



2010-2011 HIGH SCHOOL STUDENT PROGRESSION PLAN

Entry, Promotion, and Retention

Grades 9 - 12

Adopted April 14, 2011

(561) 369-7004

STUDENT PROGRESSION PLANS

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

South Tech is committed to a joint effort with the School District of Palm Beach County in the implementation of a Response to Intervention (Rtl) framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The school will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention and remediation. Response to Instruction/intervention is a data-based decision making process applied to education. A problem-solving method and the systematic use of assessment data, at the District, school, grade class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior. (State Board of Education Rule 6A-6.03018; 34 C.F.R. § 300.307 (a)(2)); School Board Policy 5.725; SP & P at 22 and 80)

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

South Tech Academy incorporates the Sunshine State Standards, Sunshine State Standards for Special Diploma or Next Generation Sunshine State Standards found herein this School District Student Progression Plan. (State Board of Education Rule 6A-1.09401(2))

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

South Tech Academy is chartered by the School District of Palm Beach County. The Governing Board of South Tech Academy has developed Board Policies in many areas of operation. Governing Board Policy 1.011 states the following: "Situation(s) that arise for which no applicable Governing Board Policy exists shall utilize the Sponsor's corresponding Board Policy(ies), and those policies shall serve as Governing Board adopted policies until such time as appropriate policies are developed and approved by the Governing Board." This document references and contains appropriately identified citations from both bodies of policies.

TABLE OF CONTENTS

ENTRY AND ATTENDANCE REQUIREMENTS	1
INITIAL ENTRY REQUIREMENTS	1
MAXIMUM AGE LIMIT FOR ATTENDANCE	2
HEALTH REQUIREMENTS	4
Immunization	4
Physical/Health Examination	4
PLACEMENT OF TRANSFER STUDENTS	5
General Transfer Information.....	5
Validation Process	5
Alternative Validation Procedure	6
International Exchange Students	6
English Language Learners (ELLs)	7
Students With An Active Section 504 Accommodation Plan	7
ESE - Eligible Students	8
ATTENDANCE REQUIREMENTS FOR EARNING CREDIT	8
Student Absences For Religious Reasons	11
Hospital Homebound Services	11
Students With An Active Section 504 Accommodation Plan	11
ESE - Eligible Students	12
MAKING UP WORK	12

STUDENT WITHDRAWALS	13
Prior To The Last Two Weeks Of The Semester	13
During The Last Two Weeks Of The Semester	13
Student Withdrawals For Home Education Program	14
PROGRAM DESCRIPTION.....	14
FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY GOAL 3: STUDENT PERFORMANCE STANDARDS	16
SPECIAL PROGRAMS	16
Career Education Programs	16
Career Academies.....	17
Career Education Program Completion Certificate	17
Career Pathways	17
English Language Learners (ELLs)	18
Gifted Education	18
Students With An Active Section 504 Accommodation Plan	18
ESE-Eligible Students	19
Acceleration Mechanisms	20
Dual Enrollment Program	21
Early Admission To College	23
GRADE CLASSIFICATION	25
Classification From 9th Grade To 10th Grade	25
Classification From 10th Grade To 11th Grade	25
Classification From 11th Grade To 12th Grade for Students Enrolled	

in Graduation (Option A)	25
Classification From 10th Grade To 12th Grade for Students Enrolled in a Three-year 18-credit Graduation Options	25
REMEDICATION	26
REMEDIAL INSTRUCTION	26
PROGRESS MONITORING PLAN (PMP) PROCESS.....	26
Science and English Performance Standards	28
ESE- Eligible Students	28
EXTENDED SCHOOL YEAR	29
English Language Learners (ELLs)	29
ESE- Eligible Students Enrolled in ESE Program	29
SCHOOL CREDIT PROGRAM	29
IDENTIFICATION OF STUDENTS NEEDING REMEDIATION	30
Identification Of Students Entering Grade 9 In Need Remediation	31
Identification Of Students Entering Grade 10 In Need Remediation	32
Identification Of Students Entering Grade 11 In Need Remediation	33
GRADUATION REQUIREMENTS	34
GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA	34
Assessment Requirements	34
FCAT Waiver for ESE-Eligible Students	35
Course Credit Requirements	36
Grade Point Average (GPA) Requirements	36

FOUR-YEAR, 24-CREDIT TRADITIONAL PROGRAM	36
Community Service	40
Graduation Requirements For Transfer Students.....	40
OTHER GRADUATION OPTIONS	40
COURSE MODIFICATIONS	43
English Language Learners (ELLs)	43
Students With An Active Section 504 Accommodation Plan	43
ESE- Eligible Students	43
GRADUATION REQUIREMENTS FOR A SPECIAL DIPLOMA	44
Special Diploma Option 1	44
Special Diploma Option 2	46
DIPLOMAS	47
CERTIFICATES OF COMPLETION.....	47
RECOGNITION OF VALEDICTORIAN/SALUTATORIAN	48
Valedictorian/Salutatorian Calculation	48
FLORIDA DEPARTMENT OF EDUCATION BRIGHT FUTURES.....	48
Bright Futures Scholarship Program.....	48
Florida Academic Scholars Award	49
Florida Medallion Scholars Award	50
Florida Gold Seal Vocational Scholars Award	52
REPORTING STUDENT PROGRESS	52
PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS.....	52

FREQUENCY OF GRADE REPORTS 53

MID-TERM PROGRESS REPORTS 54

RULES FOR GRADING ALL STUDENTS 54

DESCRIPTION AND DEFINITION OF GRADES 56

REPORTING STUDENT CONDUCT 57

 Reporting Attendance 57

HONOR POINTS 57

CALCULATION OF SEMESTER GRADES 58

 Senior Exemptions From Semester Examinations 58

FORGIVENESS RULE..... 58

SPECIAL DIPLOMA STUDENTS 59

DISTRICT/STATE ASSESSMENT PROGRAM 60

ACCOMMODATIONS FOR DISTRICT/STATE ASSESSMENT FOR
SPECIAL PROGRAM STUDENTS 60

 English Language Learners (ELLs) 60

ACCOMODATIONS FOR DISTRICT/STATE ASSESSMENT FOR SPECIAL
PROGRAM STUDENTS 60

ATHLETIC ELIGIBILITY 63

EXTRACURRICULAR ACTIVITIES FOR HOME EDUCATION STUDENTS 64

ENTRY AND ATTENDANCE REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

It is the responsibility of parents/guardians of students entering South Tech Academy for the first time to present the following at the time of registration:

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

Florida Statute §1003.21(4)

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

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
- (c) An insurance policy on the child's life that has been in force for at least 2 years;*
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (e) A passport* or certificate of arrival in the United States showing the age of the child;*
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*

If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the school, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s.39.0016, shall be given temporary exemption from this section for 30 school days.

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

2. Certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] (School Board Policy 5.06 (A) (2)) (Recommended form: DH 3040 – See *Health Requirements*).

3. Proof of residence - Students who attend South Tech Academy but participate in athletics or other competitive activities at boundary high schools **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is participating. Evidence shall be that required by School Board Policies 5.01 and 5.011(1)), such as lease, mortgage or utility bill.
4. A certificate of immunization [Florida Statute §1003.22] - Students will not be admitted into class without proof of immunization.

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness. [Florida Statute §1003.01 (12)]; (State Board of Education Rule 6A-6.063411 (1) (s)) According to the McKinney-Vento Act, (Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C)) homeless students are to be immediately enrolled in the school the local education agency (“LEA”) determines to meet the “best interest” of the child. Homeless children must be admitted to the school where they or their families live. [Florida Statute §1003.21(1)(f)] Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

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

A South Tech Academy *New and Returning Student Registration* form (STCAI 0636-2/24/09 found on the Public Drive under STCAI Forms) must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. It is the responsibility of the parent(s)/ guardian(s) to notify the school, in writing, promptly of any change of a student's address.

MAXIMUM AGE LIMIT FOR ATTENDANCE

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

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

A student with a disability shall be considered to be “in a continuous study program” when that student's Individualized Education Program (IEP) requires continued services by the School District. If an ESE-eligible student graduates with a special diploma, a certificate of completion, or a special certificate of completion, and has not reached age twenty-two (22), the student may, at his/her option, continue to receive a

Free Appropriate Public Education (FAPE) through the school year of the student's twenty-second (22nd) birthday, or until he/she earns a standard diploma, whichever comes first. Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE and a change in placement, requiring written prior notice. Students with disabilities continue to be eligible for FAPE through the end of the school year in which the student turns age twenty-two (22) if they have not earned a standard diploma, even if they have earned a General Education Development credential (GED). (Title 34, Code of Federal Regulations (CFR) Section, 300.102 (a)(3)(iv))

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

The best interests of students and the School are best served by students remaining in attendance until graduation, however a student who attains age sixteen (16) during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration of intent to terminate school enrollment with the School. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the student's parent/guardian. The school must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment by both regular and registered mail. [Florida Statute §1003.21 (1) (c)] The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school. The exit interviewer will make every effort to retain the student or facilitate smooth transition into another secondary school or an alternative method of completing graduation requirements. The student must be informed of opportunities to continue his or her education in a different environment, including but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled. [Florida Statute §1003.21 (c)]

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

Any further exception to this maximum age provision shall be made by the President on the recommendation of the principal and, in the case of an exceptional (ESE) child, the ESE coordinator.

HEALTH REQUIREMENTS

Immunization

All new students seeking entrance into a public school in Palm Beach County are required by *Florida Statute §1003.22* and School Board Policy 5.06 to present, at the time of entry a *Florida Certificate of Immunization* DH 680. Students will not be admitted into class without proof of immunization, absent a lawful exemption. (State Board of Education Rule 6A-1.0985) (Fla. Admin. Code 64D-3.046)

The *Florida Certification of Immunization* (DH 680) is available from either private physicians or the Palm Beach County Health Department.

- The Florida Certification of Immunization (DH 680) includes temporary and permanent medical exemption sections based on medical reasons.

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

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

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

Immunization Requirements for Entry into Grades 9-12
2010-2011 School Year

Grades	9	10	11	12
DTaP/DT Series	X	X	X	X
Tdap/Td Booster	X	X	X	X
Polio Series	X	X	X	X
MMR (2 doses)	X	X	X	X
Hepatitis B Series	X	X	X	X
Varicella 1 does	X			

Physical/Health Examination

Physical/Health Examination

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

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS 2010-2011 STUDENTS	PHYSICAL EXAMINATION
All Palm Beach County	School Health Entry Exam on form DH 3040 required for PreK, Kindergarten and Grade 7
Transfers within Palm Beach County and other counties within the state of Florida (including private schools)	Review of School Health Entry Exam on form DH 3040 (original or copy) for PreK, Kindergarten and Grade 7 documentation.
Transfers from another state or country	School Health Entry Exam on form DH 3040 (original or copy) required for all grades. Physicals presented on forms from another state are acceptable if they include all components covered on DH Form 3040.** Physicals must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.

PLACEMENT OF TRANSFER STUDENTS [Florida Statute §1003.25] (State Board of Education Rule 6A-1.09941)

General Transfer Information

Coursework or grades of a student who transfers to South Tech with an official transcript from an educational institution or program shall be accepted at face value subject to validation if required by the Southern Association of Colleges and Schools (SACS). More information on SACS validation may be found at: www.flhef.org/pdf/SACS.pdf?phpm4=758749ebee435cd74fc80d83d4139a8a

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

1. Validation of the official transcript is deemed necessary under the SACS policy;
2. The student does not possess an official transcript; or
3. The student is a home education student without an official transcript from an educational institution or program.

