



# Grades 9 - 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 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 STA's governing board policies facilitate student achievement; that each student and his or her parent<sup>1</sup> 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 Governing Board and SouthTech Academy (STA)<sup>2</sup> administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

If items are not addressed in this document, please see the School District of Palm Beach County Student Progression Plan and/or State Statutes.

### PLAN FORMAT

When relevant, citations of Florida Statutes, State Board of Education Rules, school 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.
- 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 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 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 school counselor regarding student eligibility and participation requirements for these options, including virtual;
- reference to all Dual Enrollment courses available within the Dual Enrollment Articulation Agreement.

<sup>1</sup> 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.

<sup>2</sup> Throughout the Student Progression Plan, "STA" will be used to refer to SouthTech Academy.

## **Mission, Goals, and System Wide Measures**

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

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

## **Florida’s Multi-Tiered System of Supports (MTSS)**

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 are 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 core instruction and behavioral supports to individual students or groups of targeted students who need additional instructional and/or behavioral support.

Intensive, Individualized Instruction/Intervention (Tier 3) support is the most intensive instruction/intervention and is teacher directed, as well as based upon an individual student’s specific needs. Intensive support is provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.

## **Academic Standards**

The Plan herein incorporates the B.E.S.T. Standards, State Academic Standards (SAS), and ACCEL options that provide academically challenging coursework or accelerated instruction to students in Grades 9 through Grade 12.

## **Responsibilities**

The STA instructional personnel are responsible considering the individual student’s academic needs when placing students in subjects, grade levels, or specialty programs.

The principal 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 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 Palm Beach County School Board determine there are national, state, or local health and safety concerns that prevent students from physically being on campus. STA will make every effort to ensure that our students' educational opportunities continue while at home. The STA 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 STA 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, intensive reading, interventions, and electives.

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.

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

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

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

According to [Florida Statute § 1003.01\(12\)](#) and [State Board of Education Rule 6A-6.03411\(1\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence, are considered 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 [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 person acting as parent must complete the Affidavit of Person Acting as Parent (STCAI / STPAI 1543).

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

### Student Registration Form

The STA New and Returning Student Registration Form and Student Housing Questionnaire, 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 STA. This form is available in English, Haitian Creole, Spanish. Annually, this information may be collected via the SIS. Parents may request paper documents at any time.

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

<sup>5</sup> See [Florida Statute § 1003.22](#), [State Board of Education Rule 6A-6.024](#). Refer to [Health Requirement](#) section. Footnote 4 addresses temporary exemption criteria.

<sup>6</sup> Parent(s) must provide proof of residence by presenting documentation, such as lease, mortgage, or utility bill. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration.

## STUDENT RESIDENCE ENROLLMENT REQUIREMENTS

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.

### Proof of Address Requirements

Upon initial enrollment in a school, a student or parent must produce two current documents reflecting the correct residential street address. 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.

## MAXIMUM AGE LIMIT FOR ENROLLMENT

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

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

### Students with Disabilities (SWD) Program

Students with 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, 22 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 the student files 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 STA must notify the student's parent(s) of receipt of the student's intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including but not limited to, Adult Education and high school equivalency examination preparation.

## HEALTH REQUIREMENTS

### Physical Examination and Immunization Requirements

All new students seeking entrance into STA must meet the requirements of [Florida Statute § 1003.22](#) and present, at the time of entry, a valid [Florida Certificate of Immunization Form \(DH 680\)](#) and a valid health examination 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. [\[F.S. § 1003.22\]](#)

In accordance with [State Board of Education Rule 6A-1.0985](#) and [Fla. Admin. Code 64D-3.046](#), students will not be admitted into class without proof of immunization with the physician’s signature and office stamp, absent a lawful exception. 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](#).
- e. Students of military families as defined under Florida Statute [FL Statute 1000.36](#)

### Immunization Registry

- a. Each child who is entitled to admittance to Grades preschool through 12, shall have a certificate of immunization on file with the FDOH State Immunization Registry (Florida Shots).
- b. Any child shall be exempt from the requirements of registration with the state immunization registry if the parent or guardian of such child objects to having their child in the FDOH State Immunization Registry (Florida Shots).
  - i. Registry Exemption. The parent or guardian of the child must present or have on file with the school a certificate of immunization prior to admittance or attendance in a Florida Public or private school.
  - ii. The parent or guardian shall sign an opt-out form (DH 1478) obtained from the FDOH, from a healthcare practitioner or entity that provides their child’s immunization which indicates that the parent or guardian does not wish to have the child included in the immunization registry.

