

**STA/STPA/SAC  
GOVERNING BOARD  
STSC FOUNDING BOARD  
MEMBER PACKET  
REGULAR MEETING  
DECEMBER 8, 2016**

**SouthTech Charter  
Academy, Inc.**

**SouthTech Preparatory Academy, Inc.**

**SouthTech Success Center, Inc.**

**Founding Board**

**Jim Kidd, President & CEO**

**John-Anthony Boggess – Director of Professional  
Programs/STA Acting Principal**

**Nicole Handy, STPA Middle School Principal**

**SOUTHTECH CHARTER ACADEMY, INC.  
SOUTHTECH PREPARATORY ACADEMY, INC.  
SOUTHTECH SUCCESS CENTER, INC.  
STA/STPA Governing Board/SAC/STSC Founding Board Meeting Agenda  
December 8, 2016**

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**1. Call to Order**

**2. Pledge of Allegiance**

**3. Roll Call: Board Secretary – Confirm Quorum Present**

Donna Baize	Aram Bloom	Roger Dunson
Nancy Ernst	Russell Feldman	Dan Heller
Diane Heinz	Robert Kesten	Carl McKoy
James Notter	Suzanne Nicolini	

**4. Open Meeting Act Statement**

Chairperson asks if public notice has been made.

**5. Public Presentation: None.**

**6. Approval of the Minutes for the STA/STPA Governing Board/SAC Meeting on November 10, 2016**

Introduced by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
All in favor: \_\_\_\_\_ Opposed: \_\_\_\_\_

**7. Treasurer's/Financial Report for STA/STPA: Current monthly Bank Reconciliation and Disbursement Report**

**8. Reports**

- a. President & CEO
- b. Director of Professional Programs – STA/STPA/Adult Ed
- c. Principal – South Tech Academy
- d. Principal – South Tech Preparatory Academy
- e. Committees

**9. Public Comments on Agenda Items – *Five (5) Minutes Maximum Each Person***  
SouthTech Academy  
SouthTech Preparatory Academy

**10. Introduction of Consent Agenda for SOUTHTECH ACADEMY – *President & Chief Executive Officer Jim Kidd***

**Old Business**

**None.**

**Administrative Items**

- A-1** I recommend that the Board approve the donations for the period from November 10, 2016 to December 8, 2016.
- A-2** I recommend that the Board approve the SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan 2016-2017.

**A-3** I recommend that the Board approve the attached State of Florida Department of Transportation Stipulation of Settlement.

**A-4** I recommend that the Board approve the Five Year Strategic Plan.

**Personnel Items**

None.

**Financial Items**

**C-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending October 31, 2016 as required by the Sponsor.

**C-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending October 31, 2016 as required by the Sponsor.

**C-3** I recommend that the Board approve and ratify the monthly financial statements for month ending October 31, 2016 as required by the Sponsor.

**Emergency Items**

**E-1** I recommend that the Board approve Policy 1.02 Governing Board revisions to reflect the election results of the Officers and Directors at the Annual Meeting.

**11. Poll Board for Items to be Pulled for Comment or Questions**

**12. Approval of Consent Agenda Except for Items Pulled**

Introduced by \_\_\_\_\_ Seconded by \_\_\_\_\_

All in favor \_\_\_\_\_ Opposed \_\_\_\_\_

**13. Approval of Each Pulled Item (Item-by-Item) – Introduction by President & Chief Executive Officer**

**14. Public Comments on non Agenda Items – Five (5) Minutes Maximum Each Person**

**15. Introduction of Consent Agenda for SOUTHTECH PREPARATORY ACADEMY – President & Chief Executive Officer Jim Kidd**

**Old Business**

None.

**Administrative Items**

**PA-1** I recommend that the Board approve the SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan 2016-2017.

**PA-2** I recommend that the Board approve the Five Year Strategic Plan.

**Personnel Items**

None.

**Financial Items**

**PC-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending October 31, 2016 as required by the Sponsor.

**PC-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending October 31, 2016 as required by the Sponsor.

**PC-3** I recommend that the Board approve and ratify the monthly financial statements for month ending October 31, 2016 as required by the Sponsor.

**Emergency Items**

**PE-1** I recommend that the Board approve Policy 1.02 Governing Board revisions to reflect the election results of the Officers and Directors at the Annual Meeting.

**16. Poll Board for Items to be Pulled for Comment or Questions**

**17. Approval of Consent Agenda Except for Items Pulled**

Introduced by \_\_\_\_\_ Seconded by \_\_\_\_\_

All in favor \_\_\_\_\_ Opposed \_\_\_\_\_

**18. Approval of Each Pulled Item (Item-by-Item) – Introduction by President & Chief Executive Officer**

**19. Public Comments on non Agenda Items – Five (5) Minutes Maximum Each Person**

**20. Introduction of Consent Agenda for SOUTHTECH SUCCESS CENTER FOUNDING BOARD – President & Chief Executive Officer Jim Kidd**

**Old Business**

**None.**

**21. Poll Board for Items to be Pulled for Comment or Questions**

**22. Approval of Consent Agenda Except for Items Pulled**

Introduced by \_\_\_\_\_ Seconded by \_\_\_\_\_

All in favor \_\_\_\_\_ Opposed \_\_\_\_\_

**23. Approval of Each Pulled Item (Item-by-Item) – Introduction by President & Chief Executive Officer**

**25. GOVERNING BOARD IN THE CAPACITY OF SCHOOL ADVISORY COUNCIL (SAC)**

**South Tech Academy:**

**School Improvement Steering Committee (SISC) Report – Russ Feldman, Chairperson; Donna Baize, Alternate Chairperson**

**Introduction of the SouthTech Academy SAC Consent Agenda – NO AGENDA**

*Russ Feldman, Chairperson*

**26. Poll SAC for Items to be Pulled from the SAC Consent Agenda for Comment or Questions: NONE.**

**27. Approval of SAC Consent Agenda Except for Items Pulled: None.**

Introduced by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

All in favor: \_\_\_\_\_ Opposed: \_\_\_\_\_

**28. Approval of Each Pulled Item (Item-by-Item) – Introduction by Russell Feldman, Chairperson – NONE.**

**29. South Tech Preparatory Academy:**

**School Improvement Steering Committee (SISC) Report –Diane Heinz, Chairperson**

**Introduction of the SouthTech Preparatory Academy SAC Consent Agenda – NO AGENDA. – Diane Heinz, Chairperson**

**30. Poll SAC for Items to be Pulled from the SAC Consent Agenda for Comment or Questions - NONE**

**31. Approval of SAC Consent Agenda Except for Items Pulled – NONE.**

Introduced by:\_\_\_\_\_Seconded by:\_\_\_\_\_

All in favor:\_\_\_\_\_ Opposed:\_\_\_\_\_

**32. Approval of Each Pulled Item (Item-by Item) – *Introduction by School Improvement Steering Committee Chairperson, Diane Heinz.* – NONE.**

**33. Board Comments**

**34. Motion to Adjourn**

Introduced by:\_\_\_\_\_Seconded by:\_\_\_\_\_

All in favor:\_\_\_\_\_Opposed:\_\_\_\_\_

Time\_\_\_\_\_

**Revised: 12-7-16**

**SOUTHTECH CHARTER ACADEMY, INC.**  
**SOUTHTECH PREPARATORY ACADEMY, INC.**  
**November 10, 2016 Minutes of the Regular Governing Board/SAC Meeting**

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1. *Call to order* by Mr. Notter at 7:05PM
2. *Pledge of Allegiance*
3. *Roll Call by Donna Baize:*

**Present:** Donna Baize, Roger Dunson, Russell Feldman, Dan Heller, Diane Heinz, Carl McKoy, James Notter

**Absent:** Aram Bloom, Nancy Ernst, Robert Kesten **Quorum**

Mrs. Baize announced that the Nominating Committee met before the Board meeting to review Mrs. Nicolini's application, and they recommends that the Board elects Mrs. Nicolini to join the Board as a member (for both the SouthTech Charter Academy, Inc. and the SouthTech Preparatory Academy, Inc. Governing Boards).

**Motion: Mrs. Baize Second: Mr. Feldman**

**All in favor. Motion carries.**

Mr. Notter welcomed Mrs. Nicolini to join the Board members and asked her to say a few words as to why she wants to join the Board. Mrs. Nicolini said she has been volunteering at the school ever since her grandson started here two years ago. She said that she likes what is going on at the school, seeing her grandson's improvement and how his attitude has changed. Mrs. Nicolini would like to continue learn what is going on, and being part of the Board to help make decisions.

4. *Open Public Meetings Act Statement* – The meeting has been properly noticed.
5. *Public Presentation:* None.

David Arden and Nick Orenduff from Voya Financial presented a \$2,000 grant check and a plaque to Jacqueline Sonora for winning on her submittal to the Unsung Heroes' Voya Class 100 grant. Voya likes to recognize teachers because sometimes they do not get the recognition that they are due for the work that they put in. This is the 20<sup>th</sup> Anniversary of the program and they have given out almost \$5,000,000 in grants. Each year, Voya gives out 100 awards to teachers in the United States, and Ms. Sonara is one of those teachers. Ms. Sonara's project was to make a mini-globe theatre in her classroom with mini models and paper dolls. She decorated the classroom to make it look like a Renaissance theatre, so the students could make Shakespeare films. There were 1,350 applications submitted and only 100 selected. Mr. Orenduff said that the 2017 applications were out, and to apply at [UnsungHeroes.com](http://UnsungHeroes.com), where you can read brief summaries of these projects. Last year, Meghan Shamdasani won the award. All you do is to describe a project in 250 words, double-space, how it benefits the children, and how you would spend the money if you won. Mr. Arden went on to explain more about the possibilities of winning the grant and how doable it is to win. This year, 55% of the winners were either from STEM or from the Arts. The next grant opportunity will be for April 30, 2017.

6. *Approval of the minutes from the SouthTech Academy and SouthTech Preparatory Academy Governing Board Regular Board meeting on October 13, 2016.*

**Motion by: Mr. Dunson Second by: Mr. Feldman**

**All in favor. Motion carries.**

7. *Treasurer's/Financial Report:* Mr. Heller reported that the STA/STPA Finance Committee met prior to the Board meeting at 6 pm, and they recommend approval for SouthTech Academy Items C-1through C-5, **with Item C-5 being amended to include Ms. Heinz on the IRS 990 report.** For STPA, they recommend Items PC-1 through PC-6, again amending Item PC-5 to include Ms. Heinz' name on the IRS 990 report.

- 8A. *Chief Executive Officer Report:*

**SouthTech Success Center Application:** Mr. Kidd reported that a team met with the District today on the SouthTech Success Center application and he believes that they responded well to the questions the District had, but he could not get a feel for where the District's head is on it. He believes the District staff they met with supports us, but he has questions about what lies above them. The School Board is committed not to approve any applications this year, but we are going to try to get ours through.

**SouthTech Schools Summit:** Mr. Kidd commended Mr. Boggess, Mrs. Turenne and anyone who was involved with the Summit that was held at STA this morning. There were approximately 90 business people who attended and SouthTech Schools received excellent publicity.

**STPA Student Improvement Plan:** Nicole Handy, Mr. Notter and Mr. Kidd went before the School Board on November 2, basically as a formality, but the Student Improvement Plan for STPA was approved.

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SOUTHTECH PREPARATORY ACADEMY, INC.**

**November 10, 2016 Minutes of the Regular Governing Board/SAC Meeting**

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**AdvancED Accreditation:** Accreditation for both schools and the LEA system is well on the way. We went through the Readiness Visitation with Mr. Davis and he said it was probably the best-prepared readiness visitation that he had been on. We have much work to do from now until the Visitation Team comes in on April 30, and then will be here for May 1, 2 and 3. We have a Time Task Calendar that is unbelievable in order to get ready for the visit. Each school has to go through the accreditation and Mr. Kidd will do the LEA System piece of the accreditation. His group will have to take what the two schools provide to us to do our own self-study as to how we are meeting needs as a system to help those schools to get to where they need to go. Mr. Kidd said he would probably recommend a total reorganization next year to organize an official system, with the third school coming. This self-study will be the best possible thing we could do to prepare for that reorganization. We are like a small school district and next year we hope to be set up to operate more efficiently like a small school district.

**School District Drainage Project:** The District is starting a drainage project at the bus compound. As soon as Mr. Kidd has something more official, he will have to convene with the Facilities Committee. He said that we will lose the easement on the east side of the campus and they will be making a retention pond. We will lose parking and they will try to replace the parking. It will take a load off the drainage system for this campus, so there are tradeoffs. We do need the parking and Mr. Kidd is trying to keep the District from going crazy on it, but he is not sure where we stand legally. He had a conversation with Adam Miller and no one at the State seems to know. Mr. Kidd will keep the Board apprised as they move forward.

**School Sign on Congress Avenue:** Mr. Kidd said we would probably lose our sign on Congress Avenue, which is probably a good thing for liability purposes. The District will bear the expense of taking it down and Mr. Kidd has asked for the panels. Mr. Boggess and Mr. Kidd have been lobbying the City of Boynton Beach to change the name of 30<sup>th</sup> Avenue to SouthTech Way. If anyone has connections with the City of Boynton Beach, go to work on them.

**Gateway:** The process on the Gateway property with Richard Moreno is still in process. The owners are holding off waiting to see if Quantum Academy gets its charter renewal.

**Conflict Resolution:** There has been no movement with the conflict resolution on the wireless and LANdesk issue by the District, and Mr. Kidd spoke to a School Board member and told them that he would go to mediation on this if he did not see some activity. Mr. Kidd saw someone here today starting to lay the wire, and he told him that the District is serious about getting it done. The District also owes us \$20,000, so we may end up in mediation after all.

**Enrollment:** Approximately 1115 students at STA and 492 students at STPA.

- 8B. *Director of Professional Programs Report – STA/STPA/Adult Ed Program:* Mr. Boggess reported that they held the first Annual SouthTech Schools Summit today, with nearly 100 business and industry leaders from Palm Beach County in attendance to hear about who SouthTech Schools is and what our vision and mission for our stakeholders and this community is all about. We had the Mayor of Boynton Beach, a School Board member, the Provost from Palm Beach State College, FAU, Nova Southeastern, the Deputy Sheriff from Palm Beach County, a variety of CEOs were all here and we described to them who we are. They left here with the message that if they liked what they saw today, to go out and tell five more people about us. As of right now, they commented that they had no idea about our school, which Mr. Boggess said he has heard many times. We are finally turning the corner of change. Today's event was an eye opener to the Business Development Board, Economic Council and even the School Board member, who commented that they knew we were good, but they did not know that we were this good. Mr. Boggess said that Mr. Kidd commended and congratulated certain staff members. We have out on our fence, "Team SouthTech" and Mr. Notter was instrumental in creating what that looked like. Mr. Boggess said he wants to commend all Team SouthTech from the Business Operation side to our staff members, to our students, teachers, custodians, to everyone, because today it was a full-team effort, from the time the attendees entered and picked up their name badges. Mr. Boggess asked for applause for the team.

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SOUTHTECH PREPARATORY ACADEMY, INC.**

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Mr. Boggess said that events such as the Summit is most impactful. When you bring in business and industry and tell them that we are creating their next generation workforce, they believe in what we are doing, but did not know that we existed and were actually doing it. One of the key pieces Mr. Boggess addressed was the mind shift that we have had over the last 30 years that the only way to success is through a college degree. That is not true. Mr. Boggess said he is the biggest proponent of college, but it must be purposeful education, and in our mission, we talk about work, higher education and productive citizenship. Today we outlined that success does not equal college. Success equals a career and we use college as the way to get a meaningful career. The Summit attendees visited all 13 academies and we left it on the things that we need – we need a new facility. Mr. Boggess told them that they need to be our voice. We purposely held the Summit after the November 8 election, because of the penny sales tax that was just passed. We are on that penny sales tax referendum piece, but there is nothing to say there is anything fluid at this point. If we get enough people saying how great SouthTech is and our data proves it, we need to be shifted up. We need a new school and we need you to tell them that. This is what we shared with the Summit attendees today.

