https://www.ibo.org/programmes/diploma-programme/]. Students must complete any prerequisite courses identified by the school's IB Program of Study.

Students must complete the IB Diploma requirements, which include passing the required exam components, in order to earn an IB Diploma. IB exams are graded from 1.0 point to 7.0 points maximum. Students must score a minimum total of 24 points to acquire an IB Diploma. Students will take the exams for six IB courses during the junior and senior years. Students shall be exempt from payment of fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. [Florida Statute § 1007.27(7)]

If a student completes the curriculum and takes the exams, but does not pass the exam requirements, the student will receive a Standard High School Diploma.

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

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

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

COURSE ACCOMMODATIONS AND MODIFICATIONS

English Language Learners (ELLs) Course Modifications/Accommodations

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

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

GRADUATION OPTIONS FOR RECENTLY ARRIVED ENGLISH LANGUAGE LEARNERS

In accordance with Florida Statute § 1003.433 and State Board of Education Rule 6A-1.09422, beginning in the 2022-2023 school year, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by Florida Statute § 1003.4282 or Florida Statute § 1008.22, or alternate assessment is eligible for a standard high school diploma if the
ELL student can satisfactorily demonstrate grade-level expectations on a formative assessment that can be interpreted as a measure of grade 10 achievement in English Language Arts

Active Section 504 Accommodation Plans Course Modifications

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

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

A student meets the requirement of being regarded as having an impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six months or less. A Multi-Disciplinary 504 Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

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

In deciding eligibility, the Multi-Disciplinary 504 Team will consider information from a variety of sources, including medical documentation, behavioral observations, checklists, classroom tests, teacher recommendations and/or reports, current grades and trends, academic history, standardized test reports, and other relevant information.

The Multi-Disciplinary 504 Team determines accommodations to be included on the Section 504 Accommodation Plan to ensure an equal opportunity to master the General Education content requirements.

GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES (SWD)

Core Access Academic Courses are repeatable for core credit for a maximum of two credits and then any additional credit in that course shall be counted as an elective credit for the purpose of graduation. Students working towards a Standard High School Diploma via Access Points are required to complete the same academic credit requirements as a Standard High School Diploma via standard curriculum.

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

Beginning not later than the first IEP to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first, the IEP will include a statement of intent to pursue a Standard High School Diploma and a Scholar or Industry Scholar designation, pursuant to Florida Statute § 1003.4285.

Students who have not received a Standard Diploma may continue to receive a Free Appropriate Public Education (FAPE) through the end of the school year in which the student turns 22 years old.

Students with Disabilities

All students with disabilities should be supported through the provision of allowable accommodations and specially designed instruction to work toward a Standard Diploma, as defined in section Florida Statute § 1003.4285. In accordance with Florida Statute § 1003.4282(11), beginning in the 2014-2015 school year, students with disabilities entering 9th Grade may also earn a Standard High School Diploma through alternative pathways of study.

Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule.

HIGH SCHOOL DIPLOMAS

The SDPBC offers five diploma options:

- 24-Credit Standard Diploma
- 18-Credit ACCEL Option Diploma
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) Curriculum Diploma
- International Baccalaureate (IB) Diploma

A diploma is considered a ceremonial certificate. A transcript is the official documentation of high school graduation.

Diploma Designations

Students may earn one or more designations on their Standard Diploma. Students are not required to obtain a designation and there is no deadline for choosing a designation. The three designations are:

1. **Scholar Designation** - In addition to meeting the Standard Diploma requirements, the following criteria must be met.
   - Students must earn:
     - 1.0 credit in Algebra 2 (or an equally rigorous mathematics course);
     - 1.0 credit in statistics (or an equally rigorous mathematics course);
     - 1.0 credit in Chemistry or Physics;
     - 1.0 credit in a course equally rigorous to chemistry or physics; and
     - 2.0 credits in the same world language.
   - Students must meet satisfactory performance or earn a Level 3 or higher on the Geometry, Biology 1, and U.S. History EOC Assessments.
   - Students must earn at least one credit in AP, IB, AICE, or a Dual Enrollment course.
2. **Industry Scholar Designation** - In addition to meeting the Standard Diploma requirements, students must attain one or more industry certifications from the list established, per Florida Statute§ 1003.492.
3. **Seal of Biliteracy** - The Seal of Biliteracy is an award in recognition of high school graduating students who have attained a high level of competency in listening, speaking, reading and writing in one or more languages in addition to English, which is signified on a high school graduate's diploma and transcript as either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy. The purpose of the Seal of Biliteracy is to encourage students to study languages, certify attainment of biliteracy skills, provide employers with a method of identifying an individual who has language and biliteracy skills, provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admission to the postsecondary institution, recognize and promote World Language instruction in public schools, strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community. [Florida Statute § 1003.432]

   In addition to standard diploma requirements, the Seal of Biliteracy requirements are outlined below:

   Silver Seal of Biliteracy:

   1. Earn four (4) world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale in those world language courses; or
   2. Earn a score or performance level on any of the examinations found on the chart shown below:

Examination	Score or Performance Level
International Baccalaureate (IB) Language Exam	4 or higher
Advanced Placement (AP) Language Exam	3 or higher
Advanced International Certificate of Education (AICE) Subject Test	A, B, C, D, or E
College Level Examination Program (CLEP) Level Language Exam	Spanish 50-62 French 50-58 German 50-59
American Sign Language Proficiency Interview (ASLPI)	3 or higher
Sign Language Proficiency Interview: American Sign (SLPI:ASL)	Intermediate plus or higher
American Council on the Teaching of Foreign Languages Assessment of Performance Toward Proficiency in Language (AAPPL)	Intermediate mid or higher
Oral Proficiency Interview (ACTFL/OPI)	Intermediate mid or higher
Standards-based Measurement of Proficiency (STAMP4S)	Intermediate or higher
Latin Interpretive Reading Assessment (ACTFL/ALIRA)	1-2 or higher

Gold Seal of Biliteracy:

1. Earn four (4) world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale in those world language courses; AND Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Assessment of Student Thinking (FAST); OR
2. Earn a score or performance level on any of the examinations found in the chart below:

Examination	Score or Performance Level
International Baccalaureate (IB) Language Exam	5 or higher
Advanced Placement (AP) Language Exam	4 or higher
Advanced International Certificate of Education (AICE) Subject Test	A, B, C, D or E
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 63 or higher French 59 or higher German 60 or higher

Or, for languages which are not tested on the nationally recognized examinations list, demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid-level or higher for the Silver Seal of Biliteracy or Advanced Low level or higher for the Gold Seal of Biliteracy, based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for the language.

A high school student who did not enroll in, or complete, world language courses, shall be awarded four (4) world language high school course credits, upon attaining at least the minimum score or performance level for the corresponding level (Silver or Gold). No more than four (4) world language course credits in total should be awarded to a student who qualifies per this option, regardless of any other earning of world language credits or awarding of world language credits.

Seal of Fine Art

To earn the Florida Seal of Fine Arts, a high school student must:

1. Obtain a standard high school diploma.

2. Complete at least three year-long courses in dance, music, theatre, or visual arts, achieving a grade of "A" or higher in each course. Alternatively, the student can earn three sequential course credits in these subjects, with a grade of "A" or higher in each course.

The student must fulfill at least two of the following requirements:

1. Complete a fine arts International Baccalaureate, an Advanced International Certificate of Education, Advanced Placement, Dual Enrollment or Honors course in the above subjects, achieving a "B" or higher grade
2. Participate as a selected student in a juried event by a district or statewide organization for two or more years
3. Perform at least 25 volunteer hours of art-related community service and present a comprehensive report on their experiences
4. Meet the criteria of a portfolio-based program that recognizes the student as an exemplary fine arts practitioner
5. Receive district, state, or national recognition for creating and submitting an original work of art, which can be a musical or theatrical composition, visual artwork, or choreographed performance.

Florida High School Performance-Based Diploma

A Florida High School Performance-Based Diploma is awarded to students who complete the Performance-Based Exit Option Model. Students who are enrolled in credit earning courses and meet satisfactory performance or earn a Level 3 or higher on the FAST PM3 ELA **and** the Algebra 1 EOC Assessment (or alternative assessment) as well as the GED tests may be awarded this diploma. A Performance-Based Diploma may not provide the same postsecondary options as a Standard Diploma. The Performance-Based Diploma is only available in alternative schools.

Students Who Do Not Meet Standard Diploma Requirements

A student who earns the required 24 credits, or the required 18 credits under s. 1002.3105(5), but fails to pass the assessments required under s. 1008.22(3) or achieve a 2.0 GPA may elect to remain in 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.

A student who subsequently meets the requirements for a Standard High School Diploma shall be awarded a Standard High School Diploma dated the school year in which the requirements are completed.

Students who do not meet graduation requirements may have the following options:

1. take the Grade 10 FAST ELA/End-of-Course (EOC) Assessments;
2. meet the concordant/comparative scores as described in: http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf;
3. return to school for a 13th year to remediate the Grade 10 FAST ELA/EOC Assessment, credit deficiencies, and/or GPA;
4. stay in school and enroll in a Performance-Based Exit Option Model;
5. enroll in an Adult High School Equivalency/GED program, Adult High School or credit program through the Department of Adult and Community Education;
6. take the Postsecondary Education Readiness Test (P.E.R.T.) and attend a Florida College System while continuing to take the Grade 10 FAST ELA and/or Algebra 1 EOC Assessment if the only graduation deficiency is Grade 10 FAST ELA and/or Algebra 1 EOC Assessments;
7. Enroll in the Graduation Alternative to Traditional Education (GATE) Program; or
8. Enroll in Certificate Career Education Programs.