### 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)	Review of School Health Entry Exam preferably on Form DH 3040* (original or copy) for at least Kindergarten and/or Grade 7 documentation
All transfer students from another state or country	School Health Entry Exam Form 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 covered on Form DH 3040* and have the physician’s signature and office stamp. Physicals must have been performed within one year of enrollment unless exemption is based on a written request for religious reasons.

[\\*Form DH 3040 -State of Florida School Entry Health Exam Form](#)

## Required Immunization Form

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

The following DOH form **must** be completed, as applicable: Immunization Form DH 680 or 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:

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

### High School/Grades 9-12 Immunization Requirements

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

## 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](#).

### 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 or valid measurement tool as mutually agreed upon by the Home Education Office and the parent or guardian. One acceptable method to the STA is providing an official transcript from an accredited correspondence learning institution.

For transfer of home education students to 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.

### **HIGH SCHOOL (9-12) TRANSFER STUDENTS**

A student who transfers STA from a private school must submit an official transcript (including from out of state or out country). Students who have earned a standard diploma or its equivalent may not enroll at STA, 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 or designee 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 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 Executive Director/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 Executive Director/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

### 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 SouthTech Academy 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.

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, 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. STA is not precluded from performing subsequent evaluations to ensure appropriate placement of the student in courses. 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](#)].

## **STUDENTS WITH DISABILITIES (SWD) TRANSFER STUDENTS**

The [State Board of Education Rules 6A-6.0331](#), [6A-6.0361](#), and STA'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 STA within Florida and students who transfer from outside of Florida.

### **Students with Disabilities who Transfer Within Florida**

If a SWD, who had an IEP in effect in a previous Florida school district, transfers to the STA and enrolls in school, the STA, 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 from the previous Florida school district, until the STA does either of the following:

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

### **Students with Disabilities (SWD) 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 STA within the same school year, STA, 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 STA 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 STA); 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<sup>7</sup>

### **Students who Transfer with Section 504 Accommodation Plans**

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan, and who is enrolling in a Florida school district. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistently with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

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<sup>7</sup>State Board of Education Rules are located at: <https://www.flrules.org/default.asp>.

## ATTENDANCE AND ABSENTEEISM

In accordance with [Florida Statute § 1003.24](#), 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](#).

## ATTENDANCE POLICIES AND PROCEDURES

### General Attendance Policies and Procedures

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

### 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 four and a half-week marking period and the Quarter exam in order to demonstrate their knowledge of the subject and to receive credit.

If a student is absent more than 10 percent of the entire semester in an EOC Assessment course, the student must earn a passing grade in the last four and a half-weeks or earn a Level 3, 4, or 5 on the corresponding EOC, in order to pass the course.

## LATE ARRIVALS/TARDINESS POLICIES AND PROCEDURES

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

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

*Absence* means not being actually present when attendance is checked, unless the student arrives within time to be marked "tardy" instead of absent. Students may not be counted in attendance while away from the school on a school day unless they are engaged in an educational activity, which constitutes part of the school-approved instructional program.

## ABSENCE POLICIES AND PROCEDURES

### Excused Absences

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 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
- 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;1994
- 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 and is not a school related absence. Students with excessive 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 school's attempts to enforce school attendance, the Executive Director or designee is authorized to file a truancy petition with the 15th Judicial Circuit of Florida.

### Make-Up Work

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. 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.

## **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\(1\)\(c\)](#), [School Board Policy 5.725](#), and its referenced [Exceptional Student Education Policies and Procedures \(SP&P\)](#).

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

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

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. Parents wishing to excuse their child for this purpose shall notify the 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**

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 the 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 can be considered)
  - 504 consideration/review
  - Providing missing work-sending work home on a temporary basis
  - Grades/Posting of incompletes with the intention of coordination the completion of course work and a 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 grade can be calculated for the period in which the student was absent.