Validation Process (State Board of Education Rule 6A-1.09941)

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

The grade of **P (Pass)** is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when **P** is specified on an official transcript.

A grade of **P** is a transcript grade only, *not* a report card grade. It gives credit for coursework, but does not affect the grade point average (GPA).

Alternative Validation Procedure (State Board of Education Rule 6A-1.09941)

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

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

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

International Exchange Students (School Board Policy 5.045)

When an international exchange student enters South Tech, the sponsoring organization must provide documented evidence of:

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

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

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

The exchange student who is a high school graduate or equivalent from the country of origin must be cleared for the program by the Principal.

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900-6.09091 and 6A-6.0905; School District of Palm Beach County Plan for Services to English Language Learner (ELLs) that can be found at: <http://www.palmbeach.k12.fl.us/Multicultural/MulticulturalNew/ProceduresManual/LEP%20Plan%20Complete.pdf>)

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

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

A student who is age appropriate for high school must be placed in at least the 9th grade. An ELL Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. A school administrator must be part of the English Language Learners committee making the placement decision.

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

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

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

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

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

ESE-Eligible Students (State Board of Education Rule 6A-6.03028; 6A-6.030191; 6A-6.0331; 6A-6.0361)

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

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

- a) Adopts the child's IEP or EP from the previous school district
- b) Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rule 6A-6.03028 or 6A-6.030191, F.A.C.

2. IEPs or EPs for students who transfer from outside Florida:

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

- a) Conducts an initial evaluation in accordance with Rule 6A-6.0331, F.A.C. (if determined to be necessary by the school district)
- b) Develops, adopts, and implements a new IEP or EP, if appropriate, that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

REQUIREMENTS FOR EARNING CREDIT

Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. [Florida Statute §1003.24] (School Board Policy 5.09 (1) Except as provided in Florida Statute §1003.24 and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. [Florida Statute §1003.21] and (School Board Policy 5.0901)

As South Tech Academy is chartered by the School District of Palm Beach County, the Florida Statute §1003.436 (2) requirement of seat time for high school students to

receive course credit is herein modified by Charter School District Waiver #7. A student may receive credit, regardless of the hours spent in either a traditional classroom or an alternative method of instruction (ex. virtual school), by demonstrating defined levels of proficiency or mastery of recognized standards through sufficient and appropriate evidence.

Mastery or proficiency is based on defined levels of performance reflective of local, state or national criteria that include but are not limited to Sunshine State Standards, Next Generation Sunshine State Standards, Career and Technical Education curriculum frameworks, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education (AICE) curricula/syllabi, and assessments. The quality and quantity of student work will demonstrate what a student knows and is able to do based on predetermined standards.

Because class participation is an important aspect of curriculum delivery in a traditional classroom, attendance will be a factor in demonstrating mastery. Students who are absent from a class more than 10% of a semester must pass at least one nine week marking period and the semester exam in order to demonstrate their knowledge of the subject and to receive credit. This does not apply to virtual or performance-based instructional settings.

ATTENDANCE ENFORCEMENT PROCEDURES

Definitions:

Attendance: A student is considered to be in attendance when they are in their scheduled class, on an approved Temporary Learning Elsewhere (TLE) activity, or assigned to In School Suspension (ISS).

Continuously Sick and Repeatedly Absent: Students missing eight or more days per semester due to illness, a medical condition, or for social/emotional reasons, which need not run consecutively, are defined as continuously sick/repeatedly absent.

Threshold Number for Days of Absences that Require a Doctor's Excuse: A student missing five (5) or more consecutive days due to illness or injury are required to provide a written notice from a health care provider. This written notice must include all days the student was absent from school.

The school shall track absences and tardies on a daily basis, period by period. Teachers are responsible for taking and reporting accurate attendance. Students who are not in attendance will be entered into GradeQuick as "Absent" within the first fifteen minutes of class each period. If a student previously entered as "Absent" comes to class within the first twenty-nine minutes of the period, the absence will be changed to "Tardy". Students who come to class more than twenty-nine minutes tardy will be counted absent and will have to make up the work missed. Data processing will report the names of students accruing three absences to the Dean of Students and placed on an attendance contract and monitored for compliance with the conditions of the contract.

Attendance enforcement will utilize ParentLink, the automated computer/telephone program, will automatically contact parents to report students tardy to, of absent from, one or more period each day. This will occur every day that students are scheduled to be in school.

The Dean of Students will contact parents of students accumulating three or more absences and schedule a meeting to place the student on an attendance contract. The Dean of Students or designee, will monitor contracted students attendance bi-weekly to assure that a pattern of absenteeism does not continue. If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the Safety and Operations Supervisor will refer the case to the School Based Team to determine if early patterns of truancy are developing.

If the School Based Team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent will be scheduled to identify potential remedies, and the Dean of Students shall notify the President that the referred student is exhibiting a pattern of nonattendance. Students accumulating fifteen days of unexcused absences will be considered habitual truants. Habitual truancy may result in the student not being re-admitted to the charter school. Upon the accumulation of fifteen days of unexcused absences within a ninety day period school term (half-year) the President shall be formally notified of the situation and shall begin statutorily prescribed due process enforcement procedures for parents and students subject to mandatory attendance requirements.

Students under sixteen years of age-parents will be advised that a truancy petition is being filed as defined in F.S. 984.03. Students between sixteen and eighteen years of age-the Division of Motor Vehicles will be notified to suspend the truant's driver's license. Students over eighteen will be counseled and/or withdrawn unless attendance improves. Per statute (1003.26), the school is required to investigate patterns of habitual truancy and such investigation may include referral to local or state service providers and/or the Department of Juvenile Justice. If school staff is of the opinion that this action is appropriate for a student, the Principal will be so notified in writing. The written report will include documented evidence of a pattern of habitual truancy. The Principal and President will confer and arrive at a conclusion of proper dispensation of the matter. Per statute (1003.27), the Department of Motor Vehicles will be notified if the habitually truant student has failing grades or fifteen days of unexcused absences within a 90 day term.

Grades:

Any student accumulating more than FIVE absences in any class during a 9 week grading period, must demonstrate proficiency by earning a passing grade (D or better) in at least one of the two grading periods AND a passing grade (D or better) on the semester examination to be awarded credit for the course.

Non-attendance will impact grades if students do not make up missed work. All student absences will result in a daily grade of zero (0) until work is completed and graded. Teachers will award a daily grade to each student for every period of instruction that supports marking period grades and to provide validity and value for makeup work.

Student Absences For Religious Reasons (School Board Policy 5.095)

Students shall be excused from attendance on a particular day or days, or for part of a day, and shall be excused from any examination, study, or work assignment to participate in religious instruction, observation of a religious holiday or because of the tenets of his or her religion forbid secular activity at such time, when such requests are made by the parent or guardian consistent with School Board Policy 5.095. Students shall be afforded the opportunity to make up any examination, study or work assignment which has been missed for religious purposes and without adverse effects. Prior to the student's absence for religious reasons, a written request must be provided by the parent or guardian.

The religious instruction shall be the responsibility of the religious institution.

In the event of a complaint regarding the failure to provide for religious accommodations, the parent/guardian may appeal directly to the President or President's designee.

Hospital Homebound Services

If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program can be found in State Board of Education Rule 6A-6.03020 and is available in School Board Policy 5.725 "Exceptional Student Education Policies and Procedures (SP&P)" at 70-71 and State Board of Education Rule 6A-6.03411

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

In the case of a student with excessive absences, a 504 Team should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the Section 504 Team determines that the absences are caused by the disability, the student's Section 504 Accommodation Plan **must** be re-evaluated as to the appropriateness of the current accommodations. The Section 504 Accommodation Plan **must** address any additional accommodations needed, which may include the possible waiver of the attendance guidelines in determining grades.

If the Section 504 Team determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of the Section 504 Team should be provided on the form entitled *ADA/504 Record*. (PBSD 1468)

ESE-Eligible Students

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction. (State Board of Education Rule 6.0331 (1) (c); School Board Policy 5.725 and its referenced SP&P at page 20) If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** take appropriate action, which may include waiver of the attendance guidelines in determining grades as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

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

MAKING UP WORK

Florida Statutes mandate that students must be in regular school attendance. STA'S Board Policy 5.092 is that any absence from any class, for any reason, negatively impacts student learning, progress, and achievement. Students are required to make-up all work missed for all absences, whether excused or unexcused. ALL make-up work will be graded and included in student grades. A student must complete all work within one day for each day he/she is absent from class, not counting the day of return. Students who fail to make-up work will be assigned a zero on a daily grading schedule for missed days which could result in failure of the class and loss of credit. Repeated failure or refusal to make-up work will result in disciplinary action and placement upon a student performance contract.

Assignment of Makeup Work: Every teacher will assign makeup work for each period of instruction missed by students who were absent. Teachers shall prepare makeup work assignments each day for students who are not in class attendance and will be provided to them upon return to school. The Dean will notify of student suspensions and teachers will respond by providing makeup work within two days of notification. If the suspension is for ten days, at least two days of makeup work will be provided within the two day timeframe. Additional work will be provided according to a plan mutually agreed upon by the teacher and dean.

Students shall makeup work missed due to absences in accordance with Board Policies 5.09 and 5.092 and this procedure. Makeup work must be synchronized with the work missed according to Sunshine State Standard Benchmarks or Student Performance Standards covered during the absence and must also be of sufficient rigor to prepare the student for consequential testing.

Time Allotted to Complete Makeup Work: Students will be allotted two days of time to complete make-up work per day of cumulative absence. (i.e. one day of absence allows for two days to make the work up; two day absence allows for four days, etc.) Extreme hardship cases may be referred to administration for grievance resolution.

Makeup Work:

Florida Statutes mandate that students must be in regular school attendance. STA'S Board Policy 5.092 is that any absence from any class, for any reason, negatively impacts student learning, progress, and achievement. Students are required to make-up all work missed for all absences, whether excused or unexcused. ALL make-up work will be graded and included in student grades. A student must complete all work within one day for each day he/she is absent from class, not counting the day of return. Students who fail to make-up work will be assigned a zero on a daily grading schedule for missed days which could result in failure of the class and loss of credit. Repeated failure or refusal to make-up work will result in disciplinary action and placement upon a student performance contract

Failure to Complete Makeup Work within the Allotted Time: Student work not completed in the allotted time will be penalized one letter grade per day until a failing grade is reached. Uncompleted work will result in the assignment of additional discipline.

Refusal to Complete Makeup Work: Refusal to complete work will result in progressive discipline in accordance with the Discipline Matrix, but excluding out of school suspension. Repetitive refusal to complete work will result in progressive discipline up to, and including, withdrawal and return to the boundary school, as determined by administration.

Students receiving out-of-school suspension (OSS) **must** be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Students on OSS will be permitted to make up nine (9)-week and semester examinations, if applicable. Projects, term papers, etc., which represent work for a period of time greater than the OSS period will be submitted for the purpose of determining a student's grade.

Should questions arise regarding this OSS rule, Principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the Principal's decision to the President if a conflict arises. All make-up work should be completed within two weeks of the end of the semester, unless the Principal's makes an exception.

Students participating in the Alternative to Out-of School Suspension (ATOSS) program will have the opportunity to make up missed work as stated within School Board Policy 5.18155.

Prior To The Last Two Weeks Of the Semester

Students who leave school **prior** to the last two weeks of any semester will not be granted credit unless they enroll in another school and complete the course requirements including examinations if applicable. The Principal is authorized to make arrangements for the administration of any tests, if appropriate.

During The Last Two Weeks Of The Semester

A student who leaves before the close of the school term shall receive grades on the

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

The Principal may determine that the requirements for early withdrawal are not required when unusual/extenuating circumstances preclude full compliance by the student. Approval is mandatory prior to the student's leaving school.