From a SouthTech Academy standpoint, we have been talking about reorganization and we have an item coming before the Board today for approval on that. Mr. Boggess spoke on his assuming the role as STA Acting Principal, and he said that he does not take the role lightly, but his intended role in coming to SouthTech was not to be the principal. This was a necessary requirement in his leadership role at SouthTech Schools and we are going to become an A-rated school once again. In the future, we will continue to define what success looks like. Mr. Boggess went on to explain the new organizational chart with four aligned positions for the assistant principals, each having specific roles and responsibilities. This will allow Mr. Boggess to not only function in his role of principal for the remainder of the year, but also to continue in his role as Director for SouthTech Schools, working at a macro level while still being involved in the micro level of one school. Mr. Boggess told the Board that there are continuously good things happening at SouthTech Schools.

8C. *Principal's Report:* Mr. Boggess reported.

8D. *Middle School Principal:* Mrs. Handy reported that the main focus at STPA is academics. We are pounding Academics every day and they need to step up their game. There was a staff meeting today and they were told that status quo is no longer acceptable. Mrs. Handy has switched to a portable office and works from her laptop and will be spending half of each period in a different classroom, working out of the classroom and watching what is going on every day with the academics. Mr. Hardy has a walk through schedule for each classroom every week. They have completed their Cyber Bullying requirement. Officer Principe helped them with that, as well as videos that the District provided. Mrs. Handy said they have completed their Accreditation Survey, and they should be at 100% after tonight. They are having a contest for the parent surveys and the Homeroom class that has all of the surveys turned in first will get a party, so they should hit the 20% mark quickly. Great things going on at STPA.

Mr. Notter asked Mrs. Turenne if she had anything and she said that Mr. Boggess said it all.

Mr. Kidd added that Mrs. Turenne was the MC at the Summit and did an outstanding job.

8E. *Committee Reports:*

Mr. Notter mentioned Mr. Feldman's suggestions regarding the committees and Mr. Kidd has provided Mr. Notter with a list of proposals regarding the committee list. He will go over the list and we will then have a list updated of active committees and semi-active committees for the December meeting. Mr. Notter will be in contact with Barbara as to the list that will be presented.



1) **Policy Committee:** Mr. Kidd reported that there was a Recruitment Open House this month, and with changes in state law, we can no longer use the 2.0 GPA nor the test data as a condition for enrollment or dismissal. Everything that we had in our policy was directed to those conditions, so it required some revision. There was no time to convene a committee and Mr. Bloom was out of the country, so Mr. Kidd made the revisions and sent the policy out to committee members for them to review. Mr. Heller had one comment on it that Mr. Kidd took into consideration, but did not really change anything because he is trying to make the policy where every time there is a minor tweak in the rules and regulations, we do not have to change the policy to accommodate them. What Mr. Kidd did was change the procedure that we undergo in enrolling. He changed it from the standpoint that we cannot use academic performance, but we still have attendance and discipline. He also put a third condition in there, since possibly at all three schools, we will get into a situation where we are going to have a lottery. When the application is submitted, we screen discipline and attendance, and if the student meets those conditions, we will send the parents notification that we are having orientation. We will then tell the parents about our tutoring program if their child is low performing. The parent will then sign a partnership that if their child is behind and not on track for graduation, they will be put in a special tutorial program. Our budget next year will look different for Title I, because we will have to ramp up to meet this. It may consist of after-school or Saturday tutoring or a combination, etc. The parent will have to commit to that and if they do, the application goes to a lottery process. Mr. Kidd said could we do that. He does not know but he will try the parameters here, because if we cannot move these students, we are doing them and the school a dis-service.

**There were no other committee reports given.**

9. *Public Comments on Agenda Items* – Five (5 Minutes Maximum Each Person)

**SouthTech Academy – None.**

**SouthTech Preparatory Academy – None.**

10. *Introduction of Consent Agenda for South Tech Academy* – Mr. Kidd introduced the Consent Agenda, except for Item B-4:

**Old Business**

**None.**

**Administrative Items**

**A-1** I recommend that the Board approve the donations for the period from October 13, 2016 to November 10, 2016.

**A-2** I recommend that the Board approve Policy 8.01 Eligibility Requirements revision.

**A-3** I recommend that the Board approve the revised SouthTech Schools Organizational Chart.

**Personnel Items**

**B-1** I recommend that the Board approve the Personnel actions for the previous month.

**B-2** I recommend that the Board authorize the President to approve the contract with Blue Cross Blue Shield for Health Insurance and sign all related documents.

**B-3** I recommend that the Board approve the insurances for life, dental, vision, and short and long-term disability offered to the employees, at no cost to the school.

**B-4** I recommend that the Board approve the purchase of holiday gift cards for SouthTech employees.

**(Recommended by Mr. Notter, Board Chair)**

**B-5** I recommend that the Board approve the revised Job Descriptions for the Assistant Principals.

**Financial Items**

- C-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending September 30, 2016 as required by the Sponsor.
- C-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending September 30, 2016 as required by the Sponsor.
- C-3** I recommend that the Board approve and ratify the monthly financial statements for month ending September 30, 2016 as required by the Sponsor.
- C-4** I recommend that the Board approve the engagement letter for auditing services between SouthTech Academy, Inc. and Keefe, McCullough & Co., LLP.
- C-5** I recommend that the Board approve the Internal Revenue Service Form 990 for SouthTech Academy.

**Emergency Items**

**None.**

11. *Poll Board for Items to be Pulled for Comment or Questions:*

**Mr. Notter pulled Item B-4 for recommendation.**

12. *Approval of SouthTech Academy Consent Agenda with exception of the items pulled:*

**Motion: Ms. Heinz Second by: Mr. Dunson**

**All in favor. Motion carries.**

13. *Approval of Each Pulled Item (Item-by-Item):*

**Item B-4** I recommend that the Board approve the purchase of holiday gift cards for SouthTech employees. **(Recommended by Mr. Notter, Board Chair)**

**Motion: Mr. Notter Second: Ms. Heinz**

**All in favor. Motion carries.**

**Mr. Kidd welcomed Mrs. Kurtz, who is moving into an Assistant Principal position in the reorganization, and asked her to come sit with the administrators.**

14. *Public Comments on non-Agenda Items: None.*

15. *Introduction of Consent Agenda for SouthTech Preparatory Academy* – Mr. Kidd introduced the Consent Agenda, except for Item B-4:

**Old Business**

**None.**

**Administrative Items**

**PA-1** I recommend that the Board approve Policy 8.01 Eligibility Requirements revision.

**PA-2** I recommend that the Board approve the SouthTech Schools Organizational Chart revision.

**Personnel Items**

**PB-1** I recommend that the Board approve the Personnel actions for the previous month.

**PB-2** I recommend that the Board authorize the President to approve the contract with Blue Cross Blue Shield for Health Insurance and sign all related documents.

**PB-3** I recommend that the Board approve the insurances for life, dental, vision, and short and long-term disability offered to the employees, at no cost to the school.

**PB-4** I recommend that the Board approve the purchase of holiday gift cards for SouthTech employees. **(Recommended by Mr. Notter, Board Chair).**

**Financial Items**

**PC-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending September 30, 2016 as required by the Sponsor.

- PC-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending September 30, 2016 as required by the Sponsor.
- PC-3** I recommend that the Board approve and ratify the monthly financial statements for month ending September 30, 2016 as required by the Sponsor.
- PC-4** I recommend that the Board approve the engagement letter for auditing services between SouthTech Preparatory Academy, Inc. and Keefe, McCullough & Co., LLP.
- PC-5** I recommend that the Board approve the Internal Revenue Service Form 990 for SouthTech Preparatory, Inc. (**Amended to include Ms. Heinz name.**)
- PC-6** I recommend that the Board not exercise the warranty premium option on the 1325 Gateway Boulevard property as described in the Summary Information.

**Emergency Items**

**None.**

16. *Poll Board for Items to be Pulled for Comment or Questions:*  
**Mr. Heller pulled Item PA-1; Mr. Notter pulled Item PB-4.**
17. *Approval of SouthTech Preparatory Academy Consent Agendas with exception of the items pulled:*  
**Motion: Mr. Heller Second by: Mr. Dunson**  
**All in favor. Motion carries.**
18. *Approval of Each Pulled Item (Item-by-Item):*  
**Item PA-1** I recommend that the Board approve Policy 8.01 Eligibility Requirements revision. Mr. Heller said he pulled the item only because the Policy 8.01 backup for the item was for SouthTech Academy and not SouthTech Prep. (The correct STPA policy 8.01 will be placed with the packet.)  
**Item PB-4** I recommend that the Board approve the purchase of holiday gift cards for SouthTech employees. (**Recommended by Mr. Notter, Board Chair**)  
**Motion: Mr. Notter Second: Ms. Heinz**  
**All in favor. Motion carries.**
19. *Public Comments on non-Agenda Items: None.*  
 At this point, Mr. Kidd said that Mr. Messmer, Assistant Director for Adult Ed did not give his report and invited him to do so. He asked Barbara to put his name back on the agenda. Mr. Messmer reported that we are up to 270 ESOL students and 40 GED students. Total enrollment on any given night, there are more than 225 people in Workforce training and in the Adult Ed program, we are in excess of 500 total. Tonight they were able to arrange for Dr. Kirschner to come and offer free vision screenings for our GED and ESOL students. There are 20 students from Palm Beach State College under Dr. Kirschner's supervision along with two of our Adult Ed instructors circulating around to the classes to give the students an opportunity to get a free screening. Things are going really well. The Director of Adult Community Education, Mr. Simms, coming in on Wednesday. Mr. Messmer sent well wishes to Bernice Bridgett, who had someone pass away in her family that she was close to, and had a brief health issue this past week. We certainly felt her absence. All is well with Adult Ed at this point.
20. ***Board in the Capacity of School Advisory Council (SAC) for:***  
***SouthTech Academy***  
***School Improvement Steering Committee (SISC) Report – STA SISC Chairperson – Mr. Feldman/Mrs. Baize***  
 Mr. Baize reported that the committee met and that she would like Mrs. Williams and Mrs. Lamerson to update the Board. They are bring one item to the Board for approval.  
 Mrs. Williams said they spoke to the committee about some of the fun things that are going on at SouthTech. She brought pictures of the different student activities to pass around to the Board. They had the Anti-Bullying Day on October 19 and there was a poster contest for the students. The students also participated in the Marine Pull-up Challenge. There are also updates to the School Improvement Plan and she deferred to Mrs. Lamerson for that information.

Mrs. Lamerson said that submitted the School Improvement Plan to the School District and they recommended some changes. We originally had three goals and they recommended that we would condense them to just two, so we combined goals two and three. They also recommended that we increase our targets for instructional growth in the ELA/Math proficiency to 10%, as we were only targeting a 3% growth, which would still put us under the fifty percentile. There were the two changes that we brought to the SISC this evening.

**Introduction of the STA - SAC Consent Agenda – by Chairperson Donna Baize.**

**Item D-1** I recommend that the School Advisory Council (SAC) approve the 2016-2017 School Improvement Plan (SIP) revisions, as recommended by the School Improvement Steering Committee.

**Motion: Mrs. Baize Second: Mrs. Nicolini**

**All in favor. Motion carries.**

21. *Poll SAC for Items to be pulled from the SAC Consent Agenda for Comment or Questions:*

**None.**

22. *Approval of SAC Consent Agenda Except for Items Pulled:*

**None.**

23. *Approval of Each Pulled Item (Item-by Item) – Introduction by Chairperson:* **None.**

24. *Board in the Capacity of School Advisory Council (SAC) for:*

**SouthTech Preparatory Academy**

***School Improvement Steering Committee (SISC) Report – Chairperson Diane Heinz***

Mr. Hardy gave the update for the STPA School Improvement Steering Committee. They met this evening and for the major part of the meeting, they discussed where we are as a school in the accreditation process. We shared with the committee the five standards by which the school will be measured. We talked how the parents and the stakeholders can be a part in helping us to reach those standards. More specifically, we spoke about our site action plan and we are working together with the consultant in formulating and addressing five areas where we will be making improvements, those being data analysis, professional development, parent involvement, instructional methods and technology. We also talked about the upcoming Recruitment Open House on November 30.

**Introduction of the STA - SAC Consent Agenda – Chairperson Diane Heinz (No items).**

25. *Poll SAC for Items to be Pulled from the SAC Consent Agenda for Comment or Questions:* **None.**

26. *Approval of SAC Consent Agenda Except for Items Pulled:* **None.**

27. *Approval of Each Pulled Item (Item-by Item) – Introduction by Chairperson:* **None.**

28. *Board Comments:*

Mrs. Baize said she is glad that all is rolling along so well and she is happy to hear some good things about the accreditation process, and to keep up the good work. She also mentioned that she had a message from her daughter, Katy, who graduated from the Medical Academy. She sends her regards and thanks everyone at SouthTech, especially Mrs. Sweeney. Katy is now part of the University of Michigan Hospital System, working in Oncology, her dream job. Mrs. Baize thanks everyone at SouthTech for encouraging Katy as much as they did. Katy loved it here and so did all of Mrs. Baize's children, who attended SouthTech. Mr. Boggess asked Mrs. Baize for a photo of Katy and a brief write-up to go with it for our SouthTech Schools Newsletter.

Mr. Heller said it is great to hear how we are moving forward and the fantastic information and news about the Summit. He continues to be impressed by the caliber of staff that we have, people going above and beyond. Mr. Heller said that the newsletters are great, and the one that the Vet Assisting Academy put out is fantastic. He was not sure who put that out – and he was told it was Michelle Brown. He appreciates the hard work that went into it. He is glad Mr. Kidd is in form again and he looks forward to reaching the goals for the students. Have a Happy Thanksgiving.

Mr. Dunson said it looks like we had a great event today. Everyone is doing a great job and keep up the good work. Happy Thanksgiving.

Mr. Feldman wished everyone a Happy Thanksgiving and he commented that the newsletters are terrific.

Mrs. Nicolini said that she appreciates coming on the Board and listening to the information that the Board is sharing. She also pointed out the artwork that the students had hanging in the Media Center and she purposely had them hand the work up for the Board to see tonight. She said that DECA and the Sciences are doing a great job.

Ms. Heinz asked how many Board members could we have on the Board. The response was 15 members. She mentioned someone with an IT background that we may want to recruit. They went and toured the IT Academy and Ms. Heinz said that the teacher is amazing. The students were so mature, focused and impressive. They also visited the Music Academy and Culinary and the Culinary students were so professional and polite. The way that the students handled themselves made her feel that she was at the Breakers' Hotel. The entire Summit event was wonderful. Ms. Heinz said that she is humbled and honored to be part of SouthTech.

Mr. Notter congratulated Mrs. Nicolini and asked her to please continue to interact. He said that he is sure that they will notice her more and more and to please feel free to talk with Mr. Kidd or any of the Board members. He also mentioned going before the School District School Board to talk about the STPA School Improvement Plan. They give you three minutes to speak and he said that he took more than enough of his share of time. Enough that Mrs. Handy did not get a chance to speak. He said that he apologized that day, but wanted to apologize to Mrs. Handy again in a formal setting. He said there was much work done on that plan by Mrs. Handy and her staff and her support help. The State had already approved it, and they opened that particular item and everyone had already approved it, so Mr. Notter was asking himself, then what are we doing here? This is one of the sad parts about the system and how it works against charter schools. In closing, Mr. Notter said we are coming into a season of thankfulness, and he wants the Board to know, Mr. Kidd and staff that in this season, he has a special thanks to Mr. Kidd for recruiting him on the Board and for what you all do – it is awesome.