### **Hospital Homebound Referral**

1. Refer to LEA guide or contact school 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 which the student was not eligible or was being considered.
3. Attendance/Grade concerns prior to eligibility are the responsibility of the school. Hospital Homebound staff will not change grades posted by the school or address missing coursework from periods prior to eligibility.

The school team should review and revise the original academic plan until grades have been changed

and a full year/semester grade can be calculated. [Hospital Homebound Edplan Integrated Referral Process Hospital Homebound](#)  
[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 Exceptional Student Education [https://www.palmbeachschools.org/students\\_parents/ese/hospital\\_homebound](https://www.palmbeachschools.org/students_parents/ese/hospital_homebound).

**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

### HIGH SCHOOL (9-12) PROCEDURES

Students who leave school prior to grade posting 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.

Students who leave school during the last week 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. The principal is authorized to make arrangements for the administration of examinations, as appropriate.

## 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 STA Principal/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](mailto: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  
3308 Forest Hill Boulevard, Suite C-124 West Palm  
Beach, FL 33406-5813  
[homeed@palmbeachschools.org](mailto:homeed@palmbeachschools.org)  
Fax: (561) 434-8447

## CURRICULUM

STA 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), 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/\[State Board of Education Rule 6A- 1.09401\]](http://www.cpalms.org/Public/[State Board of Education Rule 6A- 1.09401])

### HIGH SCHOOL (9-12) CURRICULUM

The curriculum includes standards for the following content areas:

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

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

### CURRICULUM FOR SPECIAL PROGRAMS, SITUATIONS, AND/OR POPULATIONS

#### Career and Technical Education (CTE) Programs

CTE programs are 9-12 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.

#### English for Speakers of Other Languages (ESOL)

In accordance with [State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904; 6A6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum. 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.

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 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 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.

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<sup>9</sup>/modifications<sup>10</sup> 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](#).

<sup>9</sup> 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.

<sup>10</sup> 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 activity of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

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

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

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

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

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

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

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

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

## Virtual Instruction

A student must have permission from his/her school counselor and/or principal/designee to enroll in virtual education courses. 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.

Please note, virtual instruction is not distance learning.

## SPECIAL PROGRAMS FOR HIGH SCHOOL

### Career and Technical Education (CTE)

Students at STA participate 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. 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 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 Scholarship.

## 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.

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](#)

## ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

### 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;
- Dual Enrollment;
- Career Academy Courses
- Virtual Courses

### 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, International Baccalaureate (IB), or Advanced International Certificate of Education (AICE), or a College Level Examination Program (CLEP).
- The Grade of **T** is used when a student earns 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.

## **WHOLE-GRADE AND MIDYEAR PROMOTION PROCEDURES**

### **High School Requirements**

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

### **High School (9-12) Procedures for Requesting Acceleration**

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

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

## **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 designee will evaluate the course to determine if and which course credit and weighting will be awarded. Credit may be denied if preapproval is not obtained

## **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\(6\)\]](#)

## **ADVANCED PLACEMENT (AP)**

Eligible secondary students may enroll in courses offered by the Advanced Placement Program administered by the College Board. Postsecondary credit may be awarded to students who score a minimum of three on a five-point scale on the corresponding 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 and, Palm Beach State College, 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. 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: <http://www.fldoe.org/schools/higher-ed/fl-collegesystem/academic-student-affairs/dual-enrollment.stml>.)

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

1. Students must be enrolled in Grades 9-12. Students in Grades 9 must have earned four (4) high school credits with at least a 3.50 GPA, two of which must be an English Language Arts course and a mathematics course. Grade 10 includes the summer upon completion of Grade 9.
2. Students must have a minimum 3.0 GPA.
3. Students must earn college ready scores on either the SAT, ACT, CLT, Postsecondary Education Readiness Test (P.E.R.T.) PSAT, or ACCUPLACER as specified in the Dual Enrollment Articulation Agreement. Students must earn college ready scores on all sections of the above-named tests, as specified in the Dual Enrollment Articulation Agreement, to enroll courses at Palm Beach State College.
4. 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).
5. 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.
6. Students are limited to earning a maximum of sixty (60) credit hours through dual enrollment.