Student Withdrawals For Home Education Program

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

Home Education correspondence should be mailed to:

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

PROGRAM DESCRIPTION

South Tech Academy utilizes most aspects of the School District of Palm Beach County Curriculum. This curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education *Sunshine State Standards, Sunshine State Standards for Special Diploma or Next Generation Sunshine State Standards*. ([Florida Statute §1003.41]; (State Board of Education Rule 6A-1.09401)) The curriculum includes benchmarks for:

- 🕒 Arts Education
- 🕒 Career Education
- 🕒 English
- 🕒 Foreign Language
- 🕒 Mathematics
- 🕒 Physical Education
- 🕒 Science
- 🕒 Social Studies

In addition, course descriptions or frameworks are provided for each high school course. These course descriptions meet the requirements of State Board of Education Rules 6A-1.09412 and 6A-1.09441. District-adopted textbooks and/or instructional

materials are provided for all high schools. High school credit is not awarded for any course not supported by a curriculum description/framework provided by the School District.

The high schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all. [Florida Statute §1003.42 (1)] High school courses may be year-long or semester courses. With the exception of certain dual enrollment courses, one-half (1/2) credit is awarded for passing a semester in each course. No credit is awarded solely on the basis of participation in extracurricular activities.

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

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

STANDARDS AND ACCELERATION

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

- All students will receive a world-class, rigorous curriculum that meets the requirements of the Florida Next Generation Sunshine State Standards and State graduation requirements while offering a variety of electives.

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

FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY
GOAL 3:

FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY GOAL 3: STUDENT PERFORMANCE

There are a number of processes and abilities used in all subject areas that are also important to success in everyday life at home, in the community and in the workplace. These practical but highly important cross-disciplinary processes and abilities have been identified as standards under Goal 3 in the document *Florida's System of School Improvement and Accountability*. The first ten standards focus specifically on student achievement and the first four of these standards are assessed on the Florida Comprehensive Assessment Test (FCAT).

The Goal 3 Standards should be an integral part of daily classroom instruction and assessment in every subject area at every grade level.

Instruction that focuses on the first ten of the eleven Goal 3 standards will help students apply specific content knowledge in real-world situations and become successful as:

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

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

SPECIAL PROGRAMS

All students in South Tech Academy are eligible for consideration for and participation in all special programs.

Career Education Programs

South Tech offers a variety of Career Academy programs that prepare students for employment in specific occupations, many of which are high skill, high wage occupations. All students enrolled in regular South Tech Academy classes are also enrolled in one of those Academies. Recent legislation has substantially changed many career education programs and has mandated placement and productivity standards as conditions for continued funding. It is essential that parents, students, teachers, school counselors and administrators be aware that individual job-preparatory courses do not stand alone, but are part of a planned program of study leading to occupational proficiency and program completion.

A student who completes selected Career and Technical Education job-preparatory courses may elect to substitute the course for one required credit in science as specified in the *Course Code Directory* published annually by the Florida Department of Education.

Career Academies [Florida Statute §§1003.491; 1003.492] online information is located at the website (www.southtechacademy.com)

Students attending South Tech Academy enroll in a Career Academy, which will provide them with intensive career-preparation. A Career Academy is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum. Students completing South Tech Career Academies may receive a standard high school diploma contingent on all other graduation requirements being met, the highest available industry certification available for secondary students, and opportunities to earn postsecondary credit if an appropriate articulation agreement has been established between the School or District and a postsecondary institution. In addition, students have the opportunity to earn one or more of the following:

- 🕒 Career Education Program Completion Certificate
- 🕒 Articulated credits through Career Pathways
- 🕒 Dual enrollment credits
- 🕒 State Licensure (If applicable)
- 🕒 Florida Bright Futures Vocational Gold Seal Scholarship
- 🕒 Florida Ready to Work Credential

Career Education Program Completion Certificate

This is awarded to students successfully completing a vocational job-preparatory program as outlined in the State of Florida Department of Education guidelines found at <http://www.fldoe.org/>

Career Pathways (Choice Programs Manual located at <http://www.palmbeach.k12.fl.us/choiceprograms/PDF/Choice%20Book%202009-2010.pdf>)

The goals and objectives of the Career Pathways initiative are to prepare students for post-secondary education and the workplace.

Beginning in ninth grade, a high school student can begin a career pathway that includes proficiency in mathematics, communications, science and a career sequence of courses in a career cluster such as business, marketing, drafting, computer technologies, culinary, public service, early childhood education and health science occupations. This will provide preparation for careers that will have continued growth in the 21st. century [Florida Statute §§1007.22; 1077.235]. In addition, articulation agreements with postsecondary institutions provide students with the opportunity to receive college credit for certain secondary Career and Technical Education courses [Florida Statute §§1007.22; 1077.235]. Scholarships are available to eligible students who successfully complete a Career Pathway.

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0902, 6A-6.0903; 6A-6.09041; 6A-6.0908)

Students who are identified as ELLs **must** be provided **equal access** to the general curriculum as defined by the School District of Palm Beach County—curriculum guidelines. The general education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student’s English Language Learner Plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum. See School District of Palm Beach County’s District Plan for Services to English Language Learners (ELLs) for a full explanation of services and models.

Performance-Based Exit Option Model (State Board of Education Rule 6A-6.10212)

The Performance-Based Exit Option Model, (formerly known as the GED Exit Option), when offered, is an instructional program that results in a Florida High School Performance- Based Diploma. Students who are enrolled in credit earning courses and who pass both the FCAT (or alternate assessment) and the GED tests may be awarded this diploma. The performance-based diploma may not provide the same post-secondary options as a standard diploma. (State Board of Education Rule 6A-6.0212)

Gifted Education (State Board of Education Rule 6A-6.030191)

Identified gifted students who enter South Tech Academy maintain gifted status while enrolled. If qualified, but unidentified students are recognized they are granted “gifted” status. Students identified as gifted under State Board of Education Rule 6A-6.03019 have an Educational Plan (EP) that outlines goals, strengths and weaknesses, and that provides direction for the instructional program. South Tech has no separate gifted program, but enrolls gifted students in Honors and Advanced Placement courses. They are also encouraged to dually enroll at the Community College or Florida Atlantic University. If these options do not meet the needs of gifted students, a continuum of services for gifted students is offered in schools strategically located throughout the School District.

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

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

ESE-Eligible Students

Pursuant to School Board Policy 5.725, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specifically designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-6.03028 (1) and (3); and Policy 5.725 and its referenced SP& P particularly at pages 95-104. All students **must** be given access to the general curriculum as defined in the School District of Palm Beach County Curriculum Guidelines as is appropriate in relation to their unique needs

and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate. See State Board of Education Rule 6A-1.09414 for course descriptions.

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

In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards; or any other student with a disability, at the discretion of the IEP Team. (State Board of Education Rule 6A-6.03028)

The IEP may specify whether *accommodations/**modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP contains an explanation of the extent, if any, to which the student will participate with non-disabled students in the general education class. (SP & P on pages 95-104)

A student with a disability may only be removed from the general education environment if the nature and/or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (SP & P on pages 95-104)

No later than the first IEP to be in effect when a student with a disability turns fourteen (14) years of age, or younger if determined appropriate by the IEP Team, the IEP Team must meet to identify transition services needs of the student. The ESE Coordinator must invite the student to that meeting.

The IEP for each student with a disability must include during the student's eighth (8th)-grade year or during the school year of the student's fourteenth (14th) birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. (State Board of Education Rule 6A-6.03028)

Beginning by the student's sixteenth (16th) birthday (or younger, if determined appropriate by the IEP team), the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ESE Coordinator must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend. (State Board of Education Rule 6A-6.03028)

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

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

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

Acceleration Mechanisms [Florida Statute §1003.429]

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

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

The dual enrollment program is "the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree." [Florida Statute §1007.271]

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit shall be awarded to students who score a minimum of 3 on a 5-

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 (6)]

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. [Florida Statute §1007.27 (7)]

Dual Enrollment Program

An Interinstitutional Articulation Committee made up of School District, Palm Beach Community College and Florida Atlantic University personnel establishes rules, regulations, and policies of dual enrollment. [Florida Statute §1007.235]

The dual enrollment program is “the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.” [Florida Statute §1007.271 (1)] Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses during school hours, after school hours, and during the summer term. [Florida Statute §1007.271(2)]

The following requirements and conditions, as stated in the Interinstitutional Articulation Agreements, **must** be met in order for a student to be eligible for participation in the Dual Enrollment Program:

- ⌚ Students must be in grades 10th – 12th. (Beginning in the summer after 9th grade)
- ⌚ Students who wish to participate in the Dual Enrollment Program **must** contact the school guidance office to begin the dual enrollment application process.
- ⌚ The student **must** have a minimum GPA or HPA of 3.0 or higher. [Florida Statute §1007.271(3)] Exception: 12th grade students with a minimum 2.5 GPA or HPA may enroll in the Strategies for College Success course at Palm Beach State College.)
- ⌚ The student must earn a passing score (s) on either the SAT, ACT, or FCELP as specified in the Interinstitutional Articulation Agreement. At Palm Beach State College, students who have not met the testing requirement in a particular subject area may enroll in other courses for which they met the requirement. Such students may not earn more than twelve college credit hours prior to the correction of all deficiencies. (State Board of Education Rules 6A-14.064)
- ⌚ Limit enrollment is no more than 8 college credit hours per semester (Interinstitutional Articulation Agreement)
- ⌚ The student **must** receive approval of the high school principal.
- ⌚ The student **must** satisfy any prerequisites.
- ⌚ The college/university **must** have space available in the requested course.
- ⌚ The student enrolled in this program **must** maintain a minimum 3.0 GPA [Florida

Statute §1007.271(3)] or HPA and **must** earn a grade of **C** or better in any college-level work in order to continue in the Dual Enrollment Program.

- ⌚ Students may not enroll in a dual enrollment course that cannot be completed prior to graduation.

Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. [Florida Statute §1007.271(2)]

Career and technical course dual enrollment shall be available for students seeking a degree or certificate from a complete job preparatory program, but shall not sustain student enrollment in isolated career and technical courses. [Florida Statute §1007.271 (4)] Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program, and shall not be used to enroll students in isolated career courses. It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college. [Florida Statute §1007.271 (4)]

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. [Florida Statute §1007.271 (1) and (7)] Dual enrollment credit can be earned at Palm Beach Community College, Florida Atlantic University or any other public institution of higher learning that has an established Interinstitutional Articulation Agreement with the School District of Palm Beach County pursuant to state law. [Florida Statute §1007.271] Students participating in these programs **must** maintain a minimum 3.0 grade point average (GPA) or honors point average (HPA) in other high school academic work and **must** earn a grade of **C** or better in each college-level course to continue in the program. Course credit earned in these courses with a grade of **C** or better shall transfer as college-level credit to a 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 equal ½ credit for high school while others equal 1 credit. The Interinstitutional Articulation Agreement lists dual enrollment courses and credits towards graduation. College courses that earn less than three credit hours do not qualify for high school credit. Certain dual enrollment courses may be used to satisfy specific required courses for graduation.

Twelfth-grade (12th) students who require less than six (6) credits in order to graduate may opt to complete all needed credits through the School District's dual enrollment program, if eligible. These students need not enroll in a full schedule of at least six courses through the high school. However, if a student enrolls in a high school course at the high school campus, the student will be required to enroll in six (6) courses (eight (8)

courses in schools on a 4 by 4 block schedule). Students intending to complete more than two post-secondary level courses during a semester may be required to submit an appeal with the respective post-secondary institution.