RECOGNITION OF VALEDICTORIAN/SALUTATORIAN

To be eligible for valedictorian or salutatorian recognition, a student must have attended the same SDPBC public school for three complete years, two of which must be the junior and senior years. A student who is required to change schools due to a District initiated boundary change will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. For example, if a student does not meet the three-year attendance requirement in the school due to a boundary change and is ranked number one, that student will share the recognition of valedictorian with the student with the next highest rank who meets the three-year attendance requirement. Furthermore, if a student does not meet the three-year attendance requirement in the school due to a boundary change and is ranked number two, that student will share the recognition of salutatorian with the student with the next highest rank who meets the three-year attendance requirement.

Students selecting an 18-Credit ACCEL Graduation Option or electing to complete the 24-Credit Option in three years will not be eligible for valedictorian/salutatorian. An early admission student enrolled full-time in a college or university during any portion of his/her senior year will not be eligible for valedictorian/salutatorian.

Valedictorian/Salutatorian Calculation

1. The valedictorian/salutatorian award will be based on grades earned after entry into 9th grade through the first semester of 12th grade.
2. The valedictorian will be the student with the highest HPA, carried to the ten-thousandth place.
3. The salutatorian will be the student with the second highest HPA, carried to the ten- thousandth place.
4. In the case of a tie for the highest HPA, co-valedictorians will be named, and the student with the third highest HPA will be designated as salutatorian. In the case of a tie for the second highest HPA, co-salutatorians will be named.

FLORIDA DEPARTMENT OF EDUCATION SCHOLARSHIPS

Florida Bright Futures Scholarship Program

Per Florida Statute § 1009.53, the Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement, and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within three years of graduation from high school. For

information regarding Bright Futures Scholarship recipients attending nonpublic institutions, refer to Florida Statute §1009.538.

Additional information can also be obtained from the Florida Bright Futures Scholarship Program website located at: https://floridabrightfutures.gov/

The Florida Bright Scholarship Program consists of four awards:

- Florida Academic Scholars Award;
- Florida Medallion Scholars Award;
- Florida Gold Seal Vocational Scholars Award; and
- Florida Gold Seal CAPE Scholars Award.

Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected. The eligibility requirements are subject to change with each legislative session.

Home Education students may apply for the Bright Futures Scholarship Program if registered with the School District's Home Education Office during the current and prior academic year with qualifying SAT or ACT scores. The Home Education Office verifies registration and community service hours in accordance with the Florida Department of Education (FLDOE) guidelines and applicable statutes. [Florida Statute § 1002.41]

REMEDIATION AND RETENTION IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION

The following sections identify performance levels as they relate to the Florida's Assessment of Student Thinking (FAST), statewide, standardized ELA assessment, End-of-Course (EOC) Assessments, Benchmark Advance Florida Assessments, Benchmark Oral Reading Record Assessments and additional optional assessments. This permits decision-makers to identify the overall achievement of each child through District and statewide assessments and allows for a narrower focus on student achievement for the purposes of remediation decisions. Teachers and administrators may examine the student's reading, writing, mathematics, science, and/or social studies performance to determine whether a student is in need of remediation in one or more of these areas.

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

In accordance with Florida Statute § 1008.25(2)(a), each district school board shall establish a comprehensive plan which must provide for a student's progression from one grade to another based on the student's mastery of the standards in English Language Arts, mathematics, science, and social studies. The plan must emphasize reading proficiency in Kindergarten

through Grade 3 and provide targeted instructional support for students with identified deficiencies in Language Arts, mathematics, science, and social studies. The results of evaluations used to monitor a student's progress in Grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. Therefore, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

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

- students in Kindergarten through Grade 3 who have a substantial deficiency in reading; and/or the characteristics of dyslexia
- students in Kindergarten through Grade 4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia
- students who fail to meet performance levels required for promotion.

K-5 Reading Remediation

In accordance with Florida Statute § 1008.25(3)(a) and (5)(a), any student in Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy skills and any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

A Voluntary Prekindergarten Education Program student is deemed to exhibit a substantial deficiency in early literacy skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring under subsection (9).

- Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The student's reading deficiencies must be monitored in accordance with Section 1008.25(4)(c), F.S., K-3 students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual educational plan (IEP) or an individualized progress

monitoring plan, or both, as necessary.

- Intensive, Individualized Instruction/Intervention (tier 3) must be provided daily for all students who have been identified with a substantial reading deficiency. This intervention must be in addition to or as an extension of the core literacy block and include supplemental and intensive intervention in a smaller group size setting or one on one. The teacher of intensive intervention must hold a Reading Certification or Reading Endorsement. [Florida Statute § 1008.25(8)(a) 3i] All intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading in accordance with Section (s.) 1011.62(8)(e), F.S., or instructional personnel pursuant to Section 1012.01(2), F.S., who possess a literacy micro- credential. For instructional personnel who possess a literacy micro-credential and provide intensive reading interventions, supervision must be provided by an individual certified or endorsed in reading.
- Students who are retained under paragraph (5)(c), including students participating in the school district's summer reading camp under subparagraph (a)2., must be provided interventions with a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation. (Florida Statute 1008.25(8)(a)(2)

The student must continue to be provided with Intensive, Individualized Instruction/Intervention (Tier 3) until the student reaches grade level proficiency in reading.

1. To be promoted to Grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts Assessment. If the student's reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 Statewide Standardized ELA Assessment, the student must be retained. [Florida Statute § 1008.25(5)(C)]
2. The intensive reading instruction, for retained third grade students, can take place before, during, or after the school day and shall include: evidence-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs; explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and the integration of Civics Literacy, science, and mathematics-text reading, text discussion, and writing in response to reading. [Florida Statute § 1011.62(8)(b)& (8)(d)]

Reading Deficiency and Parental Notification

Pursuant to [Florida Statute § 1008.25(5)(a)] , any Grade K- 3 student who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations, must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia been identified as having a substantial deficiency in reading per [Florida Statute § 1008.25(5)(d) the following information must be provided:

1. a description and explanation, in terms understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in reading;
2. a description of the current services that are provided to the student;
3. a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency;
4. that if the child's reading deficiency, is not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
5. strategies, including multisensory strategies, through a read-at-home plan for parent(s) to use in helping their child succeed in reading proficiency;
6. that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluation, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and reading for promotion; and
7. the district's specific criteria and policies for a portfolio and evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts; A school must immediately begin collecting evidence for a portfolio when a student in Grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. [Florida Statute §1008.25(7)(b)4];
8. the district's specific criteria and policies for midyear promotion once the retained student has demonstrated ability to read at grade level. [Florida Statute §1008.25(5)(c)8]
9. information about the student's eligibility for the New Worlds Reading Initiative under F.S. 1003.485 and information on parent training modules and other reading engagement resources available through the initiative

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must

be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or support and earlier implementation of the additional interventions or supports described in the initial notification. (per Florida Statute §1008.25(9))

K-5 Writing Remediation

Students in Grades K-5 who exhibit a substantial deficiency in writing based upon locally determined or statewide assessments or through teacher observations, must receive remediation in one of the following ways:

- small group instruction, based on identified student needs; and/or
- one-on-one instruction, based on identified student needs

K-5 Mathematics Remediation and K-4 Mathematics Instructions

In accordance with sections 1008.25(4)(c), F.S., students identified with a substantial mathematics deficiency must be covered by a federally required student plan, such as an IEP or an Individualized progress monitoring plan, or both as necessary. A student is identified as having a substantial mathematics deficiency if the following criteria are met:

For Kindergarten, if the student scores below the tenth (10^{th}) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25 (6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In Kindergarten, areas of emphasis include:

1. developing an understanding of counting to represent the total number of objects in a set and to order the objects within a set;
2. developing an understanding of addition and subtraction and the relationship of these operations to counting; and
3. measuring, comparing, and categorizing objects according to various attributes, including their two-and three-dimensional shapes.

For grade 1, if the student scores below the tenth (10^{th}) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 1, areas of emphasis include:

1. understanding the place value of tens and ones within two-digit whole numbers;
2. extending understanding of addition and subtraction and the relationship between them;
3. developing an understanding of measurement of physical objects, money and time and
4. categorizing, composing, and decomposing geometric figures.

For grade 2, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 2, areas of emphasis include:

1. extending understanding of place value in three-digit numbers;
2. building fluency and algebraic reasoning with addition and subtraction;
3. extending, understanding of measurement of objects, time and the perimeter of geometric figures; and
4. developing spatial reasoning with number representations and two-dimensional figures.

For grade 3, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 3, areas of emphasis include:

1. adding and subtracting multi-digit whole numbers, including using a standard algorithm;
2. building an understanding of multiplication and division, the relationship between them and the connection to area of rectangles;
3. developing an understanding of fractions; and
4. extending geometric reasoning to lines and attributes of quadrilaterals.