7. Students are only eligible for undergraduate courses.
8. Students must receive approval from the school principal/designee.
9. 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.
10. Students must satisfy any course prerequisites.
11. The college/university must have space available in the requested course.
12. 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.
13. 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\(7\)\]](#) Students may not enroll in vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, or physical education courses that focus on the physical execution of a skill, rather than the intellectual attributes of the activity. [\[Florida Statute §1007.271\(7\)\]](#)

Career and Technical Dual Enrollment courses shall be available for students seeking a degree or certificate from a complete job preparatory program, but shall not sustain student enrollment in isolated career and technical courses. [\[Florida Statute §1007.271\(4\)\]](#)

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

Per [Florida Statute § 1007.271\(2\)\(10\)\(11\)\(16\)](#), there are no tuition, registration, laboratory fees, or textbook cost 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. 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 STA has an articulation agreement. Students who choose to take courses at other postsecondary 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). All courses that are not on the Dual Enrollment Course Equivalency List will be awarded a 0.5 elective credit. (Refer to *Dual Enrollment Equivalency List* at: <http://www.fldoe.org/schools/higher-ed/fl-collegesystem/academic-student-affairs/dual-enrollment.shtml>)

## 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.

Schools will make efforts to promote successful transition for students from each grade level to the next. 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

## 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, nonpublic 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 counseling team ([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 [A1.09432\(6\)](#) a student identified as an ELL must meet the District levels of performance, as indicated on the Student Progression charts.

Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency

An ELL is required to meet student performance standards for the appropriate grade level.

### 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.

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 need 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 determined 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\(6\)\(a\)](#), no student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

### **Active Section 504 Accommodation Plans**

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

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

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

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.

### 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](#)], & [[6A-1.09961](#)]

Students must meet satisfactory performance or earn a Level 3 or higher on the Grade 10 ELA FAST 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>.

#### 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 Standards 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 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.](#) 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 quarter 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. [\[Florida Statute § 1003.437\]](#)

#### **FOUR-YEAR, 24-CREDIT TRADITIONAL OPTION REQUIREMENTS**

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

##### **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-AICE Mathematics 1*	1209810
IB MYP Algebra 1 Honors*	1200390
Pre-AP Algebra 1*	1200386

\*Not offered at STA

### 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*	1206810

\*Not offered at STA

## 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<sup>14</sup>).
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.

<sup>14</sup> 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 STA schools.

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 -0.5 credit - includes Florida Civic Literacy Exam (FCLE)
  - Grade 12 Economics– 0.5 credit

### 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

\*Not offered at STA.

**Personal Financial and Money Management 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\(3\)\(h\)\]](#)

**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 9<sup>th</sup> grade year.
- This requirement may be met by completing one of three 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 a dance course	1501300 1500445
0.0	Successfully complete 2 full years of JROTC	1500450 1500460 1500480
0.0	Successfully complete 2 full seasons of a Junior Varsity or Varsity Sport (complete <a href="#">PBSD 1954</a> ) Must be documented by school in which the student participated	1500410 1500420
0.0	Choose the 18-Credit ACCEL Graduation Option (WXL)	N/A
<ul style="list-style-type: none"> <li>• 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.</li> <li>• There is no PE or Online course 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.</li> </ul>		

**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\(3\)\(f\)\]](#)
- Completion of 2 years of marching band (completion of 2 years of marching band shall satisfy the on-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 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 World Language proficiency at a level equal to two years of high school World Language coursework (in the same language) or two years of high school American Sign Language coursework as a requirement for entry into the State University System (SUS), for a Florida College System Associate in Arts degree, and the Florida Bright Futures Scholarship Program. Students not completing this requirement while in high school must make up the credits at a postsecondary institution prior to graduation from a university.

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.

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 entering grade 9 in the 2024-2025 school year and thereafter must complete 75 hours of volunteer service.
- 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.
- Volunteer service or paid work must be approved by School Principal or Principal Designee, or the Department of Education for Home Education students.

**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.**

### **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.
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.
3. A Graduation Credit Waiver Request (PBSD 2461) must be completed to waive this requirement.
4. A transfer student may not waive credits required for graduation if he/she will receive a Certificate of Completion.