Beginning with students entering grade nine in the 2006-2007 school year, all dual enrollment courses must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses. [Florida Statute §1007.271 (16)]

There are no tuition, registration, laboratory fees or textbook costs to students participating in either the Advanced Placement Program or the Dual Enrollment Program. [Florida Statute §1007.271 (13) and 14] Students are responsible for textbooks that **must** be returned to the vendor. Fees will be charged to students who lose or damage textbooks or other course-related materials.

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

Registered home education students may participate in the Dual Enrollment Program [Florida §§1007.27(4) and 1007.271 (10)(a)] following criteria set forth in the Interinstitutional Articulation Agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home education students incur no tuition costs, but are responsible for textbook costs. [Florida Statute §1007.271 (14)]

SPECIAL NOTE: Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other rights and privileges will be afforded these students as those under dual enrollment agreements. Exception: Credit earned in an accredited post secondary school, not a part of the dual enrollment program, will NOT be included in HPA calculations. Prior approval from the **principal** in writing is required. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. [Florida Statute §1007.271(2)]

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

Early admission is a public school choice option and an acceleration mechanism. [Florida Statute §§1007.27 (5) and 1002.20 (6)(a)] Students who apply for early admission to college **must** notify the high school principal prior to submitting an application for acceptance to a college, university or career center. In the event that a qualified student is accepted for admission to an accredited college or university prior to the completion of high school graduation requirements, the high school principal may approve the fulfillment of graduation requirements through the acceptance of college-level credit. [Florida Statute §1007.27 (5)] Early admission students are eligible to participate in graduation ceremonies and social events that would be afforded them had they

remained at the high school for their last year. Such students are not eligible for recognition as valedictorian or salutatorian during such ceremonies.

Early admission may be a form of dual enrollment; thus tuition and book fees are waived, as specified under an Interinstitutional Articulation Agreement between the School District of Palm Beach County, Palm Beach Community College, Florida Atlantic University, or other public institution of higher learning pursuant to state law. [Florida Statute §1007.27] To qualify for early admission, a student **must** meet the following criteria:

- ⌚ Acceptance by an accredited college, university, or career center as a full-time student. [Florida Statute §1007.271(7)]
- ⌚ Successful completion of a minimum of six semesters of high school work for a student who selected the 24-credit graduation option.
- ⌚ Successful completion of a minimum of four semesters of high school work for a student who selected one of the 18-credit graduation options.
- ⌚ Enrollment in the post-secondary institution as a full-time student (Interinstitutional Articulation Agreement between the School District, Florida Atlantic University and Palm Beach Community College)
- ⌚ Enrollment in college courses equivalent to remaining graduation requirements (Interinstitutional Articulation Agreement between the School District, Florida Atlantic University and Palm Beach Community College)

Registered home education students may participate in early admission to college following criteria set forth in the Interinstitutional Articulation Agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home education students incur no tuition costs, but are responsible for textbook costs. [Florida Statute §1007.271 (14)]

The student may be awarded a standard diploma with his/her cohort class based on the following:

- ⌚ Completion of at least one college semester, or the equivalent.
- ⌚ Maintenance of at least a cumulative “C” average or the equivalent in college courses. (Students graduating under an 18-credit graduation option must satisfy the grade requirements of that option.) [Florida Statute §1003.429)]
- ⌚ Successful completion of college courses equivalent to remaining graduation
- ⌚ Requirements. (Interinstitutional Articulation Agreement between the School District, Florida Atlantic University and Palm Beach Community College, 2009)
- ⌚ Documentation of an official transcript of college level work on file in the student’s cumulative folder.

Students must maintain full-time enrollment in order to continue their early admission status. [Florida Statute §1007.271(7) and (8)]

Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other statutory rights and privileges will be afforded these students as those under dual enrollment agreements. [Florida Statute §1007.27 (5)]

GRADE CLASSIFICATION

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

Classification From 9th Grade To 10th

Grade: ⌚ At least 5 credits

Classification From 10th Grade To 11th Grade

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

Classification From 11th Grade To 12th Grade For Students Enrolled in Graduation Option A

- ⌚ At least 17 credits
- ⌚ At the time a student earns the appropriate number of credits he/she will be classified as a 12th grade student provided the student is eligible for a certificate of completion or graduation by the end of the final grading period.

Classification From 10th Grade To 12th Grade For Students Enrolled In A Three-year 18-credit Graduation Option (Florida Department of Education terminology)

- ⌚ At least 12 credits at the end of the 10th grade

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

With the exception of students who have been accepted into an early admission program, 12th-grade students transferring into South Tech will be required to enroll in 8 courses.

South Tech Academy classifies students to the 10th and 11th grades two (2) times each year:

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

REMEDICATION

REMEDIAL INSTRUCTION

Remedial and supplemental instruction resources **must** be allocated *first* to students who fail to meet achievement performance levels required for promotion. [Florida Statute §1008.25 (3)]. South Tech Academy provides remedial instruction for those students with substantial reading, writing, science and/or mathematics deficiencies as identified by district or state testing.

Remedial instruction shall be provided through implementation of a Progress Monitoring Plan (PMP) [Florida Statute §1008.25 (4)] , a Student Plan for Services for English Language Learners (ELLs), an Individual Educational Plan (IEP) or a student's 504 accommodation plan, developed in consultation with a parent or guardian. If a student does not meet the minimum performance expectations, remedial instruction will be provided until expectations are met, the student graduates from high school or the student is not subject to compulsory attendance.

Credits earned in remedial instruction courses **must** be in addition to, but may **not** be in lieu of, English and mathematics credits required for graduation. These courses will be considered for elective credit. [Florida Statute §1003.43 (2)] Students who do not pass the required state assessment test are provided remedial instruction and **must** retake the

test during regular scheduled test administrations. Seniors who have not passed the required state assessment test or who do not have the required minimum 2.0 grade point average (GPA) may elect to attend school for an additional year. [Florida Statute §1003.43 (10) (b)]

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

PROGRESS MONITORING PLAN (PMP) PROCESS [Florida Statute §1008.25 (4)]

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

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

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

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

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

1. Each student who does **not** meet the levels of performance as determined by utilizing the School District's *Identification of Students In Need Of Remediation* charts **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [Florida Statute §1008.25 (4) (a)]
 - ⌚ Data from the additional assessments are to be used to formulate the student's PMP.
 - ⌚ Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation. Diagnostic assessments may include:
 - ⌚ a portfolio of student work
 - ⌚ teacher assessment
 - ⌚ text/placement tests
 - ⌚ diagnostic software results
 - ⌚ If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.
- A. For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course which reading strategies are delivered shall be determined by diagnosis of reading needs. Guidance will be provided regarding appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the K-12 Comprehensive Reading Plan [Florida Statute §1003.4156(1)(b) and State Board of Education Rule 6A-6.054 (2)]
- B. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. [Florida Statute §1003.4156(1)(c)]
- C. A student whose FCAT Science score was less than 300 or who failed a science course the previous year must receive remediation the following year, which may

be integrated into the student's science course. [Florida Statute §1008.25 (6) (a)]

2. At the conclusion of the school year, appropriate teachers of the student who had a PMP are to make recommendations regarding the student's educational program for the following year.
3. The PMP process **must** begin as soon as students are newly identified as needing remediation. The PMP **must** be in place and implementation begun for students, including those who transfer into the school, within 45 calendar days of being identified as needing remediation.
4. All PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal.
 - ⌚ In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.
5. 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 will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)]. The PMP should clearly identify:
 - ⌚ The specific diagnosed academic needs to be remedied;
 - ⌚ The success-based intervention strategies to be used;
 - ⌚ How, when, how often by whom, and how long intensive remedial instruction is to be provided; and
 - ⌚ The monitoring and reevaluation activities to be employed.

Science and English Performance Standards

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

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

ESE-Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

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

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team should be

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

EXTENDED SCHOOL YEAR (ESY)

English Language Learners (ELLs)

The purpose of Extended School Year (ESY) services for English Language Learners (ELL) is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is accomplished through content related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual ELL Plan must show that additional English oral language development is needed.

ESE-Eligible Students Enrolled in ESE Programs (State Board of Education Rule 6A-6.03028 (3) (g) (11))

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

At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team

determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

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

An ESE-eligible student who fails a general education course may attend a scheduled general education Summer School.

SCHOOL CREDIT PROGRAM

The Adult Credit Program (ACP) offered through South Tech's Community School, provides performance-based opportunities for acceleration and remediation or forgiveness to currently enrolled high school students. The program operates on a limited 12-month basis.

Interested students **must** obtain written approval from the student's day school counselor and principal or designee. Students wishing to graduate in May/June of a given school year should enroll in the ACP no later than March of that year.

IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION

The following charts show the identified performance levels as they relate to the FCAT SSS, FCAT Writing and SRI-1. The charts permit decision-makers to identify the overall achievement of each child through district and state assessments and allows for a more narrow focus on student achievement for the purposes of remediation decisions (PMP).

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

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

IDENTIFICATION OF STUDENTS ENTERING GRADE 9 IN NEED OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION MAKING - Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's **Department of Assessment. <i>Classroom Performance:</i> Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results- Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)						DECISIONS
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**SRI-I Spring Lexile	*FCAT Writing	*FCAT Math DSS	Remediation Required?
Above Grade Level	Level 5	2298-2943	1708-1875	6.0	2142--2596	No
	Level 4	2146-2297	1500-1707	5.0	2023-2141	No
At Grade Level	Level 3	1972-2145	1264-1499	4.0	1901-2022	No
Below Grade Level	Level 2	1772-1971	9902-1263	2.0 or 3.0	1782-1900	Yes
	Level 1	772-1771	200-989	0 or 1.0	1238-1781	Yes

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

IDENTIFICATION OF STUDENTS ENTERING GRADE 10 IN NEED OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION MAKING - Levels below are provided by the *Florida Department of Education FCAT Handbook (fcats.fldoe.org/handbk/fcatandbook.asp), that is incorporated here by reference as part of this plan, and the District's **Department of Assessment.						DECISIONS
<i>Classroom Performance:</i> Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)						
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**SRI-I Spring Lexile	**SRI-I Fall Lexile	*FCAT Math DSS	Remediation Required?
Above Grade Level	Level 5	2311-3008	1708 and above	1666 and above	2193-2709	No
	Level 4	2219-2310	1500-1707	1467-1665	2050-2192	No
At Grade Level	Level 3	2068-2218	1264-1499	1238-1466	1947-2049	No
Below Grade Level	Level 2	1852-2067	9902-1263	975-1237	1832-1946	Yes
	Level 1	844-1851	989 an below	974 and below	1068-1831	Yes

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

IDENTIFICATION OF STUDENTS ENTERING GRADE 11 IN NEED OF REMEDIATION

FACTORS TO CONSIDER WHEN DECISION MAKING - Levels below are provided by the *Florida Department of Education FCAT Handbook (fcat.fldoe.org/handbk/fcatandbook.asp), that is incorporated here by reference as part of this plan, and the District's **Department of Assessment.						DECISIONS
<i>Classroom Performance:</i> Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)						
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**SRI-I Spring Lexile	**SRI-I Fall Lexile	*FCAT Math DSS	Remediation Required?
Above Grade Level	Level 5	2311 and above	1690 and above	1637 and above	2193 and above	No
	Level 4	2219-2310	1543-1689	1493-1636	2050-2192	No
At Grade Level	Level 3	2068-2218	1302-1542	1256-1492	1947-2049	No
Below Grade Level	Level 2	1852-2067**	958-1301	918-1255	1832-1946	Yes
	Level 1	844-1851	957 and below	917 and below	1068-1831	Yes

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

GRADUATION REQUIREMENTS

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

Graduation requirements prescribed by Florida Statute may not be waived. Refer to the 2009-2010 Student and Family Handbook for Graduation Requirement charts. Exceptions may pertain to transfer students, please refer to the transfer section.