Mr. Kidd said that the next Board meeting will be on December 8, but it is also our Holiday Feast, and in the past, we had an early Board meeting that day, following the Holiday Feast. Perhaps the Board Chair could authorize that. Mr. Notter said he had no problem with it as long as it is properly advertised.

Mr. Pegg from the Charter School office is going to try to have the SouthTech Success Center go before the School Board on December 7. There are probably specific people that will have to address the School Board and Mr. Kidd would like to get as many Board members as possible to attend to show support.

29. *Motion to Adjourn:*

**Mr. Dunson motioned to adjourn at 8:20 pm until the the Regular Board meeting on December 8, 2016.**

Minutes Prepared by: \_\_\_\_\_ Approved by: \_\_\_\_\_  
Barbara J. Fraga James F. Notter, Chair

**SOUTHTECH CHARTER ACADEMY, INC.**  
**CONSENT AGENDA**  
**December 8, 2016**

**Old Business**

None.

**Administrative Items**

- A-1** I recommend that the Board approve the donations for the period from November 10, 2016 to December 8, 2016.
- A-2** I recommend that the Board approve the SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan 2016-2017.
- A-3** I recommend that the Board approve the attached State of Florida Department of Transportation Stipulation of Settlement.
- A-4** I recommend that the Board approve the Five Year Strategic Plan.

**Personnel Items**

None.

**Financial Items**

- C-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending October 31, 2016 as required by the Sponsor.
- C-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending October 31, 2016 as required by the Sponsor.
- C-3** I recommend that the Board approve and ratify the monthly financial statements for month ending October 31, 2016 as required by the Sponsor.

**Emergency Items**

- E-1** I recommend that the Board approve Policy 1.02 Governing Board revisions to reflect the election results of the Officers and Directors at the Annual Meeting.

**Revised: 12-7-16**

**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
A-1**

**Motion:**

I recommend that the Board approve the donations for the period from November 10, 2016 to December 8, 2016.

**Summary Information:**

In following Board Policies 6.104 and 6.1041, these donations are brought forth for Board approval.

Attachments: Donations

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

The financial impact for this item varies depending on the various items donated.

# South Tech Academy Donations For The Governing Board

## Donations

### Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
		Phi Delta Kappa FL NU Chapter	11/17/2016	\$3,695.00

### Non-Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
Matthew	McDonald	Cycle Gear	11/07/2016	Bilt Rapido Leather Jacket
William	Louis	Publix	11/10/2016	Assorted Pastries
Susan	Rodgers	Yamaha Motor Corp., U.S.A., Marine Group Co	11/17/2016	2 Yamaha Engines F-350 Model # LF35OUBCB P.I.D. # 6AXU-1005277 and Model # F35TXR P.I.D. # 6AWX-1002148
Kohn T	Paxman		11/22/2016	2000 ASPT MC 1200 CC ID # FLA52269

## Marketable Donations

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
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**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
A-2**

**Motion:**

I recommend that the Board approve the SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan 2016-2017.

**Summary Information:**

The Student Progression Plan requires an annual review after Florida statutes and State Board of Education rules are finalized. The SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan reflects statutory and rule revisions.

Attachments: SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12  
Student Progression Plan 2016-2017

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact associated with this item.



Two schools, **one purpose...**  
... **student success.**



# Grades 6 - 12

## Student Progression Plan

Entry, Promotion, Retention, and Graduation

2016-2017

James R. Kidd, President  
John-Anthony Boggess, Principal  
Nicole Handy, Principal

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# Introduction

## PURPOSE OF THE PLAN

In accordance with [Florida Statute § 1008.25\(1\)\(2\)](#), the purpose of the 6-12 Student Progression Plan is that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies; that district school board policies facilitate student achievement; that each student and his or her parent be informed of the student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to [Florida Statute § 1002.3105](#).

This Student Progression Plan strives to ensure that the required program of study, placement, promotion, reporting, retention, and special programs are equitable and comprehensive for all students. It is the responsibility of the Governing Board of SouthTech <sup>1</sup> and SouthTech Administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

## PLAN FORMAT

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

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

This Student Progression Plan Includes:

- standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education;
- specific levels of performance in reading, writing, mathematics, and science for each grade level (including the levels of performance below which a student must receive remediation or be retained in an intensive program); and
- alternative placement options for students who have been retained two or more years.

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

- the process for parent(s)<sup>2</sup> and students to request student participation in Academically challenging Curriculum to Enhance Learning (ACCEL) and the additional options available at the student's school;
- advising parent(s) and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects;
- advising parent(s) and students of early and accelerated graduation options; and
- reference all Dual Enrollment courses available within the Dual Enrollment Articulation Agreement.

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<sup>1</sup> Throughout the Student Progression Plan, "STA" will be used to refer to SouthTech Academy and "STPA" will be used to refer to SouthTech Preparatory Academy.

<sup>2</sup> Throughout the Student Progression Plan, when the word "parent(s)" is used, it also refers to "legal guardian(s)" and persons acting as a parent.



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

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

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

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

Through implementing the problem-solving framework, Florida's Multi-Tiered System of Supports (MTSS) provides high-quality instruction and intervention matched to student needs. According to the Florida Department of Education<sup>3</sup>, MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students.

The core characteristics that underpin the MTSS model are:

- high-quality, research-based instruction provided to students in all settings;
- continuous monitoring of student performance;
- screening of all students for academic and behavioral problems;
- multiple levels or tiers of instruction that are progressively more intense and based on the student's response to instruction; and
- implementation of a problem-solving method across all levels or tiers.

## **Academic Standards**

The Plan herein incorporates the Florida Standards, Next Generation Sunshine State Standards (NGSSS), and ACCEL options that provide academically challenging coursework or accelerated instruction to students in 6th through 12<sup>th</sup> grade.

## **Responsibilities**

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

The principal of a school is responsible for making and maintaining required records/reports and providing leadership for instruction that meets the needs of all students. [\[Florida Statutes §§ 1001.54 & 1012.281\]](#)

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

---

<sup>3</sup>The publication, [MTSS Implementation Components: Ensuring Common Language and Understanding](#), is available through the Bureau of Exceptional Education and Student Services, Florida Department of Education. The Guide is designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. This document

## ENTRY REQUIREMENTS

### Initial Entry Requirements

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

1. valid Birth Certificate or other documentation of birth as stated above<sup>5</sup>;
2. Certification of a Physical/Health Examination<sup>6</sup> (submitted within 30 school days, if not available at the time of registration);
3. proof of residence<sup>7</sup>; and
4. Florida Certificate of Immunization. (Refer to *Immunization Requirements* section)

According to [Florida Statute § 1003.01\(12\)](#) and [State Board of Education Rule 6A-6.03411\(l\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence, are considered children and youths who are experiencing homelessness. Pursuant to the [McKinney-Vento Homeless Education Assistance Improvements Act of 2001](#) (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student, school, and grade level placement, as well as completion of required immunizations and physical examination, shall occur within 30 school days of enrollment. Refer to [School Board Policy 5.74](#) entitled *Students Experiencing Homelessness* and [Florida Statute § 1003.21\(l\)\(f\)](#) for procedures relating to the enrollment of these students.

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

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

The STA [New and Returning Student Registration Form \(STAI10636\)](#), must be completed by the parent(s), signed, and returned to school at the beginning of each school year or when the student enters STA. This form is available in English, Spanish, Haitian Creole, and Portuguese. Parent(s) needing additional language assistance can contact the School or the [Department of Multicultural Education](#) at: (561) 434-8620. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities

<sup>5</sup> If a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

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

<sup>7</sup> For a student assigned to a school based on the student's residence under [School Board Policy 5.01\(1\)\(b\)](#), parent(s) must provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, as required by [School Board Policies 5.01](#) and [5.011\(5\)](#), such as lease, mortgage, or utility bill.

## **Maximum Age Limit For Enrollment**

A person who is involved in a continuous program of study may be enrolled in a regular high school program through the end of the semester in which he/she reaches 21 years of age. A person is deemed in a continuous program of study even though such program was interrupted by military service, illness, or other extenuating circumstances as deemed by the principal or designee. A person who has not been enrolled in a continuous program of study and who has attained the age of 20 years of age on or before the opening of the school year shall not be enrolled in any regular high school program. A 19 year-old person who has had a break in enrollment (see exception above), who will reach 20 years of age during the school year, may enroll in a regular high school program and remain enrolled until the end of that school year.

## **Students with Disabilities (SWD) Program**

Students with a disability who began 9th grade in the 2013-2014 school year or prior 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 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 22nd birthday, or until he/she earns a Standard Diploma, whichever comes first. Graduation with a Standard Diploma, regardless of age, constitutes cessation of FAPE and a change in placement, requiring written prior notice. Students with disabilities continue to be eligible for FAPE through the end of the school year in which the student turns age 22 if they have not earned a Standard Diploma, even if they have earned a General Education Development (GED) credential. Beginning with students who began 9th grade in the 2014-2015 school year, who's IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diploma. Parents and students must be notified in writing by January 30th of the year in which the student is expected to meet all graduation requirements. Parents must respond to accept graduation or defer, by district deadline. In addition, once a student defers, he/she must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar Diploma Designation requirements or a structured work-study, internship or pre-apprenticeship program in order to continue to receive FAPE ([State Board of Education Rule 6A-1.09963\(6\)](#), F.A.C. and [Florida Statute § 1003.4282\(11\)\(c\)](#)) [[Title 34, Code of Federal Regulations \(CFR\) Section, 300.102\(a\)\(3\)](#)] and [State Board of Education Rule 6A-6.03028](#)]

## **Students with Active Section 504 Accommodation Plans**

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

## **Students Who Qualify for ESOL**

Students who qualify for ESOL services may be enrolled in a regular high school program through the end

of the semester in which he/she reaches 21 years of age, regardless of previously interrupted schooling. ELL students may not be withdrawn solely due to lack of credits.

### **Students Who Attain Age 16**

Students who attain age 16 during the school year are not subject to compulsory school attendance beyond the date that they attain 16 years of age if the student files a formal declaration of intent. Refer to [Student Exit Interview \(PBSD 1055\)](#). At the bottom of the form, "Intent to Terminate" must be checked and the form must be signed by the student in order to terminate school enrollment with the School District. The School District must notify the student's parent(s) of receipt of the student's intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including but not limited to, Adult Education and high school equivalency examination preparation.

## HEALTH REQUIREMENTS

### Physical Examination and Immunization Requirements

All pre-K, Kindergarten, 7<sup>th</sup> grade, and new students seeking entrance into a public school in Palm Beach County must meet the requirements of [School Board Policy 5.06](#) and [Florida Statute § 1003.22](#) and present, at the time of entry, a valid Florida Certificate of Immunization Form (DH 680) and a valid health examination preferably documented on State of Florida School Entry Health Exam Form (DH 3040) performed within one year prior to enrollment. [[State Board of Education Rule 6A-1.0985](#)]

In accordance with State [Board of Education Rule 6A-1.0985](#) and [Fla. Admin. Code 64D-3.046](#), students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. However, it is permissible to allow 30 school days for the transfer of records.

### 2016-2017 explanation of physical examination requirements

STUDENTS	PHYSICAL EXAMINATION
All SDPBC students	School Health Entry Exam on Form DH 3040* required for pre-K, Kindergarten, and 7 <sup>th</sup> grade
All transfer students within the SDPBC 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 at least Kindergarten and/or 7 <sup>th</sup> grade documentation
All transfer students from another state or country	School Health Entry Exam 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 Form DH 3040* and have the physician's signature and office stamp. Physicals must have been performed within one year of enrollment, unless exemption is based on a written request for religious reasons.

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

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

### Required Immunization Forms

The following DOH forms **must** be completed, as applicable:  
Immunization Form (DH 680 or Florida SHOTS printed DH 680)

[The Certificate of Religious Exemption \(DH 681\)](#) is available only through the Florida Department of health. Only an original DH 681, generated by The Florida SHOTS Program for the Health Department, will be accepted at school sites.

**NOTE:** Homeless students and students entering a juvenile justice program without immunization and physical exam documentation must be enrolled and receive a 30 school-day exemption. Follow-up with these students on temporary exemptions is required prior to the expiration of the exemption.

According to the [Florida Department of Health Immunization Program](http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html) and [Department of Health Rule 64D-3.046](http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html), the required immunizations and dosages for elementary, middle, and high school students are as follows:

### **Middle School/Grades 6-8 Immunization Requirements**

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

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

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

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

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

## **PLACEMENT OF TRANSFER STUDENTS**

The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in [Florida Statute 1003.25](#)

**Enrollment and placement of children of active duty military families is under the guidelines of the [Interstate Compact on Educational Opportunity for Military Children](#).**

### **ST MIDDLE SCHOOL (6-8) TRANSFER STUDENTS**

A student who transfers to a SouthTech school must submit an official transcript. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if required by the receiving school's accreditation. (More information on AdvancED® validation, including AdvancED® accredited agencies, is located at <http://www.advanc-ed.org>.) In accordance with [State Board of Education Rule 6A-1.09942](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period.

#### **Validation Process for Middle School (6-8)**

As stated in [State Board of Education Rule 6A-1.09942](#), validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in the next subsection of this Plan.

#### **Alternative Validation Procedure for Middle School (6-8)**

As stated in [State Board of Education Rule 6A-1.09942](#), if validation based on performance as good cause described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent(s):

1. portfolio evaluation by the School District Superintendent/designee;
2. demonstrated performance in courses taken at other public or private accredited schools;
3. demonstrated proficiencies on nationally-normed standardized subject area assessments;
4. demonstrated proficiencies on the statewide assessments; **or**
5. written review of the criteria utilized for a given subject provided by the former school.

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

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

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

A student who transfers to STA must submit an official transcript. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if required by the receiving school's accreditation. (More information on AdvancEd validation, including AdvancEd Accredited Agencies, is located at <http://www.advanc-ed.org>.) In accordance with [State Board of Education Rule 6A-1.09941](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period the student is enrolled.

In accordance with [Florida Statute § 1003.4282\(7\)](#), transfer students must pass the Algebra 1 EOC as a graduation requirement, unless the student earns a comparative score on the PERT or submits proof of an approved Algebra 1 EOC passing score from another state. In all other EOC courses, if a student previously earned 1.0 credit, the student does not need to take the EOC.

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

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

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

### **High School Validation Process for High School (9-12)**

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

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

### **Alternative Validation Procedure for High School (9-12)**

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

1. portfolio evaluation by the Principal/designee;
2. written recommendation by a Florida certified teacher selected by the parent(s) and approved by the principal;



3. satisfactory performance in courses taken through Dual Enrollment or at other public or private accredited schools;
4. satisfactory proficiencies on nationally-normed standardized subject area assessments;
5. satisfactory proficiencies on a Florida Standards Assessment (FSA); or
6. written review of the criteria utilized for a given subject provided by the former school.

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

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

CREDITS NEEDED FOR GRADUATION	GRADE PLACEMENT
20 or more	9 <sup>th</sup> Grade
14.5 to 20.5	10 <sup>h</sup> Grade
7.5 to 14	11 <sup>th</sup> Grade
7.0 or less	12 <sup>th</sup> Grade

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

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

**Transfer Students Placement for Graduation**

Students transferring in from outside of the STA will be placed on a schedule to graduate with their cohort, based on the number of credits needed to graduate.

## **ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS**

In accordance with [State Board of Education Rules 6A-6.0900](#) and [6A-6.0905](#), the [School District of Palm Beach County Plan for Services to English Language Learners](#) is available at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>. During registration, the initial date a student first entered a school in the United States, Date Entered United States School (DEUSS), is collected. An ELL is identified and assessed to determine eligibility for services, in accordance with [State Board of Education Rule 6A-6.0902\(1\)\(2\)](#).