### **OTHER GRADUATION OPTIONS**

#### **Early Graduation for Four-Year 24-Credit Option Students**

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

1. graduate at the time that all requirements have been completed; or
2. with principal’s permission, continue enrollment as a full-time student in the SDPBC until the end of the regular school year in which their cohort class graduates. All grades earned by the student will become a part of the student’s permanent record and calculated in the student’s GPA/HPA.
3. It is the expectation that STA students complete a 4-year program.

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.

### **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.

### **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 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)
- 2 CTE (must result in a program completion and an industry certification)
- 1.5 work-based learning programs

Additional Requirements:

- Minimum cumulative GPA of 2.0
- 20 hours volunteer community service (required by SDPBC)
- Assessment requirements for standard diploma must be met as described in the [Assessments for Standard Diploma section](#)

## **COURSE ACCOMODATIONS AND MODIFICATIONS**

### **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.

## Students with Disabilities

Students with disabilities entering grade 9 may attain a standard diploma and earn standard diploma designation by meeting requirements in Florida Statute 1003.4282.

## HIGH SCHOOL DIPLOMAS

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	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 mid 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 or higher
Standards-based Measurement of Proficiency (STAMP4S)	Intermediate or higher
Latin Interpretive Reading Assessment (ACTFL/ALIRA)	

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 Standards Assessment (FSA); 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, 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.

### Students Who Do Not Meet Standard Diploma Requirements

A student who earns the required 24 credits, or the required 18 credits, 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
3. return to school for a 13<sup>th</sup> year to remediate state assessments and/or GPA
4. Enroll in an Adult High School Equivalency/GEP program.
5. 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

### **RECOGNITION OF VALEDICTORIAN/SALUTATORIAN**

To be eligible for valedictorian or salutatorian recognition, a student must have attended STA for three complete years, two of which must be the junior and senior years, two of which must be the junior and senior years

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.

## 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, 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.

### 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. STA provides remedial instruction for those students with substantial reading, writing, science, and/or mathematics deficiencies as identified by 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), an Individual Educational Plan (IEP), or a student's 504 Accommodation Plan, developed in consultation with a parent. If a student does not meet the minimum performance expectations, remedial instruction will be provided until expectations are met, the student graduates from high school, or the student is not subject to compulsory attendance.

Credits earned in remedial instruction courses must be in addition to, 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.

#### 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.

All students in grades 9-10 scoring a level 1 or 2 on the previous year's FAST ELA assessment must receive reading support. Students in Grades 9-10 may also be determined to be in need of reading intervention based on all available data, such as 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.

### **Algebra 1 Remediation**

Scoring at or above achievement Level 3 on the Algebra 1 End-of-Course (EOC) 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

## **PROGRESS MONITORING**

### **GENERAL PROGRESS MONITORING PLAN (PMP) PROCESS**

A PMP is intended to provide the school flexibility in meeting the academic needs of the student. A student who is not meeting the 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

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

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

## **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 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.

## PARENT WRITTEN NOTIFICATION REQUIREMENTS

As outlined in [Florida Statute § 1008.25\(8\)\(a\)](#), an annual written report must be provided to the parent of each student on the student's progress toward 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 promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the promotion requirements.
2. All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.
3. School personnel will notify parent(s) in writing of student progression and/or promotion/graduation requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [[Florida Statute § 1008.25](#)]
4. For students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation instruction will be provided through the implementation of a student's IEP (e.g., PMP, IEP, ELL Plan, and Section 504 Accommodation Plan) developed in consultation with the parent(s). The student's IEP, with the signature of the parent(s), will serve as written notification as required by [Florida Statute § 1008.25](#).

## Additional 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 four and a half week marking period and serves as a written notification of the student's progress. The report card issued at the end of each quarter 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\(2\)](#)]

## FREQUENCY OF GRADE REPORTS

STA reports grades to parents on a four-and-a-half-week schedule.

## GENERAL GRADING RULES

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, 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 Executive Director. **Signatures of both the principal and the Executive Director 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 Executive Director.

For all cases, **any grade change** requires **two signatures**, through the Student Information System grade change process.