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

Course descriptions meet the requirements of State Board of Education Rules 6A-1.09412 and 6A-1.09401.

GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA

Assessment Requirements

In order to receive a standard diploma, students **must** achieve passing scores (Level 3 or above) on the Florida Comprehensive Assessment Test (FCAT) administered in Grade 10 or subsequently thereafter or meet the concordant subject area test score on a State Board of Education approved alternate assessment They must also satisfy student performance standards for each course in grades 9-12 for which credit toward graduation is awarded. As for students with a disability, see below as to the criteria for waivers from this graduation requirement. [Florida Statute §§1008.22(3)1003.428(3), 1003.43(4), and 1003.438] (State Board of Education Rule 6A-1.0995 and 1.09961)

Beginning with the 2010-2011 school year, the administration of grade 9 FCAT Mathematics shall be discontinued, and beginning with the 2011-2012 school year, the administration of grade 10 FCAT Mathematics shall be discontinued, except as required for students who have not attained minimum performance expectations for graduation.

A student may satisfy the FCAT requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT or SAT. [Florida Statute §§1008.22(10) and (11)]

Concordant scores are as follows (<http://fcat.fldoe.org/pdf/fcatpass.pdf>):

- For students designated as 12th graders during the 2009-2010 school year and all other students who achieved the score prior to 11/30/09: ACT - Reading 15, Math 15; SAT – Reading 410, Math 340.

- For all other students who did not achieve the score prior to 11/30/09: ACT Reading 18, Math 15; SAT Reading 420, and Math 340.

Students who have met all of the requirements for the standard high school diploma except for the passing of the FCAT or an alternate assessment by the end of grade 12 must be given the opportunity to participate in an accelerated high school equivalency diploma preparation program, including FCAT remediation and GED preparation, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, or participate in an adult general education program. [Florida Statute §1003.433 (2)]

As for students with a disability, see below as to the criteria for waivers from this graduation requirement. [Florida Statute §§1008.22(3)(c)5, 1003.428(3), 1003.43(4), and 1003.438] (State Board of Education Rule 6A-1.0995 and 1.0997)

FCAT Waiver for ESE Eligible Students (Florida Statutes 1003.43 (11) (b) and SP&P page 111)

*The FCAT graduation waiver process is designed for consideration of students with disabilities who may be eligible for a waiver on one or both sections of the FCAT.

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

*Eligibility criteria -to be considered for a waiver from the FCAT graduation requirement for a standard high school diploma, the student must:

- Be identified as having a disability as defined in s. 1007.02(2), F.S.
- Have an individual educational plan (IEP)
- Have demonstrated proficiency in the core content knowledge and skills needed for a standard high school diploma
- Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice (once in grade 10 and once in grade 11)
- Be progressing toward meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma

*Additionally, to ensure that each student has had every opportunity to pass the FCAT, participation in FCAT during March of the senior year is recommended.

*A student who transfers from another state in 12th grade must pass the grade 10 FCAT or an alternate assessment that is concordant with the FCAT; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he or she is transferring OR meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.

Course Credit Requirements [Florida Statute §1003.436 (2), as modified by Charter School District Waiver #7]

Credits are awarded in one-half ($\frac{1}{2}$) credit increments per semester upon successful completion of course requirements.

Grade-Point Average Requirements

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

Students **must** earn a minimum grade point average (GPA) of 2.0 on a 4.0 scale for all credits attempted except for those replaced according to the forgiveness rule. [Florida Statute §1003.428 (4)(d)]

FOUR-YEAR, 24-CREDIT TRADITIONAL PROGRAM

Twenty-four (24) credits earned in grades 9-12. The 24 credits may be earned through applied, integrated and combined courses approved by the Department of Education. [Florida Statute §1003.428 (2)]

- 🕒 **English** - 4 credits (English I, II, III and IV) with major concentration in composition, reading for information, and literature.
- 🕒 **Mathematics** – (See below for year-specific requirements)

Three (3) credits for the students who entered ninth grade prior to and including 2006-2007- One of the three mathematics credits required for graduation must be in Algebra I, **OR** a series of courses equivalent to Algebra I, **OR** a higher-level mathematics course. [Florida Statute §1003.43 (1) (b)] The 3 required mathematics credits must be earned in grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the Scholastic Assessment Test (SAT) or a minimum of 24 on the mathematics portion of the American College Test (ACT) may be exempt from the requirement that the 3 credits be earned in grades 9-12 and may use high school credits earned at the middle school toward the three-credit graduation requirement. High school courses taken at the middle school and the grades earned in those courses will remain as part of the student's academic record.

Four (4) credits for students entering the ninth grade in 2007-2008 and thereafter- One of the four mathematics credits required for graduation must be in Algebra I, **OR** a series of courses equivalent to Algebra I, **OR** a higher-level mathematics course. [Florida Statute §1003.428 (1) (b)] The cohort of ninth graders who enroll in Algebra 1 in 2010-2011 must take the end-of-course Algebra 1 exam, which will count as 30% of the final grade. Students who enroll in Algebra 1 in 2011-2012 and thereafter must pass the end of course Algebra 1 exam in order to earn Algebra

1 credit. Three of the four required mathematics credits must be earned in grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the Scholastic Assessment Test (SAT) or a minimum of 24 on the mathematics portion of the American College Test (ACT) may be exempt from the requirement that the 3 credits be earned in grades 9-12 and may use high school credits earned at the middle school toward the four credit graduation requirement. (Students should be reminded that meeting only minimum mathematics credits could inversely impact college admission.) High school courses taken at the middle school and the grades earned in those courses will remain as part of the student's academic record.

Beginning with students entering 9th grade in 2010-2011 and thereafter, one of the four math credits must be in Geometry in addition to the Algebra I requirement. (2010 Senate Bill 4)

The cohort of ninth graders who enroll in Geometry in 2011-2012 must take the end-of-course exam, which will count as 30% of the final grade. Students who enroll in Geometry in 2012-2013 and thereafter must pass the end-of-course Geometry exam in order to earn Geometry credit. Algebra II is required for students entering ninth grade in 2012-2013 and thereafter. (2010 Senate Bill 4)

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

🕒 **Science** – Three (3) credits (1 credit in biology, NOT marine biology, 1 credit in a physical science and 1 credit in another science). An aerospace program completion (1800360) or naval program (1802330) will substitute for physical science (2003310). All courses must include a laboratory component. [Florida Statute §1003.43 (1) (c)] The 3 required science credits must be earned in grades 9-12.

Beginning with the cohort of students that enrolls in 9th grade in 2011-2012 school year, the end-of-course Biology exam will count as 30% of the final grade. Beginning with the cohort of students that enters ninth grade in 2012-2013, students must pass the end-of-course Biology exam in order to earn Biology credit. (2010 Senate Bill 4)

In addition to Biology, Chemistry or Physics and an equally rigorous course will be required for students entering ninth grade in 2013-2014 and thereafter. (2010 Senate Bill 4)

A student with a disability, as defined in Florida Statute 1007.02(2), for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit. (2010 Senate Bill 4)

🕒 **Social Studies** – Three (3) credits (½ credit in American government, 1 credit in world history, 1 credit in American history, ½ credit in economics). [Florida Statute §§1003.43 (1) (d) (e) (f) and (g) and 1003.428(2)(a) (4)]

🕒 **Physical Education** – (See below for year-specific requirements)

A. Students who entered 9th grade prior to and including 2006-2007 must earn one-half (½) credit - Personal Fitness **and** one-half (½) credit - Physical Education activity elective

The **Personal Fitness and/or Physical Education activity elective** option may be waived by the following:

1. Participation in two full seasons of interscholastic sports at the junior varsity or varsity level may be used to waive the one credit physical education requirement if the student makes a **C or better** on a competency test for personal fitness. [Florida Statute §1003.43 (i)(j)] No credit will be earned when waiving the physical education requirement through interscholastic sports participation. [Florida Statute §1003.43 (1) (j)]

OR

2. Completion of one semester with a grade of **C or better** in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity waives the one-half credit requirement for a physical education activity elective. This one-half credit may not be used to waive the Personal Fitness requirement or the adaptive physical education requirement under an IEP or 504 Plan.

OR

B. Students entering ninth grade in 2007-2008 and thereafter:

One (1) credit in physical education to include the integration of health. Schools have two options to meet the physical education graduation requirements:

- 🕒 Health Opportunities through Physical Education (HOPE) [Florida Statute 1003.428 (2)(a)(6)]

OR

- 🕒 ½ credit Personal Fitness and ½ credit of a Physical Education activity elective

The **Personal Fitness and/or Physical Education activity elective** option may be waived by the aforementioned three options or by participation in a dance class waives the ½ credit of a physical education activity elective. Students must still take one-half credit in Personal Fitness.

The **HOPE** option may be waived by the following:

- 🕒 Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels and a passing grade of “C” or better on the competency test for personal fitness waives the 1 credit requirement. [Florida Statute §1003.428 (2) (a) 6] No credit will be earned when waiving the physical

education requirement through interscholastic sports participation. [Florida Statute §1003.43 (1) (j)]

The school may not require that the one-credit physical education requirement be taken during the 9th grade year [Florida Statute §1003.428 (2)(a)(6)] See Florida Department of Education Technical Assistance Paper June 15th, 2007. K-12: 2007-103.

- **Health /Life Management Skills - ½ credit for students who entered the ninth grade prior to and including 2006-2007-** [Florida Statute §1003.43 (1) (i)]
- **Practical and Performing Arts** - 1 credit in performing fine arts, **OR** 1 credit in practical arts **OR** 1 credit exploratory career education **OR** ½ credit each in performing and practical arts or exploratory career education for the **students who entered ninth grade prior to and including 2006-2007**. The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course in the Vocational Section of the *Course Code Directory* or by substituting one of the following: Computer Education courses (0200300-380, 0200800-810, 0201300-360, 0201380, or 0200890), or Journalism (1006300-330)
- **Students entering ninth grade in the 2007-2008 school year and thereafter:**
- **Fine and Performing Arts** - 1 credit in fine or performing arts. The fine or performing arts, speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory. [Florida Statute §1003.428 (2)(a) (5)]
- **Elective Credits** - 8½ elective credits **for students who entered ninth grade prior to and including 2006-2007**. [Florida Statute §1003.43 (1)(k)] Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships. [Florida Statute §1003.48 (2) (b) (2) (b)]

Credit may not be granted toward high school graduation **for students entering ninth grade prior to and including 2006-07** for the following [Florida Statute §1003.43 (7)]:

- ⌚ More than a total of nine elective credits in remedial/compensatory programs
- ⌚ More than one credit in exploratory vocational courses;
- ⌚ More than three credits in practical arts, family and consumer science (home economics) courses;
- ⌚ Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Education Plan or Progress Monitoring Plan (PMP), signed by the principal, the guidance counselor **and** the parent(s)/guardian(s) of the student if the student is not 18 years or older, or the student if the student is 18 years of age or older. [Florida Statute: §1003.43(7)(d)]

Community Service

Four-year 24 credit-option students entering grade nine in the 2004-2005 school year (Class of 2008) and thereafter, **must** provide documentation of 20 hours of community service, using the honor system, as a graduation requirement.