For grade 4, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 4, areas of emphasis include:

1. extending understanding of multi-digit multiplication and division;
2. developing the relationship between fractions and decimals and beginning operations with both;
3. classifying and measuring angles; and developing an understanding for interpreting data to include mode, median, and range.

K-4 Mathematics Deficiency and Parent Notification

A kindergarten through grade 4 student is identified as having a substantial deficiency in mathematics based upon a minimum of five (5) data points as described below.

- For kindergarten, if the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for mathematics competency in one or more of the areas of mathematics computation; mathematics concepts and application; mathematics fluency;
- For grades 1 and 2, if the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for mathematics competency in one or more of the areas of mathematics computation; mathematics concepts and application; mathematics fluency; or
- For grades 3 and 4, if the student scores:
    - Below the tenth (10th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for mathematics competency in one or more of the areas of mathematics computation; mathematics concepts and application; mathematics fluency; or
    - Level 1 on the end of the year statewide, standardized Mathematics assessment pursuant to Section 1008.22(3)(a), F.S.

1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either;
    a) Daily targeted small group mathematics intervention based on student need; or
    b) Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or trained tutor

2. The performance of a student receiving mathematics instruction must be monitored, and instruction must be adjusted on the student's need.
3. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s.1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
4. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in Mathematics.

(b) A voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early math skills based upon the results of the administration of the final coordinated screening and progress monitoring under subsection (8) shall be referred to the local school district and may be eligible to receive intensive mathematics interventions before participating in kindergarten.

(c) The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designated to remediate the identified area of mathematics deficiency.
4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be

in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress. If the interventions and supports already being implemented have not resulted in improvement.

Students in Grades K-5 who are identified as being considerably or substantially below grade level in Kindergarten through Grade 2, or Level 1 or Level 2 in Grades 3-5, as indicated on the FY26 Student Performance Code Rubrics K-5, must receive remediation in one of the following ways:

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

K-5 Mandatory Remediation/Retention

Students in Grades K-5 who are identified as being below grade level in Kindergarten through Grade 2, or earned a Level 1 or Level 2 in Grades 3-5, as indicated on the FY26 Student Performance Code Rubrics K-5 in reading, writing, mathematics, science and/or social studies must receive remediation and may be retained. Please refer to the Student Performance Charts for additional information.

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans [Florida Statute § 1008.25(4)(b)]:

1. a federally required student plan such as an individual education plan;
2. a school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. an individualized progress monitoring plan.
    - Students in Grades K-3 who exhibit a substantial reading deficiency

Mandatory Retention for Grade 3 Students

To be promoted to Grade 4, a student must score a Level 2 or higher on the FAST Grade 3 ELA assessment as required under Florida Statute §1008.25 for Grade 3. If a student's reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under Florida Statute §1008.22 for Grade 3, the student must be retained, unless the student has met a good cause exemption as outlined

by Florida Statute § 1008.25(6)b and Board of Education Rule 6A-1.094221. Any student not having a reported achievement level on the FA ST Grade 3 ELA assessment or scoring at Level 1 on the assessment must meet a good cause exemption in order to be promoted to Grade 4. Students who score Level 1 on the grade 3 statewide, standardized ELA assessment during Progress Monitoring (PM) 3 will be provided an additional opportunity to test in the summer. A score of Level 2 or above on the summer administration of the grade 3 statewide, standardized ELA assessment can be used for promotion purposes.

Parent Notification Requirements for Retained Grade 3 Students

Written notification must be given to the parent(s) of any Grade 3 student who is retained for reading stating that his/her child has not met an achievement level required for promotion, and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of Florida Statutes §§ 1002.20(14) and 1003.33(2), as well as include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency. [Florida Statute § 1008.25(7)(b)21]

Intensive Instruction Services for Retained Grade 3 Students

Grade 3 students retained for reading must be provided with intensive interventions in reading to ameliorate the student's specific reading deficiency. The interventions must include evidence-based, explicit, systematic, and multisensory reading instruction, grounded in the science of reading in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. This intensive intervention must include effective instructional strategies, a minimum of 90 minutes of daily uninterrupted reading instruction, additional time for supplemental intervention and the intensive intervention in a smaller group size setting or one on one, the opportunity to participate in the District's *Third Grade Summer Reading Academy*, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and be ready for promotion to the next grade. [Florida Statute § 1008.25(8)(a)1-3)]

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

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

Any teacher of Grade 3 students retained for reading must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under Florida Statute § 1008.25(8)(ab) 3

Intensive Reading Acceleration Course (IRA) for Grade 3 Students

When applicable, each school must establish an Intensive Reading Acceleration Course (IRA) for any retained Grade 3 student who was previously retained in Kindergarten, Grade 1, or Grade 2. [Florida Statute § 1008.25(8)(b)4]

In accordance with Florida Statute § 1008.25, IRA must:

1. provide uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and incorporate opportunities to master the Grade 4 state academic standards in other core subject areas through content-rich texts;
2. provide small group instruction;
3. provide reduced teacher-student ratios;
4. use an explicit, systematic, and multisensory reading intervention grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year; and
5. provide a read-at-home plan.

Intensive Intervention for Grade 3 Students

Grade 3 students who are retained must be provided a minimum of 90 minutes of daily, uninterrupted reading instruction and must be provided supplemental and intensive interventions in reading to ameliorate the student's specific reading deficiency [Florida Statute § 1008.25(8)]. The interventions must include evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

Grade 3 students who are retained may receive supplemental and intensive interventions outside of the core literacy block in the Supplemental Academic Instruction (SAI) Program when their identified area of need can be serviced by the SAI teacher.

Good Cause Exemptions For Retained Grade 3 Students

Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with Florida Statute § 1008.25(7)(b)(c) and State

Board of Education Rule 6A-1.094221, the School Board may exempt a student from retention for Good Cause.

Good Cause Exemptions from Retention (Grade 3 Only)

According to Florida Statute § 1008.25(7)(b), Good Cause Exemptions are limited to the following:

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States;
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of Florida Statute §1008.212;
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education;
4. Students who demonstrate, through a student portfolio, that they are performing at least at Level 2 on the statewide, standardized English Language Arts Assessment (FAST ELA)[15];
5. Students with disabilities who take the state-wide standardized English Language Arts Assessments (FAST ELA) and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive instruction in reading or English Language Arts (ELA) for more than two years, but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3[16]; and
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3, for a total of two years. A student may not be retained more than once in Grade 3.

Academic Portfolio for Good Cause Exemption (#4)

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

1. be selected by the student's teacher;
2. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. include evidence that the benchmarks assessed by the Grade 3 statewide standardized English Language Arts assessment under Section 1088.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and

fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA Standards

4. be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA Standards that are assessed by the Grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and,
5. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

[15] See *Academic Portfolio for Good Cause Exemption (#4)* section.

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

The SDPBC has created a Grade 3 Good Cause Portfolio in order to ensure consistency throughout the district. This assessment portfolio meets all of the criteria outlined in State Board of Education Rule 6A-1.094221(3)(a-e).

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

Documentation for Grade 3 Good Cause Exemption

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute § 1008.25(6)(c)[17].

Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and based upon the student's

academic record. The school principal shall review and discuss recommendations with the teacher and make the determination as to whether the student should be promoted or retained, in accordance with Florida Statute § 1008.25(7)(c)1, 2.

Grade 3 Students Promoted with a Good Cause Exemption

A student promoted to Grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet their needs through implementation of explicit, systematic, and multisensory reading instruction and intervention strategies shown to be successful among students with reading difficulties. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions and earlier implementation of the additional interventions or support described in the initial notification. [Florida Statute § 1008.25(7)(b)]

During the School Year Promotion of Retained Grade 3 Students

In accordance with Florida Statute § 1008.25(8)(b)2 and State Board of Education Rule 6A-1.094222, a student retained in Grade 3 may be eligible for mid-year promotion prior to November 1 if he/she demonstrates:

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

Students promoted during the school year after November 1 must demonstrate achievement levels in reading equivalent to the level necessary for the beginning of Grade 4.

Documentation for midyear promotion should include successful completion of portfolio elements that meet State/District criteria or satisfactory performance on a locally selected standardized assessment. [State Board of Education Rule 6A-1.094222(2)(a-c)]

A student portfolio used during the school year to document promotion to Grade 4 must have evidence that the student is performing at or above grade level in reading or demonstrates through assessments at or above grade level performance in ELA. In addition, the student's progress supports the reasonable expectation that mastery of Grade 4 reading skills is attainable. [State Board of Education Rule 6A-1.094222(2)]

To promote a student during the school year using a locally selected standardized assessment, there must be evidence that the student scored at or above grade the Grade 3 level in reading comprehension. [State Board of Education Rule 6A-1.094222(4)]

The Progress Monitoring Plan (PMP) for any retained grade 3 student who has been promoted mid-year to Grade 4 must continue to be implemented for the entire school year and if necessary, for additional years. [State Board of Education Rule 6A-1.094222(5)]

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

Students who score consistently below grade level on District and/or statewide assessments should either be retained or considered for promotion according to the FY26 Student Performance Code Rubrics K-5 Compelling verifiable evidence indicating the student is performing below grade level may be utilized to enact a decision to retain such students.