5. Academic performance and behavior must be evaluated independently.

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), and Title 34, Code of Federal Regulations (CFR) Section, 99.21]

### 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.

<b>A</b>	<b>(90-100)</b>	Outstanding Progress	Indicates thorough mastery of the subject
<b>B</b>	<b>(80-89)</b>	Above Average Progress	Indicates above average mastery of the subject
<b>C</b>	<b>(70-79)</b>	Average Progress	Indicates average mastery of the subject
<b>D</b>	<b>(60-69)</b>	Lowest Acceptable Progress	Indicates below average mastery of the subject
<b>F</b>	<b>(Below 60)</b>	Failure	Indicates lack of mastery of the subject
<b>I</b>		Incomplete	Indicates a problem that causes the student’s work to be incomplete. For example: <ul style="list-style-type: none"> <li>• Student has not been enrolled in a class long enough to determine a grade.</li> <li>• Transfer student’s grades from previous school have not been received.</li> <li>• Student’s Dual Enrollment grade is delayed.</li> <li>• Student has not received an EOC grade for a required EOC course.</li> </ul> <b>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”.</b>

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”).

#### 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 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 either completed a Special Diploma or 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:

- |   |
|---|
| <p><b>4</b> Student's behavior very constructive to learning<br/><b>3</b> Student's behavior generally supportive of learning<br/><b>2</b> Student's behavior detrimental to own learning<br/><b>1</b> Student's behavior detrimental to own learning and/or the learning of others</p> |
|---|

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 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.....	<b>A</b>
2.5 -3.49 .....	<b>B</b>
1.5 -2.49 .....	<b>C</b>
0.5 -1.49 .....	<b>D</b>
Below 0.5.....	<b>F</b>

High school course grades are reported on student transcripts as quarter grades with the exception of courses with EOC Assessments. Each marking period grade counts 40 percent of the quarter grade. Quarter examinations at the high school level count 20 percent of the final Quarter grade. High school students are required to take a Quarter examination for each course excluding the exemptions noted below. Quarter grades for each course are calculated electronically. .5 Credits are awarded each quarter, with the exception of EOC courses.

In the event of a state, local, or national emergency, the Executive Director may waive quarter exams.

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

### Blended Credit Option

Per Florida Statute §1003.436(2), a student enrolled in a full-credit course shall receive a full credit if the student successfully completes either the first half or the second half of a full-credit 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:

BQ 1/5	BQ 2/6	Q 1/3 Exam	BQ 3/7	BQ 4/8	EOC Grade	Final Course Grade
15.4%	15.4%	8.4%	15.4%	15.4%	30%	100%

The 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.
- 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. STA uses a weighted system to calculate the student's Honor Point Average (HPA). The standard scale is based on 4.0 “A”, 3.0 “C”, 2.0 “D”, 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 examination; including students taking AP courses through Florida Virtual. **Students who do not take the AP examination will not receive AP weighting for the course(s).** The course code will remain the same; however, the weighting will be changed to honors level 1.125.
5. Students taking AP courses through a non-District educational provider 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) (1.50 times the standard scale). [\[Florida Statute § 1007.271\(16\)\]](#)

### Senior Exemptions from Semester Examinations

For any non-EOC course, a graduating senior who has received A’s and B’s in BQ 3& BQ 4 or BQ7 & BQ8 for that

course may choose to be exempt from the final examination for that course. If exemption is chosen, the quarter grade for the non-EOC course will be determined by averaging last two marking periods. If exemption is not chosen, the quarter grade for the course will be calculated using the normal grade calculation method for all high school credit 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.

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 school district board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.” [\[Florida State Statute § 1003.4282\(6\)\]](#)

A student who takes a 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 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

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 Academic Standards In accordance with Florida Statute § 1008.22(3) & (6) and State Board of Education Rule 6A1.09422, all eligible students in Grade 3 and above must participate in all regular 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).

### **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 Assessment Program Schedule**

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

### **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 (PERT)**

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.

### **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 9-12 ASSESSMENTS

### Grade 9 through Grade 12 Assessments

- State Progress Monitoring Assessments in 6-10 Reading (3 times per year)
- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- School Day SAT
- Advanced Placement (AP) Exams
- Industry Certification Exams

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 Standards 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 Standards Alternate Assessment in Mathematics	X	X	X	X	X	X	X	X	X					
Florida Standards Alternate Assessment in Science						X			X					
Algebra 1 FSA/FSAA EOC Assessment	Administered to students who complete specific course work													
Geometry FSA/FSAA 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 above 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.

2023-2024 Statewide Assessments