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

Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented on the [English Language Learners Programmatic Assessment and Academic Placement Review \(PBSD 1764\)](#) and filed in the ELL folder. Community Language Facilitators assist the students and their families when necessary, to ensure proper program/course placement.

An ELL in Grades 6-8 is placed into academic classes based on age/grade appropriateness. When an ELL student provides records that show enrollment in school (excluding any of the 50 states and the District of Columbia) but not grade level appropriate for his/her age, the student needs to be placed in the age-appropriate grade and provided opportunities to learn key skills according to the ELL Plan to enhance the likelihood of success in the current grade in which he/she is placed.

A student who is age appropriate for high school must be placed in at least the 9<sup>th</sup> grade. High school placement procedures can be found in Section 5 of the [SDPBC ESOL Procedures Manual](#). ELLs are scheduled into classes that fulfill graduation requirements and the District's Student Progression Plan, as well as granted credit for completed academic coursework, regardless of the language in which the coursework was completed.

Refer to the [age-appropriate placement chart](#) for guidance when determining K-12 grade-level placement.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age; or there is a lack of information about prior schooling (no transcript or report card); or prior schooling does not meet grade level requirements. An administrator must participate in the ELL Committee and placement process. In accordance with [State Board of Education Rule 6A-6.0902\(3\)\(d\)](#), parent(s) have the right to choose the ESOL Instructional Model (sheltered, support, or dual language) in which the child is served.

Reevaluation of ELL student placement can be made at the request of any member of the ELL committee. Due diligence should be taken to make placement decisions in the best interest of the student [[Code of Ethics of the Education Profession in Florida 6A-10.080\(2\)](#)].

## **Students with Disabilities (SWD) TRANSFER STUDENTS**

The [State Board of Education Rules 6A-6.0331.6A-6.0361 School Board Policy 5.725](#) and the SDPBC's [Exceptional Student Education Policies and Procedures \(SP&P\)](#) address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the SDPBC within Florida and students who transfer from outside of Florida.

### **SWD Students who Transfer Within Florida**

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

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

### **SWD Students who Transfer From Outside Florida**

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

- conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the SDPBC); and
- develops, adopts, and implements a new IEP/EP, if appropriate, that meets the applicable requirements of [State Board of Education Rules 6A-6.03011 through 6A-6.0361](#)<sup>8</sup>.

### **Students in Florida with 504 plans are most often not classified in the ESE programs**

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

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<sup>8</sup>State Board of Education Rules are located at: <https://www.flrules.org/default.asp>

## ATTENDANCE AND ABSENTEEISM

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

### ATTENDANCE POLICIES AND PROCEDURES

#### General Attendance Policies and Procedures

The [South Tech Student and Family Handbook](#) outline the attendance procedures. All school procedures conform to the following District-wide procedures.

- Parents are responsible for notifying the school when a child will be absent and for informing the school of the reason for the absence.
- Parents are expected to notify the school when their child is absent and inform the school of the reason for the absence within 24 hours by a written note. A verbal communication from the parent for the reason of the absence would also be acceptable.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.

#### Middle School Attendance Policies and Procedures

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

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

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

#### High School Attendance Policies and Procedures

As 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 percent of a semester must pass at least one 4.5-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.

If a student is absent more than 10 percent of the entire school year in an EOC Assessment course, the student must earn a passing grade in the fourth 4.5 weeks, in order to pass the course.

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

## **LATE ARRIVALS/TARDINESS POLICIES AND PROCEDURES**

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

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

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

## **ABSENCES POLICIES AND PROCEDURES**

### **Excused Absences**

Per [SouthTech Board Policy 5.09](#), the following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- medical appointment;
- death in the family;
- observance of a religious holiday or service;
- subpoena by a law enforcement agency or mandatory court appearance;
- suspension<sup>9</sup> (in-school and out-of-school);
- field trips which are authorized by the principal; and/or
- other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee).

### **Unexcused Absences**

An unexcused absence is any absence that does not fall into one of the above excused absence categories. [School Board Policy 5.09](#) mandates that each school in the SDPBC determine if an absence or tardiness is excused or unexcused according to the criteria established by the School Board within this Policy.

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<sup>9</sup>Suspension, in-school and out-of-school, is the temporary removal of the student from his or her regular school program or all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the Principal or designee, as defined by [Florida Statute § 1003.01\(5\)\(a\)&\(b\)](#), and provided for in the Student Code of Conduct, [School Board Policy 5.1812](#) or [School Board Policy 5.1813](#).

## **Make-Up Work**

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

- For excused or unexcused absences, the number of days allowed to make-up work shall be the same as the number of days the student was absent. Modifications to the time frame ' ' should be made at secondary schools on block schedule. It is the student's responsibility to contact his or her teacher(s) about the make-up assignments and to complete all make-up work in a **timely manner**.

## **Students with Section 504 Accommodation Plan Absence Policy**

When a student with an active 504 Accommodation Plan has excessive absences, the student must demonstrate mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness.

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

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

## **Exceptional Student Education (ESE) Absence Policy**

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

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

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

## **Hospital/Homebound Services**

If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a Hospital/Homebound Program. Complete information regarding the criteria for a Hospital/Homebound Program can be found in [State Board of Education Rule 6A-6.03020](#) and is available in [School Board Policy 5.725](#); [Exceptional Student Education Policies and Procedures \(SP&P\)](#); and [State Board of Education Rule 6A-6.03411](#). Additional information is provided by the Department of Exceptional Student Education at: <http://www.palmbeachschools.org/ese/hh.asp>

**NOTE:** In accordance with [Florida Statute 51003.33\(2\)](#), a student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

## **STUDENT WITHDRAWALS**

### **MIDDLE SCHOOL (6-8) PROCEDURES**

#### **Withdrawal During the School Year**

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

#### **Students Enrolled in High School Credit Courses**

Students enrolled in high school credit courses who leave prior to the last two weeks of any semester will not be granted credit in those courses, unless they enroll in another school and complete the course requirements including examinations, if applicable. Yet, pursuant to [Florida Statute § 1003.4295\(3\)](#), students enrolled in courses with an End-of-Course (EOC) Assessment who have earned a proficient score on the assessment will earn course credit through the Credit Acceleration Program (CAP). Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate. Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal.

### **HIGH SCHOOL (9-12) PROCEDURES**

#### **Withdrawal Prior to the Last Two Weeks of the Semester**

Except as stated above as provided by [Florida Statute § 1003.4295\(3\)](#), students who leave school prior to the last two weeks of any semester will not be granted credit unless they enroll in another school and complete the course requirements including examinations, if applicable. Principals are authorized to make arrangements for the administration of any tests, as appropriate.

#### **Withdrawal During the Last Two Weeks of the Semester**

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

Principals may determine that the requirements for early withdrawal are not required when unusual/extenuating circumstances preclude full compliance by the student. Student withdrawal must be approved by the school principal.

## HOME EDUCATION ENROLLMENT PROCEDURES

### Withdrawal for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the parent(s) must initiate the withdrawal process at the school and notify the School District Superintendent/designee in writing, of the intent to establish a Home Education Program for the student. The parent shall submit the Letter of Intent to the Home Education Office within 30 days of the establishment of the Home Education Program. Refer to the School District's [Home Education Office](#) for further information. Parent(s) can also obtain assistance by contacting (561) 434-8052. [[Florida Statute § 1002.41](#) & [School Board Policy 8.14\(3\)\(4\)\(5\)](#)]

Home Education correspondence should be mailed to:

School District of Palm Beach County  
Home Education Office  
3308 Forest Hill Boulevard, Suite C-124  
West Palm Beach, FL 33406-5813  
homeed@palmbeachschools.org Fax: (561) 434-  
8447



## **CURRICULUM**

SouthTech Curriculum Guidelines incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida Standards (for English Language Arts and Mathematics), Next Generation Sunshine State Standards (NGSSS), or Academically Challenging Curriculum to Enhance Learning (ACCEL) options, as applicable. FLDOE course descriptions can be accessed through CPALMS at: <http://www.cpalms.org/Public/>. [[State Board of Education Rule 6A-1.09401](#)]

### **MIDDLE SCHOOL (6-8) CURRICULUM**

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

- Arts Education
- Career Education
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

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

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

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

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

## **HIGH SCHOOL (9-12) CURRICULUM**

The curriculum includes standards for the following content areas:

- Arts Education
- Career Education
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

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

High schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students. The School District shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet the State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, world languages, health and physical education, and the arts. [[Florida Statute § 1003.42\(1\)](#)]

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

## **CURRICULUM FOR SPECIAL PROGRAMS**

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

In accordance with [State Board of Education Rules 6A-6.0902](#), [6A-6.0903](#), [6A-6.0904](#); [6A-6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum, as defined by the SDPBC Curriculum Guidelines. The General Education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The student's Individual ELL Plan documents the instructional strategies required, ensuring the student an equal opportunity to master the General Education curriculum. For full explanation of services and models, refer to the [School District of Palm Beach County's ESOL Procedures Manual](#) (Section 2).

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

### **Exceptional Student Education (ESE)**

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

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include 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. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the General Education curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]

The IEP Team must draft benchmarks and short-term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short-term objectives for other students with disabilities. [[State Board of Education Rule 6A-6.03028](#)]

The IEP may specify whether accommodations<sup>11</sup>/modifications<sup>12</sup> are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)] In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily, [[Exceptional Student Education Policies and Procedures \(SP&P\)](#)]

SouthTech shall establish procedures that provide the opportunity for one or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

No later than the first IEP to be in effect when a student turns 14 or younger if determined appropriate by the IEP Team, the notice must also indicate that a purpose of the meeting will be identifying transition services needs of the student, and that the District will invite the student. [[State Board of Education Rule 6A-6.03028\(3\)\(b\)3.4](#)].

To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP Team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for the postsecondary goals and career goals to be identified and in place when the student attains the age of 16 years. This process must include, but is not limited to: consideration of the student's need for instruction in the area of self-determination and self-advocacy to assist the student's active and effective participation in an IEP meeting and preparation for the student to graduate from high school with a Standard High School Diploma pursuant to [Florida State Statute § 1003.4282](#) with a Scholar Designation unless the parent chooses a Merit Designation.

<sup>11</sup>Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing, or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and/or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

<sup>12</sup>Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. Modifications to basic or vocational courses may include: increased or decreased instructional time; varied use of methodology; special communications systems (which may be used by the teacher or the student); classroom or district test administration procedures; and other evaluation procedures (which may be modified, as specified in [State Board of Education Rule 6A-1.0943](#)) to accommodate the student's handicap. (See [State Board of Education Rule 6A-6.0312](#), for course modifications for Exceptional Students).

Beginning not later than the first IEP to be in effect when the student attains the age of 16 or younger, if determined appropriate by the parent and the IEP Team, the IEP must include the following statements that must be updated annually:

1. a statement of intent to pursue a Standard High School Diploma and a Scholar or Merit designation, pursuant to [Florida Statute § 1003.4285](#) or Special Diploma as determined by the parent;
2. a statement of intent to receive a Standard High School Diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements [in Florida State Statutes § 1003.4285](#) or [1003.4282](#), as applicable, including, but not limited to, a portfolio pursuant to [Florida State Statute § 1003.4282\(10\)\(b\)](#) which meets the criteria specified in State Board of Education Rule. The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP Team at the time of the student's graduation; and
3. a statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and if appropriate, independent living skills, and the transition services, including courses of study needed to assist the student in reaching those goals. [\[Florida Statute §1003.5716\]](#); and
4. any change in the IEP for the goals specified in subsection (2) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in [Florida Statute § 1003.572](#); and
5. if a participating agency is responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student that are specified in the IEP. However, this does not relieve any participating agency of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

With the consent of the parents or a student who has reached the age of majority, the District shall invite a representative of any participating agency that may be responsible for providing or paying for transition services. Parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. [\[State Board of Education Rule 6A-6.03028\(3\)\(c\)8\]](#)

Public school students with disabilities must be provided the opportunity to meet the graduation requirements for a Standard High School Diploma as set forth in [Florida Statute § 1003.4282](#) in accordance with the provisions of [Florida Statutes 5§ 1003.57 and 1008.22](#). Pursuant to [Florida Statute § 1003.438](#), certain public school students with disabilities may be awarded a Special Diploma upon high school graduation. [\[Florida Statute § 1002.20\(8\)\]](#)

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

## **Section 504 Accommodation Plans**

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

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

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

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

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

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

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

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

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

## **Virtual Instruction**

[Florida Statute § 1002.45](#) authorizes school districts to implement virtual instruction programs through district-operated or contracted providers approved by the Florida Department of Education. The SDPBC provides multiple options of full-time and part-time K-12 virtual instructional programs. [[Florida Statutes §§ 1002.37, 1001.42\(23\), State Board Education Rules 6A-6.0980. & 6A-6.0981](#)]

A student who is a full-time student attending a traditional public school in the SDPBC must have permission from his/her school counselor and/or principal/designee to enroll in Virtual Education courses.

For more information, including the required multiple virtual options, see program descriptions at: [www.palmbeachvirtual.org](http://www.palmbeachvirtual.org). Student eligibility for participation is determined by [Florida Statute § 1002.455](#), and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

## **SPECIAL PROGRAMS FOR HIGH SCHOOL**

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

Students at STA participate in Career & Technical Education Programs. Recent legislation and rule revisions have substantially changed many of these programs and have mandated placement and productivity standards as conditions for continued funding. [[Florida Statutes §§ 1003.491 & 1003.492](#); and [State Board of Education Rule 6A-6.0573](#)]

It is essential that parents, students, teachers, school counselors, and administrators be aware that individual CTE courses do not stand alone, but are part of a planned program of study leading to college and career readiness and industry certifications, where applicable. Not all CTE programs or academies are offered at all high schools. Students should take advantage of available career planning activities within their schools when selecting CTE programs of study.

To better prepare our students to be college and career ready, the Department of Choice and Career Options has developed a solid [Career Pathway System](#). This System includes rigorous Programs of Study to provide students with academic preparation, guidance, and career-related knowledge to help them prepare for their future career goals. Each program of study includes college credit earning opportunities through AP, Dual Enrollment, Gold Standard Statewide Articulation Agreements via industry certifications, as well as Articulation Agreements with local post-secondary institutions.

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

- communication;
- creativity and innovation;
- critical thinking and problem solving;

- global, social, and cultural awareness; and
- intellectual curiosity.

## **Core Credit for Career and Technical Education (CTE)**

A student who completes selected Career and Technical Education (CTE) Industry Certification courses, which lead to college credit, may elect to substitute the course for up to two mathematics courses and up to one science credit. However, CTE Industry Certification courses may not be substituted for Algebra 1, Geometry, or Biology credits. Course code waiver numbers have been added to the Course Code Directory (CCD) for student transcript purposes:

- Industry Certification Mathematics Waiver numbers are 1200998 and 1200999; and
- Industry Certification Science Waiver number is 2000999. (Refer to [Section 5](#) of the CCD).

For a listing of applicable industry certifications, please refer to the [Statewide Articulation Agreements-Industry Certification](#).

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

## **Career Academies**

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

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

Additional information is available at <http://www.palmbeachschools.org/9044ce/Index.asp>.



## **Career Education Program Completer Certificate**

A Career Education Program Completer Certificate is awarded to students who successfully complete all courses in a CTE Program or Academy, as set forth by the Florida Department of Education (FLDOE) and outlined in the District [Career and Technical Education Resource Manual](#) which is available on the District's CTE website: <http://www.palmbeachschools.org/9044ce/index.asp>.