Graduation Requirements For Transfer Students

A student entering high school from another district, state or country is required to satisfy the graduation requirements common to the grade level entered, (i.e., a student transferring into grade 9 or 10 must fulfill the graduation requirements of that class). A student transferring into grade 11 or 12 is eligible to receive a diploma from South Tech Academy if the student completes all scheduled courses and would be eligible for a high school diploma in the previous state, district, or country. The student **must** take a full schedule of courses to comply as closely as possible with the graduation requirements of the class, but shall not be required to spend additional time in school in order to meet these requirements. Unless prescribed by his/her Progress Monitoring Plan (PMP), no junior or senior will be required to take concurrently two required courses in the same discipline.

However, the student shall be required to earn a minimum 2.0 grade point average in all courses taken in South Tech Academy or the School District of Palm Beach County and pass the FCAT or an alternate assessment (approved subject area concordant score).

OTHER GRADUATION OPTIONS

South Tech Academy is a Conversion Charter School that uses Career Academy programs as a qualifier for conversion charter eligibility. Completion of Career education programs requires a number of credits beyond basic graduation requirements, which is an impossibility in accelerated graduation programs. Students who desire early graduation or accelerated high school exit are counseled to return to regular high school programs at District high schools.

Parental Notification

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

Three-Year 18-Credit College Preparatory Program – *for* students who entered 9th grade during the **2006-2007** school year and thereafter: [Florida Statute §1003.429]

Of the required 18 credits listed below, at least 6 **must** be in classes that are dual

enrollment, Advanced Placement, Advanced International Certificate of Education or International Baccalaureate or specifically listed or identified by DOE as rigorous pursuant to Florida Statute §1009.531(3) or weighted by the District for class ranking purposes. Students **must** attain an overall 3.5 weighted grade point average (HPA) in the 18 required courses and receive a grade that earns at least 3.0 weighted or unweighted points in each course. Students are required to attend three full years of school. [Florida Statute §1003.429 (1) and (6) (b) (1) and (2)]

□ **English** – Four (4) credits (English I, II, III, and IV) with major concentration in composition and literature.

□ **Mathematics** – Four (4) credits at the Algebra I level or higher from the list of courses that qualify for state university admission.

Beginning with students entering 9th grade in 2010-2011 and thereafter, one of the four mathematics credits must be in Geometry in addition to the Algebra I requirement. (2010 Senate Bill 4)

Beginning with students entering 9th grade in the 2010-11 school year, the end-of-course assessment requirements under Florida Statute 1008.22 (3)(c)2.a.(1) must be met in order for a student to earn the required credit in Algebra 1.

□ **Science** – Three (3) credits of which two courses must include a laboratory component.

Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology 1 as approved by the State Board of Education. (2010 Senate Bill 4)

□ **Social Studies** - Three (3) (½ credit in United States government, 1 credit in world history, 1 credit in United States history, ½ credit in economics).

□ **Foreign Language** – Two (2) credits in the same second language unless the student is a native speaker of, or otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.

□ **Elective Credits** - Two (2) elective credits These credits should align with university admission requirements. [Florida Statute §1003.429(1)(b)] Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships. [Florida Statute §1003.48 (2) (b)]

Three-Year 18-Credit Career Preparatory Program – Students entering 9th grade during the **2006-2007** school year and thereafter are eligible for this option. [Florida Statute §1003.429 (1)(c)]

Students **must** attain a minimum overall 3.0 weighted grade point average (HPA) in the 18 required courses and receive a grade that earns at least 2.0 weighted or unweighted points in each course. Students are required to attend three full years of school. [Florida Statute §1003.429(6)(b)(1)(2) (2005)]

□ **English** – 4 credits (English I, II, III, and IV) with major concentration in composition and literature.

□ **Mathematics** – Three (3) and beginning with students entering grade 9 in the 2010-2011 school year, four (4) credits of which one must be Algebra I.

Beginning with students entering 9th grade in 2010-2011 and thereafter, one of the four math credits must be in Geometry in addition to the Algebra I requirement. (2010 Senate Bill 4)

Beginning with students entering 9th grade in the 2010-11 school year, the end-of-course assessment requirements under Florida Statute 1008.22 (3)(c)2.a.(1) must be met in order for a student to earn the required credit in Algebra 1.

□ **Science** – Three (3) credits of which two courses must include a laboratory component.

Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology 1 or a series of courses equivalent to Biology 1 as approved by the State Board of Education. (2010 Senate Bill 4)

➤ **Social Studies** - 3 credits ($\frac{1}{2}$ credit in United States government, 1 credit in world history, 1 credit in United States history, $\frac{1}{2}$ credit in economics).

➤ **Career Education** – 3 credits in a single Career Education program **OR** 3 credits in Career and Technical certificate dual enrollment courses **OR** 5 credits in Career Education courses.

Elective Credits- 2 elective credits and, beginning with students entering grade 9 in the 2010-2011 school year, one credit in electives unless 5 credits are earned as referenced above. Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships. [Florida Statute § 1003.429(2)]

For courses that require statewide, standardized end-of-course assessments under Florida Statute 1008.22 (3)(c)2.c., a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized end-of-course assessment.

Placement Into The Four-Year, 24 Credit Graduation Option

Students in any three-year 18-credit graduation option will be placed into the four-year 24-credit option under any of the following conditions:

- Less than 5 credits are attained by the end of the 9th grade year
- Less than 11 credits are attained by the end of the 10th grade year
- A score of 3.0 or higher is not achieved on FCAT Writing
- All criteria for the three-year graduation option program have not been met by the end of summer school of the third year
- Student exercises his/her right to change to a four year program. [Florida Statute §1003.429(8)]

Further information regarding the 24 and 18 credit options can be found in the Student and Family Handbook which is located on the School District's web site at <http://www.palmbeachschools.org/clo/documents/2010-2011StudentHandbookFinal-English.pdf>.

COURSE MODIFICATIONS

English Language Learners (ELLs)

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

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

The Section 504 Team must meet as necessary to determine if a student's mental or physical impairment substantially limits one or more of an individual student's major life activities, such as learning, walking, seeing, hearing, speaking, and/or breathing. The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the Section 504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Accommodation Plan. Thus, the individual student's Active Section 504 Accommodation Plan would document the modification to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

ESE-Eligible Students

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

- ⌚ takes and passes a course with regular students that is modified to accommodate the student's exceptionality; **AND/OR**
- ⌚ takes an ESE course that is equivalent in content level or student performance level and the School District indicates that the course is a modification of a course which is applicable for a regular diploma; **AND/OR**
- ⌚ takes an ESE course as an elective. [Florida Statute §1003.43 (4) (a) and (b) and (11) (a)]

South Tech Academy approves modifications to general education courses, vocational courses, ESE courses and programs of study, as necessary, to ensure students with disabilities the opportunity to meet graduation requirements for a regular diploma. Modifications to general education courses shall not include modifications to the curriculum descriptions/frameworks or student performance standards. (State Board of Education Rule 6A-6.0312) When modifying vocational courses, the particular outcomes and student performance standards that a student **must** master to earn credit **must** be specified on the student's IEP.

Course modifications may include any or all of the following:

- ⌚ Alternate instructional materials
- ⌚ Amount of instructional time
- ⌚ Instructional methods
- ⌚ Test administration procedures
- ⌚ Class section assignment
- ⌚ Special communication systems

GRADUATION REQUIREMENTS FOR A SPECIAL DIPLOMA [Florida Statute §1003.438]
and (State Board of Education Rule 6A-1.09961)

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

(<http://www.fldoe.org/ESE/corguide.asp>)

Students entering high school must demonstrate mastery of the Next Generation Sunshine State Standards.

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

Nothing contained in this document shall be construed to limit or restrict the right of an ESE-eligible student solely to a Special Diploma. [Florida Statute §1003.438] The parents of each student eligible for a Special Diploma shall be notified through the IEP process of the diploma options available. (State Board of Education Rule 6A-1.09961 (2) (b))

A change between the Special Diploma Option 1 or Option 2 must be determined by the IEP Team. Application credits earned under Option 2 will be transferred toward Option 1. All other course credit requirements for Option 1 **must** be met. (State Board of Education Rule 6A-6.109961) Students who have not received a Standard Diploma may continue to receive a Free Appropriate Public Education (FAPE) through the end of the school year in which the student turns twenty-two (22) years old.

Special Diploma Option 1 (State Board of Education Rule 6A-6.109961)

The credit requirements listed below are effective for students entering ninth grade during the 2000-2001 school year through the 2009- 2010 school year for students properly identified as having an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, students who are deaf or hard of hearing or dual sensory impaired : [Florida Statute §1003.438]

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

Course credits from a standard diploma course may be substituted for a special diploma course in the same subject area.

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

Additional vocational courses may be substituted for one science and/or one social studies credit as indicated on the student's IEP.

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

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

A. For Students entering 9th grade during the 2010/2011 school year and thereafter:

Reading.....	2 credits◆
English.....	2 credits
Mathematics	4 credits
Social Studies.....	3 credits ◆◆
Career Preparation.....	1 credit
Science.....	3 credits◆◆
Physical Education	1 credit
Electives	8 credits ◆◆◆

Access courses are intended only for students with the most significant cognitive disabilities who are eligible under IDEA and meet the Florida Alternate Assessment criteria set forth in the Florida Statutes 1003.428 and 1003.438 and State Board of Education Rule 6A1.0943.

A minimum 2.0 cumulative GPA must be earned for all credits applied toward

graduation. (State Board of Education Rule 6A-1.0995 (2) and 6A-1.09961)

Special Diploma Option 2 (State Board of Education Rule 6A-6.109961)

The student **must**:

1. Be properly classified, in accordance with State Board of Education Rules, as having Intellectual Disabilities (InD), hearing impairments, specific-learning disabilities, emotionally behaviorally/disordered, physically impaired, language impaired, or autistic, or dual sensory impaired.
2. Be at least sixteen (16) years of age;
3. Be successfully employed in the community and paid at or above minimum wage in compliance with the requirements of the Fair Labor Standards Act. For students placed on Option 2 during or prior to the 2009-2010 school year, students must be successfully employed in the community for a minimum of one semester at a minimum of 30 hours per week as noted on the individual graduation plan. For students placed on Option 2 during the 2010-2011 school year and thereafter, students must be successfully employed in the community for a minimum of 630 hours as noted on the individual graduation plan.
4. Achieve all employment and community competencies as specified on the student's Transition IEP; and
5. Demonstrate one-hundred percent (100%) mastery of exit competencies as indicated on the student's Graduation Plan Form. The Graduation Plan shall be developed and signed by the student, parent teacher and employer prior to placement and shall identify the expected employment and community competencies, the criteria for determining and certifying mastery, the work schedule and minimum hours to be worked per week and a description of supervision by South Tech Academy staff.
6. Have completed a minimum of one semester in a high school level program; **and** prior to employment, have successfully completed at least one semester of a high school job preparatory course (such as: ESE Career Preparation, ESE Job Preparatory Education, ESE Career Experiences, etc.) and have demonstrated mastery of pre-employment competencies.

Students with disabilities placed on Option 2 prior to and including the 2009-2010 school year, shall have the grade level reflect grade 12 upon nine (9) weeks of successful employment. Students placed on Option 2 during the 2010-2011 school year and thereafter, shall have the grade level reflect grade 12 upon 315 hours of successful employment.