[17] Refer to *Good Cause Exemption for Retained Grade 3 Students*.

MIDDLE SCHOOL (6-8) REMEDIATION REQUIREMENTS

Reading Remediation

The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with state guidelines (Fla.Stat. 1008.25) the SDPBC uses the following determinants to decide the level of reading support for students. All students scoring a level 1 or 2 on the most current FAST ELA assessment must receive reading support as appropriate per the guidance below. Students may also be determined to be in need of reading support based on all available data, such as the District Diagnostic predicted FAST ELA results and teacher observation. The level of support necessary depends upon school personnel input and the results of the Reading Plus Benchmark Assessment. (For incoming 6th grade students only, 2 or more years below grade level on the Reading Insight Plus Assessment, OR a Scale Score Range of 100 - 515 on the #3 iReady Diagnostic (end of grade 5).

1. If a student is two or more years below grade level as determined by approved reading assessment(s) listed in the District's State-approved Comprehensive Evidence-Based Reading Plan (CERP):
    a. He/she must take a period of intensive reading (with a reading endorsed or reading certified teacher).
    b. He/she must receive additional assessment (such as the FASTBridge Autoreading and aReading Screeners) to determine deficiencies related to phonics or decoding. Students who are determined to be in need of support with phonics and/or decoding should

receive instruction and materials in his/her intensive reading class(es) that specifically target this support need.

2. If a student is not two or more years below grade level as determined by an approved reading assessment, then he/she must take one period of intensive reading or one period of a content area class (other than ELA or Math) taught by a reading endorsed, reading certified, or NGCAR-PD certified or Science or Social Studies Content Literacy Strategies (CLS) designated teacher. School personnel input will determine which path is most appropriate.
3. For Students with Disabilities, follow the 6-12 Reading Intervention Handbook
4. For students with an English Language Learner Plan, the ELL Committee may recommend appropriate remediation on the student's individual ELL Plan.

Mathematics Remediation Requirements Based on Standardized Assessments

Students who do not meet satisfactory performance of a Level 3 or higher on the required statewide mathematics assessment will be provided with remedial instruction, which may be incorporated into the student's required mathematics course.

MIDDLE SCHOOL (6-8) REMEDIAL INSTRUCTION

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

The SDPBC provides remedial instruction in reading, writing, science, and mathematics for those students identified as having substantially deficient skills in reading, writing, mathematics, and/or science as identified by teacher/principal recommendation, norm- referenced tests, Florida Assessment of Student Thinking (FAST) and school-selected reading tests (i.e., Reading Plus InSight Benchmark assessment, Remedial instruction shall be provided through implementation of a Progress Monitoring Plan (PMP). (Refer to *Progress Monitoring* section.)

Middle School Reading Intervention Courses

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

1. whole group explicit instruction;
2. small group differentiated instruction;
3. independent reading practice (utilizing classroom library or other assigned materials, monitored by the teacher);
4. integration of Next Generation Sunshine State Standards (NGSSS) and/or Language Arts

B.E.S.T. Standards specific to the subject area if blocked with the intensive reading course (Biology, World History, etc.);

5. focus on informational text at a ratio matching Florida's Assessment of Student Thinking (FAST); and opportunities for accelerated achievement.

Additional evaluations, portfolio reviews, and alternative District assessments beyond FAST ELA are considered when placing students into different levels of intensity for reading intervention

classes to meet individual instructional needs of students. Schools must determine if students have an instructional need in decoding and phonics through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention.

Middle School Complementary Options for Remedial Instruction

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

NOTE: Complementary options for remedial instruction in reading may be offered in addition to, not in place of, required reading interventions as detailed in the District's K-12 Comprehensive Evidence-Based Reading Plan and the Middle School Reading Remediation section of this document. In addition, remedial course offerings (intensive courses in reading or language arts) must be taken **in addition** to language arts courses, not in lieu of these courses.

Middle School Course Recovery (MSCR) Program

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

The student may receive the grade he/she earned through the computer-based program to replace the failing course grade.

All MSCR Program teachers must be currently certified as a teacher and be trained annually in

the Edgenuity program in order to qualify as a MSCR Program teacher.

All student grade changes acquired through the computer-based MSCR Program using the criteria above must have a ***Grade and/or Course Change Documentation (PBSD 0797)*** completed and filed in the specific student's cumulative folder.

MSCR Content Areas Offered

- Language Arts
- Mathematics
- Science
- Social Studies

HIGH SCHOOL (9-12) REMEDIATION REQUIREMENTS

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

In accordance with Florida Statute § 1008.25(2)(a), high schools shall use all available assessment results to advise high school students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

In accordance with Florida Statute § 1008.25(4)(b)3, remedial instruction shall be provided through implementation of a Progress Monitoring Plan (PMP), a Student Plan for Services for English Language Learners (ELLs), or an Individual Educational Plan (IEP) developed in consultation with a parent. If a student does not meet the minimum performance expectations, remedial instruction will be provided until expectations are met, the student graduates from high school, or the student is not subject to compulsory attendance.
Credits earned in remedial instruction courses must be in addition to, not in lieu of, English and mathematics credits required for graduation. These courses will be considered elective credits. [Florida Statute § 1003.4282(5)]

Students who do not meet satisfactory performance or earn a Level 3 or higher on the required statewide assessments are provided remedial instruction, which may be incorporated into the student's content course. Seniors who have not met satisfactory performance or earned a Level 3 or higher on the required statewide assessments, or who do not have the required minimum 2.0 Grade Point Average (GPA), may elect to attend school for an additional year.

Students who are in need of grade forgiveness may enroll in the following:

- Summer School (if offered);
- Adult Co-Enrolled Program;
- AEC Adult High School Credit Program and/or AEC Florida Comprehensive Assessment Test (FCAT) 2.0 remediation courses;
- Edgenuity Credit Recovery;
- Edgenuity Virtual Academy
- Palm Beach Virtual Franchise; and
- Florida Virtual School.

Other credit programs may be developed by the School District to assist students.

High School Reading Remediation

The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with state guidelines (Fla. Stat. 1008.25), the SDPBC follows the outlined criteria to determine the level of reading support provided for students.

All students in grades 9-10 scoring a level 1 or 2 on the previous year's FAST PM ELA assessment must receive reading support as appropriate per the guidance below. Students in Grades 9-10 may also be determined to be in need of reading intervention based on all available data, such as District Diagnostic predicted FAST ELA level results and teacher observation. Students in Grades 11 and 12 who did not meet satisfactory performance on the previous year's FAST ELA must also receive intensive reading support. The level of support necessary for students in Grades 9-12 depends upon school personnel input and the results of the Reading Plus Benchmark Assessment.

1. If a student is two or more years below grade level as determined by approved reading assessment(s) listed in the District's State-approved Comprehensive Evidence-Based Reading Plan (CERP):
    a. The student must take a period of intensive reading (with a reading endorsed or reading certified teacher).
    b. The student must receive additional assessments (such as the FastBridge Autoreading and aReading Assessments and FastBridge Phonics Diagnostic Assessment) to determine deficiencies related to phonics or decoding. Students who are determined to be in need of support with phonics and/or decoding should receive instruction and materials in his/her intensive reading class(es) that specifically target this support

need.

2. If a student is not two or more years below grade level as determined by an approved reading assessment, then he/she must take one period of intensive reading or one period of a content area class (other than ELA or Math) taught by a reading endorsed, reading certified, or NGCAR-PD certified or Science or Social Studies Content Literacy Strategies (CLS) designated teacher. School personnel input will determine which path is most appropriate.
3. For Students with Disabilities follow the 6-12 Reading Intervention Handbook.
4. For students with an English Language Learner Plan, the ELL Committee may recommend appropriate remediation on the student's individual ELL Plan.

Algebra 1 Remediation

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

If a student does not meet the minimum score of Achievement Level 3 or above, the student may move on to the next mathematics course but must retake the Algebra 1 EOC Assessment or meet the concordant/comparative scores as described in: http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf

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

High School Complementary Options for Remedial Instruction

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

NOTE: Complementary options for remedial instruction in reading may be offered in addition to, not in place of, required reading interventions as detailed in the District's K-12 Comprehensive Evidence-Based Reading Plan and the High School Reading Remediation section of this document. In addition, remedial course offerings (intensive courses in reading or language arts) must be taken **in addition** to language arts courses, not in lieu of these courses.

SUMMER SCHOOL

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

ELEMENTARY SCHOOL THIRD GRADE SUMMER READING ACADEMY

In accordance with Florida Statute § 1008.25(8)(a)(b), the purpose of the Third Grade Summer Reading Academy is to provide extended instructional services and support to students who do not score a Level 2 or higher on the Grade 3 statewide standardized ELA Assessment (as reported by FDOE). Extended intensive interventions that will include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade, will be provided.

EXTENDED SCHOOL YEAR (ESY) FOR STUDENTS WITH DISABILITIES

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

In accordance with State Board of Education Rule 6A-6.03028(3)(g)(11), at least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. The SDPBC may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

Refer to ***The SDPBC Summer Program Implementation Manual*** for more information about Summer School.