Beginning in middle school, a student can begin a CTE Program of Study that includes proficiency in mathematics, communications, science, and a sequence of courses in a CTE Program or Academy, such as business, marketing, drafting, computer technologies, culinary, public service, early childhood education, and health science occupations, etc. This will provide preparation for careers that will have continued growth in the 21st Century. In addition, Articulation Agreements with postsecondary institutions are developed to provide students with the opportunity to receive college credit for certain secondary CTE courses upon matriculation. [[Florida Statute § 1007.22](#)]

Scholarships are available to eligible students who successfully complete a CTE Program of Study through the [Florida Bright Futures Scholarship Program](#).

### **ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)**

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

#### **GENERAL ELEMENTARY AND MIDDLE SCHOOL ACCEL OPTIONS**

According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to, the following:

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

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

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

## **GENERAL HIGH SCHOOL ACCEL OPTIONS**

According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to, the following:

- Credit Acceleration Program (CAP);
- Advanced Placement (AP) Program;
- Career Academy Courses; and
- Virtual Courses

### **CREDIT ACCELERATION PROGRAM (CAP)**

- The CAP Program allows a student to earn high school credit in courses required for high school graduation through passage of an End-of-Course assessment administered under s. 1008.22 (Algebra 1, Geometry, Algebra 2, United States History, and Biology 1), an Advanced Placement Examination, or a College Level Examination Program (CLEP).
- Notwithstanding s. 1003.436, course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding End-of-Course assessment, Advanced Placement Examination, or CLEP.
- Students are responsible for all fees associated with CLEP exams. Students who take an Advanced Placement exam without being enrolled in the corresponding course are responsible for all fees.

### **High School Eligibility Criteria for CAP**

The School District shall permit a student who is not enrolled in the course, to take the assessment during the regular administration of the assessment. Students requesting participation in CAP should take the Palm Beach County Diagnostic EOC Assessment. Students who score the equivalent of a predicted Level 3 or higher on the Diagnostic EOC Assessment shall be permitted to take the statewide EOC Assessment.

## MIDDLE SCHOOL ACCELERATION REQUIREMENTS

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

For subject area<sup>13</sup> acceleration to occur, all of the following indicators must be met:

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

### Middle School Requirements

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

1. Acceleration for specific core courses should be considered.
2. Gifted program eligibility should be considered.
3. Recommendation supported by School Based Team, school counselor, two of the student's current or former core curriculum teachers and approval from the school principal, as noted on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#). Area Superintendent Recommendation is required if there is a change in school.
4. Student must be in attendance in the school of requested ACCEL for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
5. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
6. Student must demonstrate all "3"s and "4"s in conduct on report card from the previous nine academic months.
7. Student must demonstrate an overall high academic performance by report card ratings of all "A"s in all classes (core and elective).

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<sup>13</sup> Schools should continue to follow the suggested District Mathematics Pathways for placing students in Algebra 1. Schools should continue their current practice and eligibility criteria for placing students in Earth Space Science and general high school electives. The ACCEL procedures and plan is not needed for those courses.

8. Students requesting promotion to Grade 9 must demonstrate an overall high academic performance by earning at least four academic high school credits with grades of "A" or "B". High school World Language courses may be included. Grade of "A" is required for middle school courses.
9. Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end-of-year as applicable, including, but not limited to FCAT Reading and Mathematics, EOC Assessments and/or Florida Standards Assessments (FSA). Mastery levels must reflect scores in the 9th stanine or equivalent.
10. Student must meet all expectations of Characteristics of Proficient Learners. Checklist located on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#).

## **High School Requirements**

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

## **RECOMMENDED ASSESSMENTS FOR SUBJECT AREA ACCELERATION**

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

All available data must be considered. Mastery levels for eligibility reflect scores in the 9th stanine, highest level, or equivalent. The following data/assessments must be considered, if available:

- Current available FCAT scores, FSA scores, or comparable statewide standardized assessments
- Most recent SDPBC diagnostic scores
- Psycho-educational assessment
- Midyear and end-of-year assessments, as appropriate for ACCEL request
- Work samples of products

## **PROCEDURES FOR REQUESTING ACCELERATION**

### **Middle School (6-8) Procedures for Requesting Acceleration**

1. Parent submits written request for ACCEL option to the principal. Requests for the next school year should be submitted prior to the end of the third quarter. Requests for midyear promotion should be submitted prior to the end of the first quarter of the current school year. The principal may also initiate student participation in ACCEL. If the principal initiates the student's participation an ACCEL option, the parent(s) must be notified.
2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and refers to SBT.
3. The principal and SBT determine student eligibility in accordance with Acceleration guidelines outlined above.
4. The principal and SBT, in conjunction with parent(s) and student, complete the Middle School Acceleration Plan and Performance Contract (PBSD 2501), which includes an Acceleration Plan and timeline.

5. Once the Plan is implemented, the student's progress will be monitored throughout the first semester of acceleration. If at any time during the progress monitoring semester, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the SBT and appropriate placement will be made. Any change of placement must be made prior to the end of the first semester of acceleration, before the student takes final exams. After successful completion of one semester, the student should remain on the accelerated track.

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

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

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

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

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

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

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

**MATHEMATICS NOTE:** Three of the four mathematics credits required for graduation must be earned in Grades 9-12 unless conditions listed under number 2 of the Mathematics Requirements for Four-Year 24-Credit Option section are met.

**SCIENCE NOTE:** The 1.0 credit in physical science requirement may be met prior to high school; however, three additional science credits (Biology 1 and two equally rigorous courses) will be required in Grades 9-12.

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

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

Middle school students enrolled in high school Geometry or Algebra 2 must take the corresponding EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must meet satisfactory performance or earn a Level 3 or higher on the EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. Middle school students who do not take the EOC Assessment will receive an "F" in the course. After the student makes up the EOC, the final grade will be recalculated. [[Florida Statute § 1003.4156, 1003.4282\(3\)\(b\), 1003.4285\(1\)\(a\)](#)]

The requirements for out-of-country, out-of-state, private school, or Home Education Program students who transfer into a Florida public school with a transcript that indicates Algebra 1 course credit, must meet satisfactory performance or earn a Level 3 or higher on the Algebra 1 EOC Assessment in order to earn a Standard Diploma unless the student met one of the following requirements:

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

If a transfer student's transcript shows a final course grade and credit in Geometry or Algebra 2, the transferring final grade and credit must be honored without the student taking the requisite EOC Assessment and without the results constituting 30 percent of the student's final course grade. However, a student must earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard Diploma. To qualify for a Scholar Diploma designation, the student must earn a proficient score on the EOC Assessment in Geometry (2014-2015 Grade 9 cohort and forward), and Algebra 2 (2014-2015 Grade 9 cohort and forward). [[Florida Statutes §§ 1003.4282 & 1003.4285\(1\)\(a\)](#)]

## COURSES TAKEN THROUGH NON-DISTRICT EDUCATIONAL PROVIDERS

Students who participate in enrichment programs will not receive school credit. Courses taken through other educational providers will be awarded credit, so long as the provider is accredited by AdvancED®. All courses must be preapproved by a school designee. For rules pertaining to transfer students, refer to [State](#)

## **CREDIT BY EXAMINATION**

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

## **ADVANCED PLACEMENT (AP)**

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit may be awarded to students who score a minimum of three on a five-point scale on the corresponding postsecondary institution AP Exam. Students shall be exempt from any fees for administration of the examination, regardless of whether or not the student achieves a passing score on the examination. [[Florida Statute §1007.27\(5\)](#)]

## **DUAL ENROLLMENT PROGRAM**

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

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

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. Dual Enrollment credit can be earned at Palm Beach State College. Course credit earned in these courses with a grade of "C" or better, shall transfer as college-level credit to a state college/university in Florida. College credit is transferable to other colleges according to the individual college guidelines and requirements. Where sufficient numbers of qualified students have been identified, a college course may be offered at the local high school.

Some college courses equate to a 0.5 high school credit, while others equal one credit. All Dual Enrollment grades shall receive the same weight as an Advanced Placement (AP) course. The Dual Enrollment Articulation Agreement lists Dual Enrollment courses and credits meeting specific subject area credit toward graduation. College courses equivalent to less than three credit hours do not qualify for high school credit. Certain Dual Enrollment courses may be used to satisfy specific required courses for graduation. (See the Florida Department of Education's *Dual Enrollment Equivalency List* at: <http://www.fldoe.org/poicv/articulation/dual-enrollment-agreements.stml>.)

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

1. Students must be enrolled in Grades 6-12). Students in grades 6-9 must have earned four high school credits with at least a 3.0 GPA, two of which must be an English Language Arts and a mathematics course. Grade 10 includes the summer upon completion of grade 9.

2. Students must have a minimum 3.0 GPA for all courses except career/technical courses, for which a minimum 2.0 GPA is required. [[Florida Statute § 1007.271\(3\)](#)]
3. Students must earn college ready scores on either the SAT, ACT, Postsecondary Education Readiness Test (P.E.R.T.) or Florida College Entry-Level Placement Test (FCELPT), as specified in the Dual Enrollment Articulation Agreement. Students must earn college ready scores on all sections of the above named tests, as specified in the Dual Enrollment Articulation Agreement, to enroll in any course except career/technical courses at Palm Beach State College.
4. Students enrolling in a career/technical course must earn passing scores on the Test of Adult Basic Education (TABE) required by the individual vocational program.
5. Students must limit enrollment to no more than eight total college credit hours per semester, regardless of the number of institutions they attend (per Dual Enrollment Articulation Agreement).
6. Students are limited to earning a maximum of sixty credit hours through dual enrollment.
7. Students are only eligible for undergraduate courses.
8. Students must contact the school counseling office to begin the Dual Enrollment application process.
9. Students must receive approval of the high school principal/designee.
10. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule.
11. Students must satisfy any course prerequisites.
12. The college/university must have space available in the requested course.
13. Students must maintain a minimum 3.0 cumulative GPA [[Florida Statute § 1007.271\(3\)](#)] per semester and earn a grade of "C" or better in any college-level course, in order to continue in the Dual Enrollment Program. A student will no longer be eligible for the Dual Enrollment Program if he/she earns a grade of "D", "F" or "W" These grades will be reflected on the high school and college transcripts.
14. Seniors are eligible for dual enrollment courses through the spring semester of their senior year, and may NOT take summer dual enrollment courses regardless of their graduation date.

Students may not enroll in vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, or physical education courses that focus on the physical execution of a skill, rather than the intellectual attributes of the activity. [[Florida Statute §1007.271\(7\)](#)]

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

Career Dual Enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. It is the intent of the legislature that Career Dual Enrollment provides a comprehensive academic and Career Dual Enrollment Program within the career center or community college. [[Florida Statute §1007.271\(41\)\(21\)](#)]

Per [Florida Statute § 1007.271\(2\)\(10\)\(11\)\(16\)](#), there are no tuition, registration, laboratory fees, or textbook costs to students participating in either the Advanced Placement (AP) Program or the Dual Enrollment Program. Students are responsible for textbooks that must be returned to the vendor. Fees will be charged to students who lose or damage textbooks. Students will be responsible for parking permits, identification



card fees, late fees, library fees, special course fees, etc. or other course-related materials.

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

### **Enrollment in Schools without Dual Enrollment Agreements**

With principal's permission, students may dual enroll in colleges or universities other than those that have Dual Enrollment Agreements with the SDPBC. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule. Students must meet the Dual Enrollment eligibility criteria set forth by the District. The parent(s) and/or student will be responsible for payment of fees and instructional materials. Excluding the required fees, all other rights and privileges will be afforded these students as those under Dual Enrollment Agreements (Dual Enrollment Articulation Agreement SDPBC Student Progression Plan 2016-2017 Page 67 between the School District, Palm Beach State College, and Florida Atlantic University). All courses that are not on the Dual Enrollment Course Equivalency List will be awarded a 0.5 elective credit. (Refer to Dual Enrollment Equivalency List at: <http://www.fldoe.org/policy/articulation/1516dual-enrollment-agreements.shtml>)

## PROMOTION AND RETENTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in [Florida Statute § 1008.25\(6\)\(a\)](#). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida Standards, as set forth in [State Board of Education Rule 6A-1.09401](#).

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

In accordance with [Florida Statute § 1003.4156](#), promotion from a school composed of middle Grades 6-8 requires that the student must successfully complete academic courses as follows:

#### Middle School English Language Arts (ELA) Requirements

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

#### Middle School Mathematics Requirements

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

## Social Studies Middle School Requirements

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

### Middle School Social Studies Courses

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

- Students who transfer into STP may substitute social studies units earned at their previous school for M/J World History and/or M/J United States History if the units are deemed acceptable per the district accreditation policy.
- Beginning with students entering 6th grade in the 2012-2013 school year, per Florida Statute § 1003.4156(1)(c), one of the courses must be at least a one semester civics education course that a student successfully completes and that includes: o the roles and responsibilities of federal, state, and local governments; o the structures and functions of the legislative, executive, and judicial branches of government; and o the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
- Transfer students who completed a social studies course at their previous school may have that course evaluated to determine if it meets the criteria listed above to count as a civics education course.
- Each student's performance on the statewide, EOC Assessment in civics education constitutes 30 percent of the student's final course grade. Middle school students who do not take the Civics EOC Assessment will receive an "F" in the course. After the student makes-up the EOC, the final grade will be recalculated. (Refer to Florida Statute § 1008.22.)

**NOTE:** A middle school student who transfers into the State's public school system from out of country, out-of-state, a private school/or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. [[Florida Statute § 51003.4156\(1\)\(c\)](#)]

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

2106010  
2106015  
2106016  
2106020  
2106025  
2106026  
2100045

## Science Middle School Requirements

- Per [Florida Statute § 1003.4156\(1\)\(d\)](#), a student must successfully complete three middle school or higher courses in science. Successful completion of a high school level Biology 1 course is not contingent on the student's performance on the EOC Assessment.
  - All students enrolled in Biology 1 must take the Biology 1 EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students who do not take the Biology 1 EOC Assessment will receive an "F" in the course. After the students make up the EOC, the final grade will be recalculated. [[Florida Statute § 1008.22\(3\)\(bH2\)](#)].

## CAREER AND EDUCATION PLANNING REQUIREMENTS

A student must complete one course in career and education planning, which is generally offered in the 7th grade. At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. The course may be taught by any member of the instructional staff; must result in a completed personalized Academic and Career Plan for the student; must emphasize the importance of entrepreneurship skills; and must emphasize technology or the application of technology in career fields; and must include information from the Department of Economic Opportunity's economic security report as described in [Florida Statute § 445.07](#).

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

Each school must inform parent(s) about the course curriculum and activities. Each student must complete a personalized Academic and Career Plan, which must be signed by the student and the student's parent. [[Florida Statute § 1003.4156\(1\)\(e\)](#)]

## Suggested Enrollment for Grade 6

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FY16 FSA 2.0 Level 1 or Level 2, Reading Plus Benchmark Assessment data, FY16 Winter Diagnostic data, and/or teacher input) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
World History	1 year
Physical Education*** (includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

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

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

\*\*\* The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to [Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students Form \(PBSD 2301\)](#).

## Suggested Enrollment for Grade 7

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FY16 FSA Level 1 or Level 2, Reading Plus Benchmark Assessment data, FY16 Winter Diagnostic data, and/or teacher input) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
Civics and Career and Education Planning <sup>14</sup>	1 year
Physical Education*** (includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

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

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

\*\*\*The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to [Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students \(PBSD 2301\)](#).

## Suggested Enrollment for Grade 8

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FY16 FSA Level 1 or Level 2, Reading Plus Benchmark Assessment data, FY16 Winter Diagnostic data, and/or teacher input) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics-M/J Pre-Algebra; Algebra 1 Honors; Geometry Honors**	1 year
United States History	1 year
Physical Education (includes dance classes) ***	1 semester
Electives (various courses/subject areas)	As offered by each school

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

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

\*\*\*The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute 5 1003.455. Refer to [Physical Education Requirement Parental Notification and Waiver for Elementary and Middle School Students \(PBSD 2301\)](#).