Specific policies and procedures for implementing the requirements for a special

diploma utilizing Option 2 are contained in the *Graduation Option Two Implementation Manual found at:*

<http://www.palmbeachschools.org/ese/documents/SpecialDiplomaOption2ImplementationManualRevisedAugust2010.pdf>

DIPLOMAS

South Tech Academy will certify completion of a course of study with one of the following:

- (1) **Standard Diploma** - awarded to students who meet all criteria established by the School Board and state law. [Florida Statute §1003.43 (10) (a) and 1003.429 (9)] (State Board of Education Rule 6A-1.0995 (1))

Each standard high school diploma shall include as applicable, per State Board of Education Rule 6A-1.0995(5):

- A designation reflecting completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment;
 - A designation reflecting industry certification;
 - A designation reflecting a Florida Ready to Work Credential
- (2) **Diploma with Academic Honors** - awarded to students who meet all criteria established by the School Board and state law for a regular diploma and who have an unrounded cumulative honors grade point average of at least 3.5 **and** a minimum combined score of 1270 on the critical reading and math sections of the SAT or minimum composite score of 28 on the American College Test (ACT).
 - (3) **Special Diploma** - awarded to students who complete an appropriate course of study and satisfy all applicable School Board and state requirements for students with disabilities. [Florida Statute §1003.438] and (State Board of Education Rule 6A-6.109961)

CERTIFICATES OF COMPLETION [Florida Statute §1003.428 (7)(b)] (State Board of Education Rule 6A-1.0995 (3))

- (1) **Standard Certification of Completion** - awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessment and/or the required minimum 2.0 cumulative grade point average. [Florida Statute § 1003.428 (7)(b); 1003.43(10)(b); and 1003.438]

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

A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard

high school diploma dated the school year in which the requirements are completed. [Florida Statute §1003.43(10) (b)]

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

- Continue to take the FCAT
- Take ACT or SAT and earn the scores concordant with FCAT
- Return to school for a 13th year to remediate the FCAT and/or GPA
- Stay in school and enroll in a GED Exit Option Program
- Enroll in a Adult GED Program or credit program
- Take the College Placement Test and attend Palm Beach Community College while continuing to take the FCAT, if the only graduation deficiency is FCAT.

Additionally, the awarding of a certificate of completion is limited to those students choosing the twenty-four (24) credit general high school graduation program and is not applicable to the three-year graduation programs. [Florida Statute §1003.428(7) (b)]

RECOGNITION OF VALEDICTORIAN/SALUTATORIAN

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

Valedictorian/Salutatorian Calculation

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

FLORIDA DEPARTMENT OF EDUCATION BRIGHT FUTURES

Bright Futures Scholarship Program [Florida Statute §1009.53 et seq.]

The Florida Bright Scholarship Program consists of three awards: 1) Florida Academic Scholars Award, 2) Florida Medallion Scholars Award, and 3) Florida Gold Seal Vocational Scholars Award.

Each award has its own academic eligibility requirements, award amounts, and funding

length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected. [Florida Statute §§1009.53 et seq.]

Recipients will receive a fixed cost per credit hour award based on award level (Florida Academic Scholar (FAS), Florida medallion Scholars (FMS) or Florida Gold Seal Vocational Scholar (GSV); institution type (4-year, 2-year, or Vocational/Technical) and credit type (semester, quarter, or clock hour). See the award amounts on the Bright Futures Web site at www.FloridaStudentFinancialAid.org/ssfad/bf/newsrenew.htm

A Bright Futures Scholar **must**:

- ⌚ Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the postsecondary education institution,
- ⌚ Earn a standard Florida high school diploma or its equivalent or be accepted and enroll in an eligible Florida postsecondary education institution,
- ⌚ **Not** have been convicted of, or have pleaded nolo contendere (no contest) to, a felony charge, **and**
- ⌚ begin using the award within three years of graduation from high school and enroll in at least six semester credit hours (or equivalent in quarter or clock hours) per semester. **An initially eligible student who enlists in the military immediately after high school graduation begins his/her three-year period upon date of separation from active duty.** [Florida Statute §1009.531]

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

Florida Academic Scholars Award [Florida Statute §1009.534] (Florida Department of Education-<http://www.floridastudentfinancialaid.org/ssfad/bf/>)

The Florida Academic Scholars Award is available to any student who meets the general eligibility requirements of the Bright Futures Scholarship Program. Eligible students must meet the statutory requirements for the award which includes satisfying **ONE** of the following:

(1) The student:

- ⌚ graduates with a 3.5 weighted GPA, based on the state weighting system for the Bright Futures scholarships, in the following college preparatory courses:
 - 4 English (3 with substantial writing)
 - 4 Mathematics (Algebra I, Geometry, Algebra II, and above)
 - 3 Science (2 with labs)
 - 3 Social Science (ANY)
 - 2 Foreign Language (same language)
 - 2 Additional academic credits or AP, IB or AICE fine arts credits are optional to raise GPA

- ⌚ Meets required test scores; See chart below for test scores (SAT based on critical reading and math sections only; ACT excludes writing)
- ⌚ completes seventy-five (75) hours of community service; **OR**

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

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

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

(5) The student has completed the IB and AICE curriculum AND has a minimum combined score of 1270 on the critical reading and math sections of the SAT or minimum composite score of 28 on the ACT; and completes seventy-five (75) hours of community service; **OR**

(6) A home education student who is registered with the District for grades 11 and 12 who has the following test scores: a best composite score of 1270 SAT or 28 ACT.

(7) The student who has earned a GED with the best composite score of 1270 SAT or 28 ACT and a weighted 3.5 gpa in the above 16 required credits (See charts below as scores depend on year of graduation.)

Florida Medallion Scholars Award [Florida Statute §1009.535] (Florida Department of Education-
<http://www.floridastudentfinancialaid.org/ssfad/bf/>)

The Florida Medallion Scholarship is available to a student who meets the general eligibility requirements of the Bright Futures Scholarship Program and the student meets the statutory requirements for the award which includes satisfying:

(1) Graduates with a 3.0 weighted GPA, based on the state weighting system for Bright Futures Scholarships in the following college preparatory courses:

- 4 English (3 with substantial writing)
- 3 Mathematics (Algebra I, Geometry, Algebra II, and above)
- 3 Science (2 with labs)
- 3 Social Science (any)
- 2 Foreign Language (same language)
- 3 Additional academic credits or AP, IB or AICE fine arts credits are optional to raise GPA

AND

(2) See chart below for test scores (SAT based on critical reading and math sections only; ACT excludes writing) **OR**

(3) is a National Merit or Achievement Scholar or finalist who has not completed seventy-five (75) hours of community service; **OR**

(4) is a National Hispanic Scholar who has not completed seventy-five (75) hours of

- community service; **OR**
- (5) completes an IB Curriculum AND has a minimum combined score of 970 on the 1270 on the critical reading and math sections of the SAT or a minimum composite score of 20 on the ACT; **OR**
- (6) is an IB or AICE diploma recipient who has not completed 75 hours community service
- (7) Students who have attended a home education program according to Florida Statute §1002.41, registered with the District during grades 11 and 12 and:
- a. Have a best combined score of 1070 SAT or 23 ACT

OR

- b. Have a best combined score of 970 SAT or 20 ACT with a weighted 3.0 GPA in the above 16 required credits (documented through Florida public, FDOE-registered private, FLVS or dual enrollment transcripts).
- (2) Earns a GED with a best composite score of 970 SAT or 20 ACT with a weighted 3.0 gpa in the 16 required credits above.

**Test Score Requirements for Florida Academic Scholars
and Florida Medallion Scholars** [Florida Statute §1009.531(6)(a)& (b)]
(2010-11 high school graduates and later)

(Florida Department of Education- <http://www.floridastudentfinancialaid.org/ssfad/bf/>)

High School Graduation Year	SAT	ACT	Home Schooled Students (with undocumented GPA)	
			SAT	ACT
Florida Academic Scholars				
2010 -11	1270	28	1270	28
2011-12	1270	28	1270	28
2012 -13	1280	28	1280	28
2013 -14 and thereafter	1290	29	1290	29
Florida Medallion Scholars				
2010 -11	970	20	1070	23
2011-12	980	21	1070	23
2012 -13	1020	22	1070	23
2013 -14 and thereafter	1050	23	1100	24

Florida Gold Seal Vocational Scholars Award [Florida Statute §1009.536] (Florida Department of Education- <http://www.floridastudentfinancialaid.org/ssfad/bf/>)

The Florida Gold Seal Vocational Scholars Award is available to a student who meets the general eligibility requirements of the Bright Futures Scholarship Program and the student meets the statutory requirements for the award which includes satisfying:

- (1) completes 16 required credits listed below with a weighted GPA of 3.0
 - 4 English
 - 4 Mathematics
 - 3 Natural Science
 - 3 Social Science (American history, world history, American government, and economics)
 - 1 fine art or identified career-technical education credit
 - 1 Physical Education

- (2) completes three secondary school Vocational Job Preparatory or Technology Education Program credits (excluding OJT) in one vocational program;
- (3) earns a 3.5 unweighted GPA in a minimum of three (3) credits in one vocational program;
- (4) Earns minimum scores on either CPT, SAT, or ACT, as below:
 - CPT- Reading 83
 - Sentence Skills 83
 - Algebra 72

 - SAT - Critical Reading 440
 - Mathematics 440

 - ACT - English 17
 - Reading 18
 - Mathematics 19

REPORTING STUDENT PROGRESS

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

Parent(s)/guardian(s) **must** be notified in writing of South Tech Academy's promotion requirements.

1. All notifications to parent(s)/guardian(s) of English Language Learners **must** be understandable to them in their home/native language whenever feasible.
2. School center personnel will notify parent(s)/guardian(s) in writing of promotion/graduation requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute §1008.25(1)] The requirements are also included on the school's website within the posted Student Progression Plans.

3. Parent(s)/guardian(s) of a student who is in danger of failing a course or not meeting promotion requirements **must** be notified in writing at mid-term or at any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.
4. At the end of each semester, parent(s)/guardian(s) of students who do not meet promotion/graduation requirements will be notified in writing of the requirements for remediation and/or credit accrual programs.
5. A report card is issued to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance. [Florida Statute §§ 1002.20 (14); 1003.02 (1) and 1003.33] The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior and attendance and promotion.
[Florida Statute §1003.33 (2)]
6. At the end of each semester, notification **must** be made to the parent(s)/guardian(s) of each student who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation. [Florida Statute §1003.43 (5)(e) 2] This notification shall include an explanation of the policies the school has put in place to assist the student in meeting the grade point average (e.g., homework hot-line, forgiveness rule, summer session, counseling, tutoring, Drop Out Prevention programs and study skills courses).
7. For those students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation will be provided through implementation of a student's individual education plan (PMP, IEP, District Plan for Services to English Language Learners (ELLs), 504 Accommodation Plan) developed in consultation with parent(s)/guardian(s). The student's individual plan, with the signature(s) of parent(s)/guardian(s), will serve as written notification as required by *Florida Statute §1008.25*.

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

South Tech Academy issues grade reports on a four and one-half week schedule.

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

The full-time virtual school student's grades are maintained and updated in the parent and student learning management system. The parent has complete access to review and respond regarding student progress through continuous access to the student's academic performance in each class or course, work habits and time on work

(attendance). An end of year printout of the student record is placed in the cumulative record file. A traditional style paper report card is not issued for full-time virtual school students.

MID-TERM PROGRESS REPORTS

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

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

RULES FOR GRADING ALL STUDENTS

1. Grades are based on the quality of student performance relative to expected levels of achievement of the *Sunshine State Standards*, the course frameworks and/or course syllabus approved by the principal/designee.
2. Quality of work will be assessed by multiple measures including, but not limited to the following:
 - ⌚ teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practicals and demonstrations);
 - ⌚ classroom assignments (paper and pencil assignments; reports, term or research papers, models, projects, exhibits, posters, and computer programs);
 - ⌚ homework (School Board Policy 8.16);
 - ⌚ examinations (paper and pencil tests including: essay, multiple choice and completion; oral tests; and skill tests requiring demonstration); and
 - ⌚ alternate methods (portfolios and performance assessments) and services. [Florida Statute §1003.33 (1) (a)]
3. A sufficient number of grades will be recorded to justify the marking-period grade. A marking-period grade is not based solely on a single project.
4. A recorded grade (with the exception of **I** or **N** may **NOT** be changed after report cards are printed except by one of the following procedures:

- ⌚ The change is initiated by the teacher and approved by the principal. **Signatures of both the teacher and the principal are required; OR**

The change is initiated by the principal and approved by the President. **Signatures of both the principal and the President are required.** The teacher will be consulted prior to the initiation of grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return.