ADULT CREDIT PROGRAM

The Adult Credit Program (ACP) offered through community schools, provides performance-based opportunities for acceleration and remediation or forgiveness to currently enrolled high school students. The ACP operates on a 12-month basis. Interested students must obtain written approval from the student's day school counselor and principal or designee. Students wishing to graduate in May/June of a given school year must complete all ACP courses prior to graduation.

PROGRESS MONITORING GENERAL PROGRESS MONITORING PLAN (PMP) PROCESS

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

- a federally required student plan addressing specific needs, such as an Individual Education Plan (IEP);
- a school-wide system of progress monitoring for all students; or
- an individualized PMP.
    - Students in grades K-3 who exhibit a substantial reading deficiency
    - Students in grades K-4 who exhibit a substantial mathematics deficiency

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

In accordance with Florida Statute § 1008.25(4)(c), all PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s) and approved by the principal. In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.

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

The PMP should clearly identify the following:

- the specific diagnosed academic needs to be remedied;

- the goals and benchmarks for student growth
- the monitoring and reevaluation activities to be employed
- the evidence-based intervention strategies to be used;
- Strategies, resources, and materials that will be provided to the student's parent to support the student
- how, when, how often, by whom, and how long intensive remedial instruction is to be provided; and
- Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

The selection of a PMP is a school-based decision, except in situations when an individual PMP is required for certain elementary students. A school-wide plan can be developed that indicates the diagnostic tools, strategies and interventions to be used across the school and at all grade levels. If a school-wide plan is used, schools must:

- complete the school-wide plan;
- provide copies of the completed form to all staff members;
- ensure teachers of eligible students are aware of their students who are included within this plan and verify that what they plan to do to remediate and progress monitor these students is listed on the school-wide form;
- teachers should make every effort to make parent contact;
- document attempts to inform parents;
- periodically, after assessments are completed, teachers should review the plan and document changes being made to ensure that every effort is employed to remediate the student;
- at the end of the year, the teacher should review the plan and each student's progress to determine if a PMP is necessary for the following school year.

ENGLISH LANGUAGE LEARNERS (ELLs) PROGRESS MONITORING

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

EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRESS MONITORING

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

PROCEDURES FOR IMPLEMENTING THE PROGRESS MONITORING PLAN (PMP)

Each Plan must outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting State and/or District expectations for satisfactory performance. Each student who does not meet the levels of performance for each grade level as determined by the District/State in reading, writing, mathematics, and science or who scores below Level 3 on the ELA or state standardized assessment must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [Florida Statute § 1008.25(4)(a)]

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

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

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

Additional PMP Requirements for Elementary School Students

Elementary students with a substantial deficiency or the characteristics of dyslexia in reading must be provided with daily intensive intervention. Remediation must occur until expectations are met. [Florida Statute § 1008.25(4) (c)]

The PMP for an elementary student who has been identified as substantially deficient in reading and math shall include at a minimum must include the following:

1. a valid and reliable diagnostic assessment to identify the student's specific reading deficiency (i.e. STAR Early Literacy, STAR Reading, STAR Math FAST ELA or FAST MATH, iReady, Benchmark Advance/Adelante Oral Reading Records and Concepts About Print assessment); Savvas enVision Assessments, District Unit Standards Assessments (USAs) ;
2. the desired levels of performance in these content areas; and
3. the instructional/support services to be provided to meet the desired levels of performance.
4. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
5. The student's specific, identified reading or mathematics skill deficiency.
6. Goals and benchmarks for student growth in reading or mathematics.
7. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
8. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
9. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development

All students identified as needing remediation at the end of the previous school year must receive a PMP. Every effort should be made to implement a PMP as early in the year as possible.

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

Additional PMP Requirements for Secondary School Students

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

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

Guidance will be provided regarding appropriate strategies for diagnosing and meeting the

varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the K-12 Comprehensive Evidence-Based Reading Plan. [Florida Statute §1003.4156(2)]

Middle school students who score a Level 1 or Level 2 on FAST ELA are required to receive reading intervention, either in the form of an intensive reading course or a content area class taught by a reading endorsed, reading certified, NGCAR-PD certified, or Content Literacy Strategies (CLS) designated teacher, depending on the student's Reading Plus InSight Benchmark Assessment results and school personnel input.

For each year in which a high school student scores at Level 1 or Level 2 on the mathematics and/or science statewide assessments, the student may have an individual or schoolwide PMP and must receive remediation, which may be incorporated into the student's content course. [Florida Statute § 1008.25(4)(a)(b)]

Middle School Data and Criteria for Progress Monitoring (PMP)

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

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

MIDDLE SCHOOL (6-8) PROGRESS MONITORING

Progress Monitoring in Reading

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

Progress Monitoring in Mathematics

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

Progress Monitoring in Science

A student who scores a Level 1 or Level 2 on the Statewide Science Assessment must receive remediation the following year, which may be integrated into the student's required science course.

HIGH SCHOOL (9-12) PROGRESS MONITORING

English, Mathematics, and Science Progress Monitoring

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

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.

REPORTING STUDENT PROGRESS

Florida Statute § 1003.33 requires that School District report cards clearly depict and report the following:

- the student's academic performance in each class or course (based upon examinations, as well as written papers and other academic performance criteria), and must include the student's performance or nonperformance at his/her grade level;
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

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

EXCEPTIONAL STUDENTS EDUCATION (ESE) STUDENTS

Parent(s) of students with disabilities enrolled in Exceptional Student Education (ESE) must also be informed of their child's progress toward his/her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive progress reports during each marking period. A statement specifying the method and frequency of the progress of a student with a disability is reported and included in the student's IEP.

VIRTUAL SCHOOL STUDENTS

The full-time virtual school student's grades are maintained and updated in Learning Management System. Parent(s)are expected to review and respond regarding student progress through continuous access to the student's academic performance in each class or course, work habits, and time on work (attendance). A traditional style paper report card is not issued for full- time virtual school students.

PARENT WRITTEN NOTIFICATION REQUIREMENTS

As outlined in Florida Statute § 1008.25(10), an annual written report must be provided to the parent of each student on the student's progress toward meeting satisfactory performance. All communication (written and verbal) with parents must be in a language they understand unless clearly not feasible.

1. Parent(s) must be notified in writing of the District's promotion requirements. Parent(s) of

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

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

Additional Elementary School Requirements for Parent Notification

The parent(s) of a student who is not making adequate progress will be notified in writing[18] each marking period in the comment section of the student's report card.

Additional Middle School Requirements for Parent Notification

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

Additional High School Requirements for Parent Notification

1. Parent(s) of a student who is in danger of failing a course or not meeting promotion requirements must be notified in writing at mid-term or at any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.
2. At the end of each semester, parent(s) of students who do not meet promotion/graduation requirements will be notified in writing of the requirements for remediation and/or credit accrual programs.
3. A report card is issued to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance as required by Florida Statutes §§ 1002.20(14), 1003.02(1), and 1003.33. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior, and attendance and promotion. [Florida Statute § 1003.33(2)]
4. At the end of each semester, notification must be made to the parent(s) of each student who has a cumulative GPA of less than 0.5 above the cumulative GPA required for graduation. This notification shall include an explanation of the policies the School District has put in place to assist the student in meeting the GPA (e.g., homework hot-line, forgiveness rule, summer session, counseling, tutoring, DOP programs, and study skills courses).

18 All communication (written and verbal) with parents/guardians must be in a language they understand unless clearly not feasible.

FREQUENCY OF GRADE REPORTS

All students in Grades K-5 will receive the *SDPBC Standards Based Elementary School Report Card* at the end of each marking period/trimester.

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

All report card forms are available in English, Creole, Portuguese, and Spanish. In addition, all notification to parents who are not proficient in the English language shall be in the language or other mode of communication commonly used by the parent unless such communication is clearly not feasible.

Students Enrolled in Alternative Education Schools

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

ELEMENTARY SCHOOL (K-5) MID-MARKING PERIOD PROGRESS REPORTS

During the middle week of each marking period, teachers must provide a written progress report listing the area(s) requiring improvement for each student who has been identified as performing below grade level in English Language Arts, mathematics, science, and social studies. Teachers may provide a written progress report for any student experiencing difficulty even though the student had been identified as meeting grade level standards.

A ***Standards Based Mid-Marking Period Elementary Progress Report*** will be issued for all students in grades K-5 and will be available in English, Creole, Portuguese, and Spanish.

SECONDARY MID-TERM PROGRESS REPORTS

Within each grading period, a mid-term progress report will be issued during the middle week of each grading period. If a student's grade/performance drops to failing after the mid-term progress report, parent notification is required.

THE STANDARDS-BASED ELEMENTARY REPORT CARD

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

1. Standard and performance codes are based on a student's standards mastery and level of performance relative to the Florida's B.E.S.T. for Language Arts Florida, B.E.S.T. for Mathematics, and State academic standards in Social Studies and Science and B.E.S.T. Access Points.
2. Standards mastery and level of performance will be assessed by multiple measures that include, but are not limited to:
    - assessments (essay, multiple-choice and completion tests, oral tests, and skill tests

requiring demonstrations);
- alternative methods (portfolios and performance assessments); and
- teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking and demonstrations) based on a set of predetermined criteria.