<sup>14</sup> In accordance with [Florida Statute § 1003.4156\(1\)\(e\)](#), at a minimum, the Career and Education Planning course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields.

Course descriptions meet the requirements of [State Board of Education Rule 6A-1.09412](#) and this curriculum meets the student performance standards in [State Board of Education Rule 6A-1.09401](#). See [Florida Statute § 1003.4156](#) and [State Board of Education Rule 6A-6.054\(2\)](#).

## MIDDLE SCHOOL (6-8) PROMOTION AND RETENTION

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

### Conditional Promotion to Grade 7 and/or Grade 8

1. If a student fails one core course, the student should be conditionally promoted. The student must pass the failed course in a recovery program during the summer or the next school year.
2. If a student fails two core courses, the student may be conditionally promoted upon passing one core course in a recovery program during the summer and taking one course during the following school year.
3. If a student fails three core courses, the student will be retained at the same grade level or will be conditionally promoted upon passing two courses in a recovery program during the summer and taking one course during the following school year.
4. If a student fails more than three core courses, the student will be retained.

5. A retained student should not repeat a course he/she has already passed. The student may enroll in the next sequential course. This may result in the student being promoted during the school year.
6. Promotion in extraordinary circumstances: The Superintendent, upon recommendation by the Area Superintendent and the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance. This cannot be used to promote a student from 8th grade to 9th grade.

### **Course Recovery Options for Middle School Students**

1. Middle School Course Recovery Program (MSCR)
2. Virtual School
3. Tutoring services before or after school concurrently with the course to be used as evidence of demonstrating proficiency in skills taught during the previous terms.
4. Benchmark assessments: Florida Standards Quizzes (FSQs) and Unit Standards Assessments (USAs) for ELA and Mathematics, and Next Generation Standards Quizzes (NGSQs) and USAs for Civics and 8th grade science can be used to demonstrate mastery for a marking period. Winter Diagnostics Reports using the taught standards/benchmarks can be used to demonstrate mastery of the content of first and/or second quarters.
5. Nine-Week exams: Students may take a nine-week exam. Students must complete with 70 percent proficiency before recovery status is awarded.
6. Florida Standards Assessment (FSA)/State Science Assessment/Civics EOC: Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the statewide standardized assessment score.
7. Florida Alternative Assessment (FAA): Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the FAA score.

## Promotion to Grade 9

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

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

\* The Career and Education Planning course is provided through Civics in Grade 7.  
Refer to specific course requirements at the beginning of this section.

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

## MIDDLE SCHOOL INTERVENTIONS

### 8.5 Placement Option (Only Students in Grade 8)

Assignment into an 8.5 Program, when available and appropriate, will be at a SDPBC alternative education high school.

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

## CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

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

### English Language Learners (ELLs)

In accordance with [State Board of Education Rules 6A-6.0902](#), [6A-6.0903](#), [6A-6.0904](#), and [6A-1.09432\(6\)](#) a student identified as an ELL must meet the District levels of performance, as indicated on the Student Progression charts. The SDPBC Plan for Services to English Language Learners (ELLs) is located at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. ELLs must demonstrate literacy skills on grade level in either English or their native language. ELLs may not be retained if they are substantially below grade level in reading in English, but can demonstrate grade level literacy skills in their native language. Retention of an ELL requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument.



An ELL Committee must meet to determine whether an ELL should be retained with documentation on the [English Language Learner \(ELL\) Report \(PBSD 1512\)](#).

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

## **Exceptional Student Education (ESE)**

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

A student who is enrolled in Exceptional Student Education (ESE) must meet the School District's performance standards, unless the student's demonstrated significant cognitive ability prevents the student from completing required class work and achieving the Next Generation Sunshine State Standards (NGSSS), Language Arts Florida Standards (LAFS), or Mathematics Florida Standards (MAFS), even with appropriate and allowable class work modifications and the IEP specifies that the student is working on Florida Standards Access Points.

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

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

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

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

State law prohibits social promotion for any public school student, including Students with Disabilities. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and State levels of performance for student progression. In accordance with Florida Statute § 1008.25(6)(a), no student may be assigned to a grade level based solely on age or other factors that

constitute social promotion.

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

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

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

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

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

### **HIGH SCHOOL GRADE CLASSIFICATION FOR PROMOTION AND RETENTION**

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

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

## **GRADUATION REQUIREMENTS**

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

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

### **GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA**

#### **Assessments for Standard Diploma**

In order to receive a Standard Diploma, students must achieve proficient scores on the required statewide assessments 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 Statutes §§ 1008.22\(3\), 1003.438](#), [State Board of Education Rules 6A-1.0995](#), & [6A-1.09961](#)]

Students must meet satisfactory performance or earn a Level 3 or higher on the Grade 10 FSA ELA. A student may satisfy the Grade 10 FSA ELA requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT, or SAT.

Students must meet satisfactory performance or earn a Level 3 or higher score on the Algebra 1 End-of-Course (EOC) Assessment or subsequently thereafter meet the comparative score of 97 on the Postsecondary Education Readiness Test (P.E.R.T.).

A student may satisfy the FCAT 2.0 Reading requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT, or SAT.

The concordant/comparative scores for ACT, SAT, and P.E.R.T. updates are located at:  
<http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>

Students who have met all of the requirements for the Standard High School Diploma, except for earning a proficient score on the FCAT 2.0 Reading/FSA ELA/Algebra 1 EOC Assessment or an alternate assessment by the end of 12<sup>th</sup> grade, must be given the opportunity to participate in an accelerated High School Equivalency Diploma Preparation Program. This should include FCAT 2.0 Reading/FSA ELA/Algebra 1 EOC Assessment remediation and High School Equivalency Examination preparation. Students must also be allowed to take a college placement test and be admitted to remedial or credit courses at a state community college or participate in an adult general education program. [[Florida Statute § 1003.433\(2\)](#)]

## **Statewide Standardized Assessment Waivers for Students with Disabilities**

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

In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the School District, the end of the semester or school year in which the student turns age 22) or until they graduate with a Standard Diploma, whichever occurs first.

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

### **Statewide Standardized Assessment Waiver Eligibility Criteria for Students with Disabilities**

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

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term "student with a disability" means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

The IEP team may meet at any time to:

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

### **District Responsibilities:**

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

- Classroom work samples
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards

- Higher-level, related coursework (honors, advanced placement, etc.)
- Related postsecondary coursework through dual enrollment
- Other standardized academic assessments, such as the SAT, the ACT or Postsecondary Education Readiness Test (PERT).
- Portfolio

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

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

Beginning with students entering grade 9 in the 2014-15 school year...(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

## **Course Credit for Standard Diploma**

In accordance with [Florida Statute § 1003.436\(2\)](#), credits are awarded in 0.5 credit increments per semester upon successful completion of course requirements, with the exception of courses with EOC Assessments that award one credit. See options below for specific credit requirements.

## **Online Learning for Standard Diploma**

Beginning with the 2011-2012 incoming Grade 9 students, the Digital Learning Now Act requires that all high school students graduating with a 24-Credit Standard Diploma (except those enrolled in the ACCEL Option, Special Diploma, International Baccalaureate (IB) Program, or the Advanced International Certificate of Education (AICE) Program) successfully complete at least one online course. The course has to be within the 24 credits required for high school graduation and must be passed. Courses may be either 0.5 credit or 1.0 credit in value. Online credit recovery or original credit courses may be used to satisfy this requirement. [[Florida Statute § 1002.45282\(4\)](#)] (Students may take these courses online, outside of, or as a part of the school day.)

In accordance with [Florida Statute § 1003.4282\(4\)](#), online high school credit courses successfully completed in Grades 6-8 may be used to fulfill this requirement. Student eligibility for participation in a Virtual Education Program is determined by [Florida Statute §1002.455](#) and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

This requirement does not apply to a student who has an IEP, which indicates that an online course would be inappropriate, or a student who is enrolled in a Florida high school and has less than one academic year remaining in high school. [[Florida Statute § 1002.4282\(4\)](#)]

## **Grade Point Average (GPA) for Standard Diploma**

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

Students must earn a minimum GPA of 2.0 on a 4.0 scale for all credits attempted, except for those replaced according to the Forgiveness Rule. [[Florida Statute § 1003.437](#)]

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

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

### **Virtual/Online Course Requirement for Four-Year 24-Credit Option**

Beginning with students entering Grade 9 in the 2011-2012 school years, at least one course within the 24 credits required in this subsection must be completed through online learning. An online high school credit course taken during Grades 6-8 fulfills this requirement. The requirement is met through an online course offered by the Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course. [[Florida Statute § 1003.4282\(4\)](#)]

The District School Board, as applicable, may offer students the following options to satisfy the online course requirements:

- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification funding list pursuant to s. 1008.44 or passage of the information technology certification examination without enrollment in or completion of the corresponding courses, as applicable.
- Passage of an online content assessment, without enrollment in or completion of the corresponding course or courses, as applicable, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.

### **English Requirements for Four-Year 24-Credit Option**

- Students must earn four English credits (English I, II, III, and IV).

### **Mathematics Requirements for Four-Year 24-Credit Option**

1. Students must earn four high school mathematics credits, which must include Algebra 1 and Geometry. [[Florida Statute § 1003.4282\(3\)\(b\)](#)]
2. Three of the four required mathematics credits must be earned in Grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the old SAT (prior to March 2016), or a 570 on the mathematics portion of the new SAT, or a minimum score of 24 on the mathematics portion of the ACT, may be exempt from the requirement that the three credits be earned in Grades 9-12 and may use all high school mathematics credits earned at middle school toward the four-credit graduation requirement. (Students should be reminded that meeting only the minimum mathematics credit requirement might adversely impact college admission.)
3. The grades earned in high school courses, taken in middle school, will be included on the high

- school transcript.
4. Students enrolled in Algebra 1 in 2011-2012 and thereafter, must meet satisfactory performance or earn a Level 3 on the Algebra 1 EOC Assessment, in order to fulfill the graduation requirement. [\[Florida Statute § 1008.22\(3\)\(b\)1\]](#)
  5. Beginning with the 2011-2012 school year, all students enrolled in geometry must take the Geometry EOC Assessment. [\[Florida Statute § 1008.22\(3\)\(b\)1\]](#)
  6. Students, who enroll in Algebra 1 in the 2013-2014 school years and thereafter, must take the Algebra 1 EOC Assessment and pass the course. Student performance on the Algebra 1 EOC Assessment constitutes 30 percent of the student's final course grade. Students who do not take the Algebra 1 EOC Assessment will receive an "F" in the course. After the student makes up the EOC, the final grade will be calculated.
  7. A student must meet satisfactory performance on the Algebra 1 EOC Assessment to earn a Standard Diploma. A comparative score of 97 on the Postsecondary Education Readiness Test (P.E.R.T.) will satisfy this requirement.
  8. Students, who enroll in Geometry or Algebra 2 in the 2013-2014 school years and thereafter, must take the corresponding EOC Assessment and pass the course. Student performance on the EOC Assessment constitutes 30 percent of the student's final course grade. Students who do not take the EOC will receive an "F" in the course. After the student makes up the EOC, the final grade will be recalculated.
  9. A student must meet satisfactory performance or earn a Level 3 or higher on the Geometry and algebra 2 EOC Assessments to earn a Standard High School Diploma Scholar Designation.
  10. Industry certification courses that lead to college credit may substitute for up to two mathematics credits, not including Algebra 1 or Geometry.

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

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

Course	Course Code
Algebra 1	1200310
Algebra 1 Honors	1200320

All students who entered Grade 9 in the school year 2011-2012 or thereafter, who have previously scored non-proficient on the Algebra 1 EOC Assessment, unless they earned a comparative score of 97 on the PERT must take the Algebra 1 EOC Assessment.



## Geometry End-of-Course (EOC) Assessment Requirement

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

Course	Course Code
Geometry	1206310
Geometry Honors	1206320

## Algebra 2 End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing any of the following courses must take the Algebra 2 EOC Assessment:

Course	Course Code
Algebra 2	1200330
Algebra 2 Honors	1200340

## Science Requirements for Four-Year 24-Credit Option

1. Three science credits must be earned during high school (Biology 1, physical science, and an equally rigorous science course). If a student earned a Biology and/or physical science credit in middle school, that course will meet the subject area requirement. However, an additional three science credits must be earned in grades 9-12.
2. Students who enter Grade 9 in the 2012-2013 school year or earlier, must earn three science credits, as follows:
  - 1.0 credit in Biology 1;
  - 1.0 credit in a physical science (Earth/Space, Chemistry, Astronomy or Physical Science); and
  - 1.0 credit in science.
3. Two courses must include a laboratory component. [[Florida Statute § 1003.4282 \(3\)\(c\)](#)]
4. Beginning with the 2011-2012 school year, all students enrolled in Biology 1 must take the Biology 1 EOC Assessment. [[Florida Statute § 1008.22\(3\)\(b\)2](#)]
5. Students, who enter Grade 9 and enroll in Biology 1 in the 2013-2014 school years or thereafter, must take the Biology 1 EOC Assessment and pass the course. Student performance on the EOC will constitute 30 percent of the final course grade. Students who do not take the EOC Assessment will receive an "F" in the course. After the student makes-up the EOC, the final grade will be

recalculated. [[Florida Statute § 1003.4282 \(3\)\(c\)](#)]

6. A student must meet satisfactory performance or earn a Level 3 or higher on the Biology 1 EOC Assessment to earn a Standard High School Diploma Scholar Designation.
7. Students who enter Grade 9 in the 2013-2014 school year or thereafter, must earn three science credits, as follows:
  - credit Biology 1;
  - credit in a physical science (must be an equally rigorous course: Earth/Space, Chemistry, Physics, Astronomy, or Physical Science courses); and
  - 1.0 credit in science (must be an equally rigorous course).
8. Students entering Grade 9 in the 2013-2014 school years and thereafter must earn a credit in Biology 1 and pass two equally rigorous courses as a requirement for graduation. An industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education or an identified computer science course with a related industry certification may substitute for up to one science credit, not including Biology 1. [[Florida Statute §1003.4282\(3\)\(c\)](#)]

**NOTE:** It is recommended that students enrolled in regular courses take Earth/Space Science Regular (R) in 9th grade; Biology 1 (R) in 10th grade; and Chemistry 1 (R), Environmental Science (R), Marine Science 1 (R), Anatomy and Physiology (R), or Physical Science (R) in 11th grade to fulfill the new graduation requirement. Physics 1 (R) can also be used for regular students to fulfill this new requirement, but it is not recommended until 12th grade. All of these courses except Biology 1 (R)] are equally rigorous courses and Earth/Space Science (R), Chemistry 1 (R), Physical Science (R), and Physics 1 (R) also count as a credit in the physical sciences. All other regular courses open in the SDPBC, which include but are not limited to Ecology (R) and Zoology (R), are not equally rigorous courses for 9th grade students entering the 2013-2014 school years and thereafter and will no longer count toward the three science credits needed to graduate.

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

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

Course	Course Code
Biology 1	2000310
Biology 1 Honors	2000320

## Social Studies Requirements for Four-Year 24-Credit Option

Students must earn three social studies course credits for graduation [[Florida Statutes § 1003.4282\(3\)\(d\)](#)], as follows:

- Grade 10 World History - 1.0 credit
- Grade 11 United States (US) History - 1.0
  - U.S. History students must take the U.S. History EOC Assessment and pass the course.
  - Student performance on the U.S. History EOC Assessment constitutes 30 percent of the student's final course grade.
  - Students who do not take the U.S. History EOC Assessment will receive an "F" in the course. After the student makes-up the EOC, the final grade will be recalculated.
  - A student must meet satisfactory performance or earn a Level 3 or higher on the U.S. History EOC Assessment to earn a Standard High School Diploma Scholar Designation.
- Grade 12 US Government - 0.5 credit
- Grade 12 Economics with Financial Literacy - 0.5 credit

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

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

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

## Physical Education requirements for Four-Year 24-Credit Option

- In accordance with [Florida Statute § 1003.4282\(3\)\(f\)](#), the school may not require that the one credit physical education requirement be taken during the 9<sup>th</sup> grade year.
- For students who entered Grade 9 in the 2007-2008 school year and thereafter, this requirement may be met by completing one of two options:
  - **Option 1:** 0.5 credit Personal Fitness/0.5 credit Physical Education Activity Elective; or
  - **Option 2:** 1.0 credit Health Opportunities through Physical Education (HOPE).