- ⌚ In either case, **any grade change** requires **two signatures** on the form *Grade and/or Course Change Documentation (STCAI0797)* indicating the change and the reason for the change. The procedures to correct a student record are set forth in School Board Policy 5.1816.

5. An **I*** (Incomplete) in any marking period, unless changed, remains on the report card and the final semester average will compute to an **F**.
6. An **N*** given for attendance reasons may be removed only after the student has satisfactorily demonstrated mastery of the subject. Unless changed, a grade of **N*** will result in a final semester average of **F**.
7. Academic performance and behavior **must** be evaluated independently (see *Reporting Student Conduct*). Homework and behavior are important to a student's academic progress and a portion of a student's grade should be based on completion of homework assignments. (School Board Policy 8.16)
9. Students enrolled in Exceptional Student Education (ESE) program(s) **must** have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that are to have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities **must** be graded on the basis of their performance.
10. Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s)/guardian(s) upon entry to the program and/or at the beginning of each grading period.

*These grades are for report card purposes only. Unless changed, a grade of N or I will cause the semester average to be computed as an F on the student transcript.

DESCRIPTION AND DEFINITION OF GRADES

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

Grade of **A**: Outstanding Progress (**90 – 100**).....Indicates thorough mastery of the subject

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

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

Grade of **D**: Lowest Acceptable Progress (**60 – 69**).....Indicates below average mastery of the subject

Grade of **F**: Failure (**below 60**)Indicates lack of mastery of the subject

Grade of **I**: Incomplete*

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

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

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

Grade of **N**: Attendance Problem*

Indicates the student has exceeded the absence limits. An **N** (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least 90% of the semester per course and has not demonstrated mastery as described (see the School District’s High School Student Progression Plan’s Attendance Requirements for Earning Credit section). For the purposes of grade calculation, a grade of **N** will result in a semester grade of **F**.

Grade of **W**: Withdrawn*

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

Grade of **E**: Examination Exemption*

Indicates the student is exempt from the semester examination.

*These grades are for report card purposes only. Unless changed, a grade of **N** or **I** will cause the semester average to be computed as an F on the student transcript.

REPORTING STUDENT CONDUCT [Florida Statute §1003.33(1)(b)]

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

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

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

Reporting Attendance

Attendance and academics performance shall be reported separately on student report cards. Students cannot be exempted from academic performance requirements based on policies or practices designed to encourage student attendance. [Florida Statute § 1003.33]; and School Board Policy 5.0901 (2))

HONOR POINTS

The School District uses a weighted system to calculate the student's honor point average (HPA). The standard scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade. The grade received in a course is weighted and awarded according to the *Florida Course Code Directory* or as determined by the School District of Palm Beach County.

- 🕒 Regular-level courses use the standard scale.
- 🕒 Honors-level and gifted-level courses are weighted at 1.125 times the standard scale.

Advanced Placement (AP) courses weighted at 1.50 times the standard scale. In order to obtain the 1.50 weighting, a student **must** take the standardized AP examination in May; including students taking AP courses through Florida Virtual.

Beginning with students entering grade nine in the 2006-2007 school year, all dual enrollment classes must be weighted the same as Advanced Placement, [Florida Statute §1007.271 (16)] **SPECIAL NOTE:** See Dual Enrollment Program section for exceptions to AP-level weighting. Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Palm Beach County.

CALCULATION OF SEMESTER GRADES

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

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

High school course grades are reported on student transcripts as semester grades. Each marking period grade counts 40% of the semester grade. Semester examinations at the high school level count 20% of the final semester grade. High school students are required to take a semester examination for each course excluding the exemptions noted below. Semester grades for each course are calculated by the School District computer. Each four and one half-week grade value is multiplied by 2 and added to the semester examination grade value; the total is divided by 5.

To receive a passing grade for the semester, the student *must* earn passing grades in two of the three grades used to calculate the semester average. [Florida Statute §1003.436 (2), as modified by Charter School District Waiver #7]

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

Senior Exemptions from Semester Examinations

Graduating seniors who have received passing grades in each of the third and fourth nine weeks and who have been in attendance for at least 90% of the semester, may, at their option, be exempt from the final examination. Should the graduating senior choose NOT to take the final examination, the semester grade will be determined by the average of the third and fourth grading period grades. If these are adjacent grades, the average will be the fourth quarter grade.

Students may not be exempt from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [Florida Statute §1003.33(2)]

FORGIVENESS RULE [Florida Statute §§ 1003.43 (5)(e), 1003.413 (3)(e) and 1003.428 (4)(d)]

- 🕒 Students may repeat a course taken in grades 9-12 for forgiveness if a grade of *F* or *D* (Ds on a space-available basis) is earned in a course. High school courses taken in middle school may be forgiven if a grade of C, D or F is earned.
- 🕒 A course is forgiven only if a student receives a grade of **C or higher** on a subsequent attempt.

- ⌚ A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
- ⌚ A required course may be forgiven by a dual enrollment course of the same subject area and topic. This is considered a comparable course.
- ⌚ A non-specific course requirement may be forgiven by another course within the same subject area. For example, physics may be forgiven by ecology.
- ⌚ Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another course taken subsequently. When using a different course to forgive an elective, the same semester that the previous D or F was earned in does not have to apply. Ex. 1) a second semester F in foreign language may be forgiven by a subsequent first semester C in art. 2) an F in law studies (a semester long course) taken first semester may be forgiven by a C in weight training (a semester long course) taken second semester 3) an F second semester in intensive reading (a year long course) may be forgiven by a C in law studies (a semester long course) taken either semester.
- ⌚ Students earning a grade of **D** on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of **C or higher**, all earlier grades will be forgiven.
- ⌚ In all cases of grade forgiveness, only the new grade, of C or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
- ⌚ In all cases where courses are forgiven under the provisions above, the initial **F** or **D** grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on all courses attempted.

Special Diploma Students

The following forgiveness rules apply when the IEP Team deems the ESE-eligible student has been inappropriately placed in a standard diploma program class and will be placed in a course of study leading to a special diploma.

- ⌚ Science 9-12 (7920010) will forgive Earth/Space Science (2001310).
- ⌚ Science 9-12 (7920010) will forgive Biology (2000310).
- ⌚ Science 9-12 (7920010) will forgive Integrated Science (2002400).
- ⌚ English 9-12 (7910110) will forgive English I (1001310) and English II (1001340).

- ⌚ Life Management and Transition 9-12 (7960010) will forgive Health (0800300).
- ⌚ Mathematics 9-12 (7912050) will forgive Algebra I (1200310).
- ⌚ Social Studies 9-12 (7921010) will forgive World History (2109310).

DISTRICT/STATE ASSESSMENT PROGRAM

All students are expected to participate in state and district assessments for accountability purposes except as prescribed by the Commissioner of Education or if waived as stated below. [Florida Statute §1008.22 (3)(c)(6)] (State Board of Education Rule 6A-1.09422) A sampling is below:

Grade 9

- ⌚ FCAT Reading SSS
- ⌚ FCAT Mathematics SSS (without performance tasks)

Grade 10

- ⌚ FCAT Reading SSS and
- ⌚ FCAT Mathematics SSS (with performance tasks)
- ⌚ FCAT Writing
- ⌚ Algebra I EOC (end of course exam)

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

Grade 11

- ⌚ FCAT Science

As of 2009, the High School Competency Test (HSCT), the previous graduation testing requirement, is no longer offered. Students who earned a Certificate of Completion because they did not pass the HSCT prior to and during the 2001-2002 school year are now required to pass the Florida Comprehensive Assessment Test (FCAT) in order to meet the standard diploma graduation testing requirement. (State Board of Education Rule 6A-1.09421)

ACCOMMODATIONS FOR DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) (School District of Palm Beach County Plan for Services to English Language Learners (ELLs) that can be found at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>)

English Language Learners (ELLs) must take all required state and district achievement tests unless they have an IEP, which indicates otherwise. (State Board of Education Rules 6A-1.09432(2) and 6A-6.0909) However, all active ELLs are eligible to receive accommodations during testing.

Permissible accommodations may include:

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

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

Statewide Assessment for Students with Disabilities (State Board of Education Rule 6A-1.0943)

All students with disabilities (as defined by Florida Statute §1003.01 (3) (a) or State Board of Education Rule 6A-19.001 (6)) will participate in the statewide assessment program based on state standards, pursuant to State Board of Education Rule 6A-1.09401, without accommodations unless: *SDPBC Student Progression Plans FY11 H/67 Effective September 7, 2010*

- The individual educational plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- The IEP team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

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

Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability under 6A-19.001 (6). The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act. Accommodations are defined as

- Adjustments to the presentation of questions
- methods of recording examinee responses to the questions,
- scheduling for the administration of a statewide assessment to include amount of time for administration,
- settings for administration of a statewide assessment,

- and/or the use of assistive technology/devices

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals must be submitted to the Department of Education for approval by the Commissioner of Education. (State Board of Education Rule 6A-10943 (3))

Participation in the Statewide Alternate Assessment (State Board of Education Rules 6A-1.09401 and 6A-1.0943 (4))

The decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP team and recorded on the IEP. The following criteria must be met:

The student is unable to master the grade-level general state content standards pursuant to Rule 6A-1.09401 even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials; The student is participating in a curriculum based on the state standards access points, pursuant to Rule 6A-1.09401 for all academic areas; and The student requires direct instruction in academics based on access points, Rule 6A-1.09401, in order to acquire, generalize, and transfer skills across settings.

Special Exemption (Section 1003.01(3)(a), F.S.)

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

Extraordinary circumstances are

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

A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30)

school days prior to the assessment administration window. The Commissioner shall determine whether the exemption will be granted based upon the documentation provided by the district school superintendent. A request for the determination of a special exemption must be submitted annually and approved by the Commissioner.

Attached documentation shall include:

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

ATHLETIC ELIGIBILITY (School Board Policies 5.60 and 5.61) Florida Statute §1002.20 (18)(a)]

South Tech Academy has no interscholastic competitive athletic programs. F. S. 1002.33 provides that Charter School students may participate in interscholastic activities at the assigned District boundary school. The eligibility by-laws of the Florida High School Activities Association, the governing body for high school athletics, shall be enforced. To be eligible to participate in interscholastic extracurricular student activities, students must maintain a minimum cumulative GPA of 2.0 and fulfill the other requirements as stated in Florida Statute §1006.15 (3) (a) and School Board Policies 5.60 and 5.61. A student who is eligible at the beginning of a semester shall be eligible during the remainder of the semester, except for lack of attendance, improper conduct or other valid reasons which may cause the principal to declare the student ineligible before the end of the semester. (School Board Policy 5.60)

EXTRACURRICULAR ACTIVITIES FOR HOME EDUCATION STUDENTS [Florida Statute §1006.15 (3) (c) and §1002.20 (18) (b)]

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

EXTRACURRICULAR ACTIVITIES FOR FULL TIME VIRUTAL EDUCATION STUDENTS [Florida Statute §1002.20 (18)]

A full time virtual education student who meets specified academic and conduct requirements is eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend.

ANNUAL REPORT

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

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

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

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

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

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