3. Indicators of the student's standards mastery and level of performance are found under *Standard Codes* and *Performance Codes* on the report card.
4. Multiple marks will be recorded to justify the marking-period standard and performance codes. A marking-period Standard or Performance Code is not based solely on a single project, assignment, or assessment.
5. Recorded Standard and/or Performance Codes will not be changed without a review of the reason(s) and approval of the principal. Any Standard and/or Performance Code change requires two signatures, either through the Student Information System grade change process or by using the ***School District of Palm Beach County Grade/Course Change Documentation (PBSD 0797)*** indicating the change and the reason for the change. If initiated by a teacher, approval of the principal must be obtained. If initiated by the principal, approval of the Regional Superintendent must be obtained. The teacher will be consulted prior to the initiation of any change by the Principal if the teacher is on duty. Only, in justified cases, a principal may change a Standard and/or Performance Code without teacher consent and then only with the approval of the Regional Superintendent. The procedures to correct a student record are set forth in School Board Policy 5.50, 34 C.F.R. § 99.20-.22, and the Classroom Teachers Association (CTA) Collective Bargaining Agreement .
6. Standard and Performance Codes are not required for a student without transfer grades who enters a class within 15 days of the end of a marking period.
7. Assignments for completion outside of class time and behavior are important to a student's academic progress and are reported to the parent(s) on the progress report/report card.
8. Students with Disabilities may not be denied the opportunity to earn performance codes because of placement in an ESE Program or due to accommodations/modifications as deemed appropriate for use within his or her instructional setting. Students with Disabilities must be graded on the basis of their performance.
9. English Language Learners (ELLs) are expected to be taught at age appropriate levels with full access to grade/content level standards and equal rigor as non-ELLs, using appropriate English for Speakers of Other Languages (ESOL) strategies, scaffolds and supports for academic instruction and language development. Evidence of mastery of standards for ELL

students should include accommodations and assessment measures to document their ability to meet the standard, regardless of language proficiency. Students identified as ELLs should not be denied the opportunity to earn above-average marking codes because of their lack of English proficiency.

Standard Codes

The Standard Codes indicate student performance in relation to the standards listed in the Florida's ELA B.E.S.T., Mathematics B.E.S.T. State academic standards in Social Studies and Science, and Access Points.

X	Meeting standards
O	Not assessed this marking period
#	Not yet meeting standards

Performance Codes

On the ***Standards Based Elementary Report Card***, the Performance Code will indicate a child's overall performance on the Standards/Big Ideas taught during that trimester.

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

Fine Arts/Physical Education

Students are marked for effort and participation in arts education and physical education classes.

As per Florida Statute § 1003.455, the school shall provide 150 minutes of physical education each week for students in Kindergarten through Grade 5 and for students in Grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted, there are at least 30 consecutive minutes per day. [School Board Policy 8.025]

The physical education requirement shall be waived for a student who meets the criteria for a waiver as outlined in Florida Statute § 1003.455.

Reporting Student Conduct and Behavior

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

Reporting Attendance

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

K-5 DUAL LANGUAGE PROGRAM

Dual language students in Grades K-5, at select pilot schools, will receive the ***Spanish Standards Based Elementary Dual Language Report Card***. This report card informs parents of a student's performance in relation to the B.E.S.T. Spanish Standards for reading and writing. The same Standard Codes and Performance Codes are used as on ***Standards Based Elementary Report Card***.

GENERAL GRADING RULES FOR MIDDLE AND HIGH SCHOOL STUDENTS

1. Grades are based on the quality of student performance relative to expected levels of achievement of the State academic standards, Florida's B.E.S.T. Standards (FS), as applicable, and/or the course frameworks approved by the principal/designee, if necessary.

2. Grades will be determined by multiple measures including, but not limited to, the following:
   - classroom assignments: work completed during the scheduled class;
   - homework: requires time and effort outside of the scheduled class time [School Board Policy 8.16];
   - examinations, tests, and/or quizzes; and/or
   - alternative methods (based on a predetermined set of criteria). [Florida Statute § 1003.33(1)(a)]

3. A minimum of two grades per week 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 may **not** be changed after report cards are finalized, except for one of the following situations:

   - The change is initiated by the teacher of record and approved by the principal. **Signatures of both the teacher of record and the principal are required**; or
   - The change is initiated by the principal and approved by the Regional/Instructional Superintendent. **Signatures of both the principal and the Regional/Instructional Superintendent are required**. The teacher will be consulted prior to the initiation of grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return. Only in justified cases may a principal change a marking code without teacher consent and then only with the approval of the Regional Superintendent.
   - The grade change is a result of the student successfully completing the school's MSCR Program. Signatures by the MSCR instructor or MSCR Program Coordinator, and the principal are required.

   For all cases, **any grade change** requires **two signatures,** either through the Student Information System grade change process or by using the ***Grade/Course Change Documentation (PBSD 0797)*** indicating the change and the reason for the change. The procedures to correct a student record are set forth in School Board Policy 5.50, 34 C.F.R. § 99.20.22, and the *Classroom Teachers Association (CTA) Collective Bargaining Agreement*.

5. Academic performance and behavior must be evaluated independently (see *Reporting Student Conduct*). [School Board Policy 8.16]

6. Students may not be exempt from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements. [Florida Statute § 1003.33(2)]
7. School districts must keep a record of courses taken and a record of achievement, such as grades. Student records cannot be altered at any time unless it has been determined that the information is inaccurate, misleading, or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. [State Board of Education Rule 6A-1.0955(3), School Board Policy 5.50, and Title 34, Code of Federal Regulations (CFR) Section, 99.21]

EXCEPTIONAL STUDENT EDUCATION (ESE) GRADING RULES

Students enrolled in ESE program(s) must have the opportunity to earn grades that are equivalent to the grades earned by General Education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that have been deemed appropriate for use with his/her instructional setting(s). Students with disabilities must be graded on the basis of their performance.

Alternate assessments, including performance assessments, may be used to document progress for the student with a disability who is working on the B.E.S.T. Access Points. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s) upon entry to the program and/or at the beginning of each grading period.

ENGLISH LANGUAGE LEARNER (ELL) GRADING RULES

English Language Learner (ELLs) may not be denied the opportunity to earn above average grades due to placement in the English for Speakers of Other Languages (ESOL) Program, the allowable accommodations as prescribed in the student's ELL Plan or the lack of English language proficiency.

DESCRIPTION AND DEFINITION OF MIDDLE AND HIGH SCHOOL GRADES

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

A	**(90-100)**	Outstanding Progress	Indicates thorough mastery of the subject
B	**(80-89)**	Above Average Progress	Indicates above average mastery of the subject
C	**(70-79)**	Average Progress	Indicates average mastery of the subject
D	**(60-69)**	Lowest Acceptable Progress	Indicates below average mastery of the subject
F	**(Below 60)**	Failure	Indicates lack of mastery of the subject

I	Incomplete	Indicates a problem that causes the student's work to be incomplete. For example: • Student has not been enrolled in a class long enough to determine a grade. • Transfer student's grades from previous school have not been received. • Student's Dual Enrollment grade is delayed. • Student has not received an EOC grade for a required EOC course. **All effort should be made to allow a student ample opportunity to make up work and/or exams in order to** **change the grade of "I".**

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

NOTE: The letter grades (*N*, *M*, *W*, and *E*) are used for report card purposes only. Unless changed, a grade of *N* or *I* will cause the semester average to be computed as an *F* on the student transcript.

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

Indicates the student is exempt from the semester examination. This grade can only be used during second semester of the student's senior year.

Grade of *I*: Incomplete

An *I* (Incomplete) in any marking period or exam grade, unless changed, remains on the report card and the final course grade will be reported as an I on the student's transcript and computed as an *F* in the grade point average. All effort should be made to allow the student to complete assignments in order to earn a grade for each course in which he/she is enrolled.

Grade of *M*: Valid Missing Work

High School: Grades are not required for a student who enters a class within the last three weeks of the second or fourth marking period, but enrollment during this time should not preclude a student from earning semester grades if appropriate. With the principal's permission, a grade of *M* may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated. All effort should be made to allow the student to complete a sufficient number of assignments in order to earn a grade for each course in which he/she is enrolled. Prior enrollment in school should be taken into consideration when recording a grade of *M* for the semester. The principal/designee can make an exception and award grades of *M* for a student who enrolls prior to the last 3 weeks of the semester. The *M* is for report card purposes **only** and does not appear on the final student transcripts. *M* does not compute as a grade and does not provide credit.

Grade of *N*: No Credit (Attendance Problem)

Grade of *N*: Grade of *N* is applicable only to students enrolled in high school credit courses and indicates the student has exceeded the absence limits and has not met course mastery requirements.

- For courses that do not require an End-of-Course (EOC) Assessment, an *N* (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least 90 percent of the semester per course and has not demonstrated mastery, by passing at least one nine-week marking period and the semester exam.
    - For courses that require an EOC Assessment, an *N* (no credit) is recorded as the fourth nine-weeks grade when the student has not been in attendance for at least 90 percent of the school year per course and has not demonstrated mastery, by passing the fourth nine-week marking period or by earning a Level 3, 4, or 5 on the corresponding EOC. If the student earns a Grade of *N* for the fourth nine-weeks and earns a Level 3, 4, or 5 on the corresponding EOC, they will have their final course grade calculated using an *F* as the fourth-nine weeks grade. If the final grade results in an *F*, course credit may be awarded with a grade of *T*. However, the final grade of *F* will remain on the student's transcript and will be calculated in the cumulative GPA/HPA.
- For the purpose of grade calculation, a grade of *N* will result in a semester grade of *F for non-EOC courses and final year-long grade of F for EOC courses*.