## Physical Education High School Waiver Options

Schools Choosing the Personal Fitness/ Physical Education Activity Elective Option	Schools Choosing the Health Opportunities through Physical Education (HOPE) Option
<p>Two seasons of an interscholastic sport at the junior varsity or varsity level <b>AND</b> a grade of "C" or better on the Personal Fitness competency test waives the 0.5 credit in Personal Fitness and the 0.5 credit requirement in a Physical Education activity elective.</p>	<p>Two seasons of an interscholastic sport at the junior varsity or varsity level <b>AND</b> a grade of "C" or better on the Personal Fitness competency test waives the full 1.0 credit Physical Education requirement. [<a href="#">Florida Statute § 1003.4282(3)(f)</a>]</p> <p>No credit will be earned when waiving the Physical Education requirement through interscholastic sports participation.</p>
<p>One semester of marching band with a grade of "C" or better, waives the 0.5 credit requirement of a Physical Education activity elective.</p> <p><b>NOTE:</b> Another option is to have this waive the performing arts requirement.</p> <p>The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	
<p>One semester of a dance class waives the 0.5 credit requirement of a Physical Education activity elective.</p> <p><b>NOTE:</b> Another option is to have this waive the performing arts requirement.</p> <p>The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	
<p>Two years in a JROTC* class waives the 0.5 credit Physical Education activity elective <b>AND</b> the full 1.0 credit performing arts requirement (Waiver #1500480). The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	<p>Two years in a JROTC* class satisfies the full 1.0 credit Physical Education requirement <b>AND</b> the full 1.0 credit performing arts requirement. [<a href="#">Florida Statute § 1003.4282(3)(f)</a>]</p>

\* Junior Reserve Officers' Training Corps

## Physical Education Waivers and Descriptions

Course Code for Waiver	Description of Waiver	Options Applied to:
1500410	INTERSCH SSN 1 - COM (Completion of interscholastic sport season 1)	Personal Fitness/Physical Education activity elective <b>AND HOPE</b>
1500420	INTERSCH SSN 2-COM (Completion of interscholastic sport season 2)	Personal Fitness/Physical Education activity elective <b>AND HOPE</b>
1500430	<b>INTERSCH SPTS Waiver (Personal Fitness Competency Test waiver)</b>	<b>Personal Fitness/Physical Education activity elective AND HOPE</b>
1500440	MCHG BAND PE WAIVER (Marching Band PE waiver)	Personal Fitness/Physical Education activity elective (Students must still take the Personal Fitness class. This waiver is for the half (54) credit requirement of a Physical Education activity elective).
1500445	DANCE WAIVER (Dance Waiver)	Personal Fitness/Physical Education activity elective (Students must still take the Personal Fitness class. This waiver is for the half (%) credit requirement of a Physical Education activity elective).
1500450	JROTC* PE YR 1 WAIVER (JROTC* Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education activity elective <b>AND HOPE</b> (Students under Personal Fitness/Physical Education activity elective option must still take the Personal Fitness class)
1500460	JROTC* PE YR 2 WAIVER (JROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education activity elective <b>AND HOPE</b> (Students under Personal Fitness/Physical Education activity elective option must still take the Personal Fitness class.
1500470	JROTC* PE WAIVER-COM (Completion of JROTC* year 1, JROTC* year 2, and the Personal Fitness course)	Personal Fitness/Physical Education activity elective
1500480	JROTC* PE/PERFORMING ARTS WAIVER	Personal Fitness/Physical Education activity elective <b>AND HOPE</b> (Students under Personal Fitness/Physical Education activity elective option must still take Personal Fitness course.)

\*Junior Reserve Officers' Training Corps

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

- Students entering Grade 9 in the 2007-2008 school year and thereafter must take one credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. [[Florida Statute S1003.4282\(3\)\(e\)](#)]
- Eligible practical arts courses shall be identified through the Florida Department of Education Course Code Directory. [[Florida Statute § 1003.4282\(3\)\(e\)](#)]

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

- two years of JROTC, a significant portion of which is drills; and
- 1.0 credit of JROTC satisfies the performing arts requirement and 1.0 credit of ROTC satisfies the HOPE requirement. [[Florida Statute §1003.4282\(3\)\(f\)](#)]

### **Electives Requirements for Four-Year 24-Credit Option**

1. Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships and college admission.
2. Elective credit may be earned for nonpaid voluntary community or school service (not including court ordered service). Voluntary Public Service and Voluntary School/Community Service each provide 0.5 credits for a minimum of 75 hours of service.
3. Elective credit may not be granted toward high school graduation for the following:
  - more than a total of nine elective credits in remedial/compensatory programs;
  - more than one credit in exploratory vocational courses;
  - more than three credits in practical arts, family, and consumer science (home economics) courses; and/or
  - any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Education Plan (IEP) or Progress Monitoring Plan (PMP), signed by the principal, the school counselor, and the parent(s) of the student, if the student is not 18 years or older, or by the student, if the student is 18 years of age or older.

### **World Language Options**

The successful completion of two sequential World Language courses is not a graduation requirement. However, a student must demonstrate World Language proficiency at a level equal to two years of high school World Language (in the same language) or American Sign Language coursework as a requirement for entry into the State University System (SUS), for a Florida College System Associate in Arts degree, and the Florida Bright Futures Scholarship Program. Students not completing this requirement while in high school must make up the credits at a postsecondary institution prior to graduation from a university.

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

1. complete two high school credits in the same language;
2. complete one high school World Language credit at second level (i.e., Spanish 2, French 2, etc.);
3. pass an AP, AICE (AS or A Level), or IB (Diploma Program Standard Level or Higher Level) World Language course;
4. complete a second post-secondary course (i.e., Elementary II), as long as the course is 4.0 semester credits; or
5. pass a third post-secondary course (i.e., Intermediate I), regardless of credit.

## World Language Waiver Options

There are two possible ways in which students can obtain a World Language Waiver.

### Option 1:

To qualify for a World Language Waiver, a student must earn, at the minimum, the scores indicated in the chart below on a CLEP, AP, SAT-II, or a Departmental Test.

Test	Minimum Score Required for Proficiency
CLEP*	For students entering college 2008-09 and later: French 59; German 60; and Spanish 63
AP*	3
SAT-II	If a college awards credit based on a SAT Subject test, documentation of the credits awarded must be given to the high school counselor.
Departmental Test	If a college awards credit based on the basis of their own World Languages Departmental Test, documentation of the credits awarded must be given to the high school counselor.

\*Scores approved by State Board of Education and posted in the Articulation Coordinating Committee's Credit-by-Exam Equivalencies document

### Option 2:

If a student's proficiency is in a language for which there is no test available to determine proficiency, a transcript documenting formal education equal to two years of high school coursework in that language, or in English in a non-English-speaking country, may be used. For current World Language policies, refer to the *Florida Counseling for Future Education Handbook* at: <https://www.flvc.org/advising-manuals/counseling-for-future-education-handbook>

Refer to the *2014-2015 Bright Futures Student Handbook* for current policies related to meeting the World Language requirement at: <http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf>.

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

## **Community Service for Four-Year 24-Credit Option Students**

All students must earn 20 hours of community service, using the honor system. Students must complete community service hours upon successful completion of 8<sup>th</sup> grade and by high school graduation.

## **Graduation Requirements for Transfer Students**

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

1. A student entering high school from another district, state, or country is required to satisfy the graduation requirements of his/her enrolled cohort.
2. The student must take a full schedule of courses to comply as closely as possible with the graduation requirements of the cohort, but shall not be required to spend additional time in school in order to meet these requirements. Unless prescribed by his/her Progress Monitoring Plan (PMP), no junior or senior will be required to take two required courses in the same discipline concurrently. A [Graduation Credit Waiver Request \(PBSD 2461\)](#) must be completed for any credits waived for transfer students.
3. Per [Florida Statute 1003.4282\(4\)](#), a student who is enrolled in a Florida high school and has less than one academic year remaining may waive the on-line course requirement.
4. A [Graduation Credit Waiver Request \(PBSD 2461\)](#) must be completed to waive this requirement.
5. A transfer student may not waive credits required for graduation if he/she will receive a Certificate of Completion.

## **COURSE MODIFICATIONS**

### **English Language Learners (ELLs) Course Modifications**

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

### **Active Section 504 Accommodation Plans Course Modifications**

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

In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008 (effective January 1, 2009). Congress declared that its



purpose in amending the ADA was to reinstate a broad scope of protection, to carry out its objectives of providing "a clear and comprehensive national mandate for the elimination of discrimination," and set forth "clear, strong, consistent, enforceable standards addressing discrimination."

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

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

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

The Multi-Disciplinary Team is responsible for deciding if any deviation and/or exemptions to the General Education content requirements should be included on the Section 504 Accommodation Plan. Thus, a student's Section 504 Accommodation Plan must document any modification to the General Education course content requirements necessary for the student to ensure an equal opportunity to master the General Education content requirements.

## HIGH SCHOOL DIPLOMAS

STA offers the following diploma option:

- 24-Credit Standard Diploma

### Diploma Designations

Students may earn one or more "designations" on their Standard Diploma. Students are not required to obtain a "designation." There is no deadline for choosing a "designation." There are three "designations;" the scholar diploma designation, the merit diploma designation, and the Seal of Biliteracy:

1. **Scholar Diploma Designation** - In addition to meeting the Standard Diploma requirements, the following criteria must be met.
  - Students must earn:
    - 1.0 credit in Algebra 2 (must earn a proficient score on the EOC Assessment beginning with students entering Grade 9 in school year 2014-2015);
    - 1.0 credit in statistics (or an equally rigorous mathematics course);
    - 1.0 credit in Chemistry or Physics;
    - 1.0 credit in a course equally rigorous to chemistry or physics; and
    - 2.0 credits in the same world language.
  - Students must earn a proficient score on the Geometry, Biology 1, and US History EOC Assessments.
  - Students must earn at least one credit in AP, IB, AICE, or a Dual Enrollment course.
2. **Merit Designation** - In addition to meeting the Standard Diploma requirements, students must attain one or more industry certifications from the list established, per [Florida Statute § 1003.492](#).
3. **Seal of Biliteracy** - The Seal of Biliteracy is an award in recognition of high school graduating students who have attained a high level of competency in listening, speaking, reading and writing in one or more languages in addition to English. The purpose of the Seal of Biliteracy is to encourage students to study languages, certify attainment of biliteracy skills, provide employers with a method of identifying an individual who has language and biliteracy skills, recognize and promote World Language instruction in public schools, strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.

To qualify for the Seal of Biliteracy, a student must meet the following requirements:

1. Earn a standard high school diploma
2. Demonstrate proficiency in English by earning a passing score on the statewide, standardized English Language Arts assessment or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (e.g. ACT or SAT)
3. Demonstrate proficiency in a world language by earning:
  - a. A score of three (3) or higher on an Advanced Placement (AP) assessment in a world language
  - b. A score of four (4) or higher on an International Baccalaureate (IB) assessment in a world language

- c. A score of (E) or higher on an Advanced International Certificate of Education (AICE) assessment in a world language
- d. An average score or higher for college-bound senior in the year the assessment was taken according to the College Board on a SAT II subject area assessment in a world language
- e. A score demonstrating proficiency on an alternative, district-approved world language assessment

## **CERTIFICATES OF COMPLETION**

In accordance with [State Board of Education Rule 6A-1.0995\(4\)](#), a Certificate of Completion shall be awarded in a form prescribed by the State Board of Education.

### **Standard Certification of Completion**

Standard Certification of Completion is awarded to students who meet all criteria established by the School Board and State law, except for earning a proficient score on the required state assessments and/or the required minimum 2.0 cumulative GPA. [[Florida Statute § 1003.4282\(7\)\(c\)](#)]

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 one additional year and receive special instruction designed to remedy his/her identified deficiencies, in accordance with [Florida Statute § 1003.4282\(7\)\(c\)](#).

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.

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

1. take the Florida Comprehensive Assessment Test (FCAT) 2.0/End-of-Course (EOC) Assessments;
2. take ACT or SAT and earn the scores concordant with FCAT 2.0/ EOC Assessments;
3. return to school for a 13<sup>th</sup> year to remediate the FCAT 2.0/EOC Assessment and/or GPA;
4. stay in school and enroll in a Performance-Based Exit Option Model;
5. enroll in an Adult GED Program or credit program; or
6. take the Postsecondary Education Readiness Test (P.E.R.T.) and attend Palm Beach State College while continuing to take the FCAT 2.0/EOC Assessment, if the only graduation deficiency is FCAT 2.0/EOC Assessments.

## **RECOGNITION OF VALEDICTORIAN/SALUTATORIAN**

To be eligible for valedictorian or salutatorian recognition, a student must have attended the STA public school for three complete years, two of which must be the junior and senior years. Students selecting an 18-Credit ACCEL Graduation Option or electing to complete the 24-Credit Option in three years will not be eligible for valedictorian/salutatorian. An early admission student enrolled full-time in a college or

university during any portion of his/her senior year will not be eligible for valedictorian/salutatorian.

### **Valedictorian/salutatorian Calculation**

1. The valedictorian/salutatorian award will be based on grades earned after promotion from 8<sup>th</sup> grade through the first semester of 12<sup>th</sup> grade.
2. The valedictorian will be the student with the highest HPA, carried to the ten-thousandth place.
3. The salutatorian will be the student with the second highest HPA, carried to the ten- thousandth place.
4. In the case of a tie for the highest HPA, co-valedictorians will be named, and the student with the third highest HPA will be designated as salutatorian. In the case of a tie for the second highest HPA, co-salutatorians will be named.

## **FLORIDA DEPARTMENT OF EDUCATION SCHOLARSHIPS**

### **Florida Bright Futures Scholarship Program**

Per [Florida Statute § 1009.53](#), the Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement, and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within three years of graduation from high school. For information regarding Bright Futures Scholarship recipients attending nonpublic institutions, refer to [Florida Statute §1009.538](#).

Additional information can also be obtained from the Florida Bright Futures Scholarship Program website located at: <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

The Florida Bright Scholarship Program consists of three awards:

- Florida Academic Scholars Award;
- Florida Medallion Scholars Award; and
- 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. The eligibility requirements are subject to change with each legislative session.

## **REMEDICATION AND RETENTION**

### **IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION**

The following sections identify performance levels as they relate to the Florida Comprehensive Assessment Test (FCAT) 2.0<sup>22</sup>, End-of-Course (EOC) Assessments, FCAT Writing, Scholastic Reading Interactive (SRI), and additional optional assessments. This permits decision-makers to identify the overall achievement of each child through District and statewide assessments and allows for a more narrow focus on student achievement for the purposes of remediation decisions. Teachers and administrators may examine the student's reading, writing, mathematics, and/or science performance to determine whether a student is in need of remediation in one or more of these areas.

### **MIDDLE SCHOOL (6-8) REMEDIATION REQUIREMENTS**

#### **Reading Remediation**

The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with state guidelines (House Bill 7069), STP uses the following determiners to decide the level of reading support for students. Students will be determined to be in need of reading intervention based on all available data, such as FY16 FSA ELA results, FY16 Winter Diagnostic results, and teacher input. The level of support necessary depends upon teacher input and the results of Reading Plus Benchmark Assessment or Reading Running Records (incoming 6th graders only).