Grade of *NG*: No Grade

A grade of *NG* should be recorded as a previous quarter grade for students who transfer in without grades. All effort should be made to obtain the grades from the previous school. A grade of *NG* will remove that marking period from the calculation of the final course grade.

Grade of *P*: Pass

- The grade of *P* (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when *P* is specified on an official transcript. It results in credit for coursework but does not affect the GPA.
- A grade of *P* is also awarded for middle school courses to show course recovery status was awarded by passing the corresponding statewide standardized assessment.
- Students with disabilities who have deferred receipt of their standard diploma and are enrolled in ESE transition or other elective courses should be graded using a Pass/Fail grade.

- Students opting to earn their credit using the blended credit option will be awarded a grade of P for the semester in which the F was earned. The original course and semester grade of F will remain on the student's transcript.

For these purposes, a grade of *P* is a transcripts grade only, not a report card grade.

Grade of *T*: Passed Exam

The Grade of *T* is used when a student earns course credit through the Credit Acceleration Program. This grade is used exclusively for AP, EOC, and CLEP. A grade of *T* is a transcript grade only, not a report card grade. It results in credit but does not affect the GPA.

Grade of *W*: Withdrawn

Indicates withdrawal from a Dual Enrollment course. A Dual Enrollment course that results in a grade of *W* will be entered on the student's high school transcript, as required by State Board of Education Rule 6A-1.09941.

REPORTING STUDENT CONDUCT

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

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

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

REPORTING ATTENDANCE

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

CALCULATION OF FINAL GRADES IN MIDDLE SCHOOL

A final grade for a yearlong middle school course is calculated by averaging the grades from each of the four nine-week marking periods. A final grade for a semester long middle school

course is calculated by averaging the two marking period grades. The final grade is calculated on a 4.0 system and converted to a letter grade. The grade point value is based on quality points as follows:

4.0	**A**
3.0	**B**
2.0	**C**
1.0	**D**
0	**F**

When a student has attained a final average of 4.0, 3.0, 2.0, or 1.0, the final grade is determined by rounding to the nearest whole number and converting to the "A", "B", "C", or "D" as appropriate.

A student's performance on the statewide Civics EOC constitutes 30 percent of the student's final course grade in civics. Therefore, the final average for civics will be calculated by the average of the four marking periods counting as 70 percent and the Civics EOC counting as 30 percent. The SDPBC EOC grading scale is: Level 5 = A, Level 4 = A, Level 3 = B, Level 2 = C, Level 1 = D. Students who do not take the Civics EOC will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated.

A student will receive a final grade of "F" if that student has attained a final average of less than 1.0.

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

- first and second semester grades of at least "D";
- final year-long grade of at least "D" for EOC courses;
- meeting satisfactory performance or earning a Level 3 or higher on the statewide EOC assessment, if applicable; or
- an average of one quality point when adding the grades for each quarter and dividing by the number of quarters.

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

Mastery for students who are absent more than 10 percent is defined as follows:

- earning a minimum passing grade of "D" for the quarter; and

- passing the quarterly assessment with a minimum grade of “D”.

Students who successfully demonstrate mastery will receive the grade earned and the quarterly assessment is not factored into that grade.

NOTE: Students who do not earn a minimum grade of “D” for the quarter may demonstrate mastery by passing the quarterly assessment with a minimum grade of 70% as referenced in the Course Recovery Options for Middle School Students section. Students who successfully demonstrate mastery via the quarterly assessment will earn a grade of D for that marking period. The high school attendance policy applies when a middle school student is enrolled in a high school credit course.

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

CALCULATION OF GRADES FOR HIGH SCHOOL COURSES

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

3.5 – Above	**A**
2.5 - 3.49	**B**
1.5 - 2.49	**C**
0.5 - 1.49	**D**
Below 0.5	F

High school course grades are reported on student transcripts as semester grades with the exception of courses with EOC Assessments. Each marking period grade counts 40 percent of the semester grade. Semester examinations at the high school level count 20 percent of the final semester grade. High school students are required to take a semester examination for each course excluding the exemptions noted below. Semester grades for each course are calculated electronically.

In the event of a state, local, or national emergency, the Superintendent may waive Semester 1 and/or Semester 2 exams.

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.

Blended Credit Option

Per Florida Statute §1003.436(2), a student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that the following criteria are met:

- One of the semester grades earned must be a C or higher;
- In the semester with the F, the semester exam grade must be a C or higher; and
- Student cannot be absent more than 5% of the semester in which the F was earned

Students opting to earn their credit using this blended credit option will be awarded a grade of P for the semester in which the F was earned. The original course and semester grade of F will remain on the student's transcript.

Prior to choosing this option, the school counselor should advise students and parents regarding possible implications of a grade of P on a transcript.

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

A student's performance on the statewide EOC Assessment constitutes 30 percent of the student's final course grade. All high school courses with statewide EOC Assessments will be recorded as yearlong courses. The final grade calculation for an EOC course shall be calculated as follows:

Quarter 1	Quarter 2	Semester 1 Exam	Quarter 3	Quarter 4	EOC Grade	Final Course Grade
15.4%	15.4%	8.4%	15.4%	15.4%	30%	100%

The SDPBC EOC grading scale is: Level 5 = A, Level 4 = A, Level 3 = B, Level 2 = C, Level 1 = D.

- If a student earns an "F" in all four quarters, he/she will receive an "F" in the course, unless a satisfactory score or higher (Level 3-5) is earned on the EOC.
- Students who do not take the required EOC will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated.
- If a student is absent more than 10 percent of the **entire school year** in an EOC

Assessment course, the student **must** demonstrate mastery. Mastery is defined as earning a passing grade in the fourth-nine weeks or earning a Level 3, 4, or 5 on the corresponding EOC.

- Students who do not earn a D or higher will receive a Grade of N for the fourth nine-weeks, which will result in a final course grade of F.
- Students who earn a Grade of N for the fourth nine-weeks and earn a Level 3, 4, or 5 on the corresponding EOC, will have their final course grade calculated using an F as the fourth-nine weeks grade.

- Earning course credit for an EOC course through the Credit Acceleration Program can be found in the Academically Challenging Curriculum to Enhance Learning section.

Honors Level Points

1. The School District uses a weighted system to calculate the student's Honor Point Average (HPA). The standard scale is based on 4.0 “A”, 3.0 “B”, 2.0 “C”, 1.0 “D” and 0 for any other grade. The grade received in a course is weighted and awarded according to the Florida Course Code Directory or as determined by the SDPBC.
2. Regular-level courses use the standard scale.
3. Honors-level and gifted-level courses are weighted at 1.125 times the standard scale.
4. Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and Advanced International Certification of Education (AICE) courses are weighted at 1.50 times the standard scale. In order to obtain the 1.50 weighting, a student must take the standardized AP, IB, or AICE examination; including students taking AP courses through Florida Virtual. **Students who do not take the AP, IB, or AICE examination will not receive AP//IB/AICE weighting for the course(s).** The course code will remain the same; however, the weighting will be changed to honors level 1.125 for the entire course.
5. Students taking AP and/or AICE courses through a non-District educational provider, (please see section on Courses Taken Through Non-District Providers) will be awarded the first semester credit with 1.50 grade weighting. The second semester will be awarded with honors-level (1.125) credit and will be changed to 1.50 weighting after the student sits for the required assessment.

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

Senior Exemptions from Second Semester Examinations

For any non-EOC course, a graduating senior who has received passing grades in each of the third and fourth nine-weeks for that course may choose to be exempt from the semester examination for that course. If exemption is chosen, the semester grade for the non-EOC course will be determined by averaging the third and fourth nine weeks grades. If exemption is not chosen, the semester grade for the course will be calculated using the normal grade calculation method for all high school credit semester courses. Seniors in an EOC course may not be exempted from the EOC assessment.

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

Only courses designated as multiple-credit courses in the Florida Department of Education Course Code Directory may be repeated unless it is eligible for grade forgiveness as defined below.

High School Courses Taken in Middle School

In accordance with Florida Statute § 1003.4282(6), the Forgiveness Rule applies to a middle school student who has earned either a grade of "C", "D", or "F" in a high school credit course taken during middle school. The initial "C", "D", or "F" grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on all courses attempted.

All other high school grade forgiveness rules in the subsequent section apply.

High School Courses Taken in High School

1. In accordance with Florida Statute § 1003.4282(5), the following section addresses when courses can be forgiven: Students may repeat a course taken in Grades 9-12 for forgiveness if a grade of "F" or "D" ("D" on a space-available basis) is earned in a course.
2. A course may be forgiven only if a student receives a grade of "C" **or higher** on a subsequent attempt. However, a subsequent transfer grade of "P" (passing) may be used to forgive a "D" or "F" earned previously in the same course. Grade forgiveness cannot be done for a "T" earned through the Credit Acceleration Program (CAP).

3. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors, AP/IB/AICE, or dual enrollment level. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
4. A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course.
5. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Physics may be forgiven by Ecology.
6. An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that *course* does **not** have to be taken during the same semester. Examples:

    - A second semester "F" in World Languages may be forgiven by a subsequent first semester "C" in Art (does not remove other State requirements related to world language courses).
    - An "F" in law studies (semester long course) taken first semester may be forgiven by a "C" in weight training (semester long course) taken second semester.
    - An "F" second semester in intensive reading (a yearlong course) may be forgiven by a "C" in law studies (a semester course) taken either semester.

7. Students earning a grade of "D" on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of "C" **or higher**, all earlier grades will be forgiven.
8. In all cases of grade forgiveness, only the new grade, of "C" or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced, according to a district school board forgiveness policy, shall be included in the calculation of the cumulative Grade Point Average (GPA) required for graduation.
9. In all cases where courses are forgiven under the provisions above, the initial "F" or "D" grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on all courses attempted.

Seniors behind cohort or in need of grade forgiveness may take *Grade Forgiveness Courses* through Edgenuity. These seniors can take courses for original credit. *Grade Forgiveness* courses should not be used for acceleration.

If the student's final average, with the EOC Assessment as 30 percent, results in a course

grade of “D” or “F”, the options for the student include one of the following:

- taking a credit recovery version of the course (CR)
- retaking the course through a virtual program

If taking a credit recovery version of the course or retaking the entire course through a virtual program, results in a final course average of “C” or above, then this grade will replace the “D” or “F”. If it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.” [Florida Statute § 1003.4282(6)]

A student who takes a For Credit Recovery course (course title ending in CR) may earn elective credit for the terms up to a maximum value of 1.0. In addition, the grade earned in the Credit Recovery course and the course credit value is posted on the transcript. Please note that the For Credit Recovery courses do not count toward academic core subject areas for FL University admissions and the Bright Futures Scholarship program requirements. In addition, the NCAA Eligibility Center determines whether to approve nontraditional academic core subjects (e.g., credit recovery, online courses, and independent study). Each high school must complete the NCAA eligibility certification process for academic core subject course approval.

ASSESSMENTS ELEMENTARY, MIDDLE, AND HIGH SCHOOL ASSESSMENT PROGRAM

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

Florida Assessment for Student Thinking (FAST)/ Statewide Assessment In accordance with Florida Statute § 1008.22(3)&(6) and State Board of Education Rule 6A- 1.09422, all eligible students in Kindergarten and above must participate in all regular District and statewide assessments for accountability purposes, except as prescribed by the Commissioner of Education. The Florida Assessment for Student Thinking (FAST) is the current statewide assessment designed to measure student achievement of the Florida B.E.S.T. Standards in ELA (Grades 3-10), Writing (Grades 4-10), and Mathematics (Grades 3-8). The Statewide Science Assessment measures student achievement of the Florida's State Academic Standards (FSAS)

End-of-Course (EOC) Assessments

The Statewide Academic Standards EOC Assessments and the B.E.S.T. Standards (FS) EOC Assessments are designed to measure student achievement of the Statewide Academic Standards and the FS for specific courses that include Algebra 1, Geometry, Biology 1, Civics, and
U.S. History, as outlined in the course descriptions. Any students enrolled in any of the courses that require an EOC Assessment shall participate in the EOC Assessment administration that is specific to that course. Students who do not take the required EOC Assessment will receive an "I" in the course. After the student makes-up the EOC, the final grade will be recalculated.

Statewide Alternate Assessment for Students with the most Significant Cognitive Disabilities

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

Statewide Assessment Program Schedule

For more information on statewide assessments refer to the *Florida Statewide Assessment Program Schedule* located at: https://l.sdpbc.net/zjsnn

Assessing Comprehension & Communication in English State-to-State for English Language Learners Paper (ACCESS for ELLs Paper) Alternate ACCESS for ELLs (Grades 1-12), & Kindergarten ACCESS for ELLs

Florida uses the ACCESS for ELLs Paper & Alternate ACCESS for ELLs and Kindergarten ACCESS for ELLs Assessments as a tool to measure the progress of English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically.

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

P.E.R.T. is Florida's customized common placement test. The purpose of the P.E.R.T. is to determine accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes placement and diagnostic tests in mathematics, reading and writing. In addition, the P.E.R.T. may be used to meet the Algebra 1 EOC graduation requirement for students entering Grade 9 in FY19 or earlier. PERT may not be used to meet the Algebra EOC graduation Requirement by students who entered Grade 9 in FY20 or later.

National and International Education Comparisons

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

ADDITIONAL K-12 ASSESSMENTS

Kindergarten Assessments

- State Progress Monitoring Assessments in Reading & Math (3 times per year)
- Benchmark Advance Florida Oral Reading Records (optional, as needed)
- Concepts of Print Assessment

- CORE Phonics Survey
- iReady Reading Diagnostic Assessments
- School, District-adopted/developed mathematics, science, social studies, and language arts (reading, writing, language, speaking and listening) program assessments

Grade 1 Assessments

- Benchmark Advance Florida Unit Assessments
- State Progress Monitoring Assessments in Reading & Math (3 times per year)
- Benchmark Advance Florida Oral Reading Records (optional, as needed)
- CORE Phonics Survey
- iReady Reading Diagnostic Assessments
- School, District-adopted/developed mathematics, science, social studies, and language arts (reading, writing, language, speaking and listening) program assessments

Grade 2 Assessments

- Benchmark Advance Florida Unit Assessments
- State Progress Monitoring Assessments in Reading & Math (3 times a year)
- Benchmark Advance Florida Oral Reading Records (optional, as needed)
- CORE Phonics Survey
- Palm Beach Performance Assessment (2 times a year)
- iReady Reading Diagnostic Assessments
- School, District-adopted/developed mathematics, science, social studies, and language arts (reading, writing, language, speaking, and listening) program assessments

Grade 3 Assessments

- Benchmark Advance Florida Unit Assessments
- State Progress Monitoring Assessments in Reading & Math (3 times per year)
- Benchmark Advance Florida Oral Reading Records (optional, as needed)
- Palm Beach Performance Assessment (2 times a year)

- iReady Reading Diagnostic Assessments
- School, District-adopted/developed mathematics, science, social studies, and language arts (reading, writing, language, speaking and listening) program assessments

Grade 4 Assessments

- Benchmark Advance Florida Unit Assessments
- State Progress Monitoring Assessments in Reading & Math (3 times a year)
- Benchmark Advance Florida Oral Reading Records (optional, as needed)
- Palm Beach Performance Assessment (2 times a year)
- iReady Reading Diagnostic Assessments
- School, District-adopted/developed mathematics, science, and language arts (reading, writing, language, speaking and listening) program assessments

Grade 5 Assessments

- Benchmark Advance Florida Unit Assessments
- State Progress Monitoring Assessments in Reading & Math (3 times per year)
- State Science Assessment
- Benchmark Advance Florida Oral Reading Records (optional, as needed)
- Palm Beach Performance Assessment (2 times a year)
- iReady Reading Diagnostic Assessments
- School, District-adopted/developed mathematics, science, social studies, and language arts (reading, writing, language, speaking and listening) program assessments

Grade 6 through Grade 12 Assessments

- State Progress Monitoring Assessments in 6-10 Reading (3 times per year)
- State Progress Monitoring Assessments in Math (3 times per year)
- Reading Plus InSight Benchmark (Grades 6-12)
- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- PSAT 8/9

- School Day SAT
- Advanced Placement (AP) Exams
- Advanced International Certificate of Education (AICE) Exams
- International Baccalaureate (IB) Exams
- Industry Certification Exams
- School, District-adopted/developed mathematics, science, social studies, and language arts (reading, writing, language, speaking and listening) program assessments

Assessment	Grades Assessed												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Florida's Assessment of Student Thinking (FAST) in ELA Reading Component Florida Alternate Assessment in ELA	X	X	X	X	X	X	X	X	X	X	X		

Florida's Assessment of Student Thinking (FAST.) in ELA Writing Component	Grades 4-10												
Florida's Assessment of Student Thinking((FAST)in Mathematics Florida Alternate Assessment in Mathematics	X	X	X	X	X	X	X	X	X				

Florida Alternate Assessment in Science						X			X				
Access Algebra 1 EOC Assessment				Administered to students who complete specific course work									
Access Geometry EOC Assessment													
Biology 1 NGSSS EOC Assessment/Access Biology 1 EOC													
U.S. History NGSSS EOC Assessment/Access U.S. History EOC													
Civics NGSSS EOC Assessment/Access Civics EOC													

United States Government – Florida Civic Literacy Exam (FCLE)				

STATEWIDE STANDARDIZED ASSESSMENTS

Pursuant to Florida Statute § 1008.22(3) and State Board of Education Rule 6A-1.09422(2)&(3), **all** eligible students in Grades K and above **must** participate in all State and District assessments for accountability purposes, except as prescribed by the Commissioner of Education or waived for medical reasons. The table below provides an overview of the Florida's Assessment of Student Thinking (FAST), Statewide Science Assessment, and the End-of-Course (EOC) Assessments and the grade levels in which they are administered.

2024-2025 Statewide Assessments