1. If a student is two or more years below grade level as determined by an approved reading assessment, he/she must take either two periods of intensive reading or one period of intensive reading along with one of the following: a period of a content area class taught by a reading endorsed, reading certified teacher, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; or an AVID elective. Teacher input will determine which path is most appropriate.
2. If a student is not two or more years below grade level as determined by an approved reading assessment, but does have deficiencies in word decoding and/or text efficiency (as determined by an approved reading assessment), the student may take one period of intensive reading; one period of a content area class taught by a reading endorsed, reading certified, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; or an AVID elective taught by a CLS designated teacher. Teacher input will determine which path is most appropriate.
3. If a student is not two or more years below grade level as determined by an approved reading assessment, and does not have deficiencies in word analysis and/or text efficiency (as determined by an approved reading assessment), then he/she may take one period of intensive reading; one period of a content area class taught by a reading endorsed, reading certified, or NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; or an AVID elective. Teacher input will determine which path is most appropriate.
4. For Students with Disabilities, the IEP Team may recommend appropriate remediation.

#### **Mathematics Remediation Requirements Based on Standardized Assessments**

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

## **MIDDLE SCHOOL (6-8) REMEDIAL INSTRUCTION**

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

STPA provides remedial instruction in reading, writing, science, and mathematics for those students identified as having substantially deficient skills in reading, writing, mathematics, and/or science as identified by teacher/principal recommendation, normreferenced tests, Florida Comprehensive Assessment Test (FCAT) 2.0, Florida Standards Assessment (FSA), and school-selected reading tests (i.e., Scholastic Reading Inventory (SRI), Diagnostic Assessment of Reading (DAR), and Oral Reading Fluency Measure). Remedial instruction shall be provided through implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s). (Refer to Progress Monitoring section.)

### **Middle School Reading Intervention Courses**

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

1. whole group explicit instruction;
2. small group differentiated instruction;
3. independent reading practice (utilizing classroom library materials, monitored by the teacher);
4. integration of Next Generation Sunshine State Standard (NGSSS) and/or Language Arts Florida Standards (LAFS) specific to the subject area if blocked with the intensive reading course (Biology, World History, etc.);
5. focus on informational text at a ratio matching Florida Standards Assessment (FSA); and
6. opportunities for accelerated achievement. [[State Board of Education Rule 6A-6.054\(2\)](#)]

Additional evaluations, portfolio reviews, and alternative District assessments beyond FCAT 2.0 are considered when placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Schools must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention.

### **Middle School Complementary Options for Remedial Instruction**

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

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

## **Middle School Course Recovery (MSCR)**

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

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

Schools may create a program that best suits its school student population within the MSCR Guidelines. All MSCR Program teachers must be currently certified as a teacher and be MSCR trained annually in order to qualify as a MSCR Program teacher.

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

### ***MSCR Content Areas Offered***

- Language Arts
- Mathematics
- Science
- Social Studies

## **HIGH SCHOOL (9-12) REMEDIATION REQUIREMENTS**

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

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

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

Credits earned in remedial instruction courses must be in addition to, but may not be in lieu of, English

and mathematics credits required for graduation. These courses will be considered elective credits. [[Florida Statute § 1003.4282\(5\)](#)]

Students who do not earn a proficient score on the required statewide assessments test are provided remedial instruction and must retake the test during regularly scheduled test administrations. Seniors who have not earned a proficient score on the required statewide assessments, or who do not have the required minimum 2.0 Grade Point Average (GPA), may elect to attend school for an additional year.

Remedial instruction is also provided for students who fall below standards for classification to the next grade level. Students identified as having below the credit or grade level requirements for classification, may take courses for forgiveness or credit accrual, by enrolling in and/or attending the following:

Summer School (if offered);

- Adult Education Center (AEC) Credit Lab;
- AEC Adult High School Credit Program and/or AEC Florida Comprehensive Assessment Test (FCAT) 2.0 remediation courses;
- various Adult Community School Programs;
- Edgenuity Credit Recovery; and
- Palm Beach Virtual Franchise.

Other credit programs may be developed by the School District to assist students toward meeting classification requirements.

## **High School Reading Remediation**

The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with state guidelines ([House Bill 7069](#)), the SDPBC follows the outlined criteria to determine the level of reading support provided for students.

Students in Grades 9-10 will be determined to be in need of reading intervention based on all available data, such as FY16 FSA Reading results, FY16 Winter Diagnostic results, and teacher input. Students in Grade 11 who did not meet proficiency standards on the FY16 ELA FSA must also receive intensive reading support. Students in Grade 12 who have not met proficiency standards on FSA ELA or FSA ELA Retake must also receive intensive reading support.

1. If a student is two or more years below grade level as determined by an approved reading assessment, he/she must take either two periods of intensive reading or one period of intensive reading along with one of the following: a period of a content area class, taught by a reading endorsed, reading certified teacher, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; an AVID elective; or one period of a college readiness skills course (Grades 11 and 12 only). Teacher input will determine which path is most appropriate.
2. If a student is not two or more years below grade level as determined by an approved reading



assessment, but does have deficiencies in word decoding and/or text efficiency (as determined by an approved reading assessment), the student may take one period of intensive reading; one period of a content area class taught by a reading endorsed, reading certified, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; an AVID elective taught by a CLS designated teacher; or one period of a college readiness skills course (Grades 11 and 12 only). Teacher input will determine which path is most appropriate.

3. If a student is not two or more years below grade level as determined by an approved reading assessment, and does not have deficiencies in word analysis and/or text efficiency (as determined by an approved reading assessment), then he/she must take one period of intensive reading; one period of a content area class taught by a reading endorsed, reading certified, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; an AVID elective; or one period of a college readiness skills course (Grades 11 and 12 only). Teacher input will determine which path is most appropriate.
4. For ESE students, the IEP Team may recommend appropriate remediation.

## **Algebra 1 Remediation**

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

If a student does not meet the minimum score of achievement Level 3 or above, the student may move on to the next higher mathematics course but must retake the Algebra 1 EOC Assessment. [[Florida Statute § 1003.4282\(5Mb\)](#)]

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

## **PROGRESS MONITORING**

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

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

- a federally-required student plan addressing specific needs, such as an Individual Education Plan (IEP);
- a school-wide system of progress monitoring for all students; or an
- individualized PMP.

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

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

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

The PMP should clearly identify the following:

- 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.

## **PROCEDURES FOR IMPLEMENTING THE PROGRESS MONITORING PLAN (PMP)**

Each Plan must outline an intensive remedial program in the area(s) of weakness designed to assist the

student in meeting State and/or District expectations for proficiency. Each student who does not meet the levels of performance, as determined by the District/State in reading, writing, mathematics, and science, and for each grade level or who scores below Level 3 ELA or Mathematics FSA, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [[Florida Statute § 1008.25\(4\)\(a\)](#)]

If the student has been identified as having a deficiency in reading, refer to the K-12 Comprehensive Reading Plan, which includes instructional and support services to meet the desired levels of performance.

- Data from the additional assessments are to be used to formulate the student's PMP.
- Diagnosis and remediation will occur as soon as possible, after a student has been identified as deficient in reading, writing, mathematics, and/or science or as needing mandatory remediation.

Diagnostic assessments may include:

- a portfolio of student work;
- teacher assessment;
- tests/placement tests; and/or
- diagnostic software results.

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

### **Additional PMP Requirements for Secondary School Students**

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

For each year in which a student scores at Level 1 or 2 on the FSA ELA, the student must be enrolled in and complete, at a minimum, an intensive reading course the following year. Placement of Level 1 or 2 readers in either an intensive reading course or a content area course in 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\(2\) & State Board of Education Rule 6A-6.054\(2\)](#)]

Middle school students who score a Level 1 or Level 2 on the FSA ELA are required to receive reading intervention, either in the form of an intensive reading course or a content area class with a reading endorsed teacher, depending on the student's FAIR results and teacher input.

Middle school students who score a Level 1 or Level 2 on FSA ELA and have intervention needs in the areas of decoding and/or text reading efficiency should have extended time for reading intervention. This extended time can include, but is not limited to, students reading on a regular basis before and after school with teacher support; or for students two or more years below grade level, two periods of reading to accelerate foundational skills. [[State Board of Education Rule 6A-6.054\(2V\)](#)]

For each year in which a high school student scores at Level 1 or Level 2 on the mathematics and/or

science statewide assessments, the student must have a PMP and must have received remediation. [[Florida Statute § 1008.25\(4\)\(a\)\(b\)](#)]

## **Middle School Data and Criteria for Progress Monitoring (PMP)**

Schools can use the following data/criteria for making the PMP decisions:

- data from screenings;
- progress monitoring and diagnostic assessments already in use in the District; and/or
- teacher recommendation.

Schools must identify and document specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0 Reading (or the FSA). Schools must also serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. This intervention course should include one or more of the above-mentioned interventions.

## **MIDDLE SCHOOL (6-8) PROGRESS MONITORING**

### **Progress Monitoring in Reading**

Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading or the FSA a minimum of three times per year as documented in the PMP. This includes a baseline, midyear, and an end-of-year assessment. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

### **Progress Monitoring in Mathematics**

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics (or the FSA), the student must receive remediation the following year, which may be integrated into the student's required mathematics course. [[Florida Statute § 1003.4156\(2\)](#)]

### **Progress Monitoring in Science**

A student who scores a Level 1 or 2 on the Statewide Science Assessment must receive remediation the following year, which may be integrated into the student's required science course.

## **HIGH SCHOOL (9-12) PROGRESS MONITORING**

### **English, Mathematics, and Science Progress Monitoring**

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

## **ENGLISH LANGUAGE LEARNERS (ELLs) PROGRESS MONITORING**

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

## **EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRESS MONITORING**

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

## **REPORTING STUDENT PROGRESS**

[Florida Statute § 1003.33](#) require that School District report cards clearly depict and report the following:

- the student's academic performance in each class or course (based upon examinations, as well as written papers and other academic performance criteria), and must include the student's performance or nonperformance at his/her grade level;
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

The student's final report card for a school year shall contain a statement indicating end-of- the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. [[Florida Statute § 1003.33\(2\)](#)]

## **EXCEPTIONAL STUDENTS EDUCATION (ESE) STUDENTS**

Parent(s) of students with disabilities enrolled in Exceptional Student Education (ESE) must also be informed of their child's progress toward his/her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive progress reports during each marking period. A statement specifying the method and frequency of the progress of an ESE student with a disability is reported and included in the student's IEP.

## **PARENT WRITTEN NOTIFICATION REQUIREMENTS**

As outlined in [Florida Statute § 1008.25\(8\)\(a\)](#), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency. All communication (written and

verbal) with parents must be in a language they understand unless clearly not feasible.  
(Refer to <http://www.fldoe.org/aala/lulac.asp>.)

1. Parent(s) must be notified in writing of the School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements.
2. All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.
3. School personnel will notify parent(s) in writing of student progression and/or promotion/graduation requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [[Florida Statute § 1008.251](#)]
4. For students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation instruction will be provided through the implementation of a student's IEP (e.g., PMP, IEP, ELL Plan, and Section 504 Accommodation Plan) developed in consultation with the parent(s). The student's IEP, with the signature of the parent(s), will serve as written notification as required by [Florida Statute § 1008.25](#).

### **Additional Middle School Requirements for Parent Notification**

1. The parent(s) of a middle school student who is failing two or more courses or not meeting promotion requirements must be notified in writing. The notification will provide the parent(s) with information regarding the Middle School Course Recovery (MSCR) Program. The parent is required to return to the sending school the designated portion of the notification. It is advisable that schools contact those parent(s) who have not responded to the notification by telephone. A telephone log of these calls should be kept to ensure that every identified child has been afforded the opportunity to receive course recovery through the MSCR Program.
2. A report card is issued to each middle school student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior, and attendance and promotion. (Refer to [Florida Statute § 1003.33\(2\)](#).)

### **Additional High School Requirements for Parent Notification**

1. Parent(s) of a student who is in danger of failing a course or not meeting promotion requirements must be notified in writing at mid-term or at any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.
2. At the end of each semester, parent(s) of students who do not meet promotion/graduation requirements will be notified in writing of the requirements for remediation and/or credit accrual programs.
3. A report card is issued to each student at the end of each 4.5 week marking period and serves as a written notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance as

required by [Florida Statutes §§ 1002.20\(14\), 1003.02\(1\), and 1003.33](#). The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior, and attendance and promotion. [[Florida Statute § 1003.33\(2\)](#)]

4. At the end of each semester, notification must be made to the parent(s) of each student who has a cumulative GPA of less than 0.5 above the cumulative GPA required for graduation. This notification shall include an explanation of the policies the School District has put in place to assist the student in meeting the GPA (e.g., homework hot-line, forgiveness rule, summer session, counseling, tutoring, DOP programs, and study skills courses).

### **Secondary Mid-Term Progress Reports**

Within each grading period, a mid-term progress report will be issued during the middle week of each grading period. Parent notification will be provided any time thereafter, if a student's grade/performance drops or is near to failing.

## **GENERAL GRADING RULES FOR MIDDLE AND HIGH SCHOOL STUDENTS**

Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State Standards (NGSSS), Florida Standards (FS), as applicable, the course frameworks, and/or course syllabus approved by the principal/designee.

1. 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 practical's, and demonstrations);
  - classroom assignments (paper and pencil assignments; reports, term or research papers, models, projects, exhibits, posters, and computer programs);
  - homework [[School Board Policy 8.161](#)];
  - examinations (paper and pencil tests including: essay, multiple choice and completion, oral tests, and skill tests requiring demonstration; and/or
2. alternative 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" for *Incomplete* and "N" for *No Credit*) may not be changed after report cards are printed, except for one of the following situations:
  - The change is initiated by the teacher and approved by the principal. **Signatures of both the teacher and the principal are required**; or
  - The teacher will be consulted prior to the initiation of grade change by the principal, if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return. Only in justified cases may a principal change a marking code without teacher consent .

- The grade change is a result of the student successfully completing the school's MSCR Program. Signatures by the MSCR instructor or MSCR Program Coordinator, and the principal are required.

For all cases, **any grade change** requires **two signatures** on the [Grade/Course Change Documentation \(PBSD 0797\)](#) indicating the change and the reason for the change. 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. [\[School Board Policy 8.16\]](#)

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

## **EXCEPTIONAL STUDENT EDUCATION (ESE) GRADING RULES**

Students enrolled in ESE program(s) must have the opportunity to earn grades that are equivalent to the grades earned by General Education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that are to have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities must be graded on the basis of their performance.

Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s) upon entry to the program and/or at the beginning of each grading period.

## **ENGLISH LANGUAGE LEARNER (ELL) GRADING RULES**

No English Language Learner (ELL) may be denied the opportunity to earn above average grades because of placement in the English for Speakers of Other Languages (ESOL) Program or due to the accommodations prescribed in the student's ELL Plan or the lack of English language proficiency.

## **DESCRIPTION AND DEFINITION OF HIGH SCHOOL GRADES**

The grading system and interpretation of letter grades for all middle and high schools must comply with the grade scale identified in [Florida Statute § 1003.437](#). These grades are used to measure student success in courses Grades 6-12.

<b>A (90-100)</b>	Outstanding Progress	Indicates thorough mastery of the subject
<b>B (80-89)</b>	Above Average Progress	Indicates above average mastery of the subject
<b>C (70-79)</b>	Average Progress	Indicates average mastery of the subject
<b>D (60-69)</b>	Lowest Acceptable Progress	Indicates below average master of the subject
<b>F (Below 60)</b>	Failure	Indicates lack of mastery of the subject



I	Incomplete	<p>Indicates a problem that causes the student's work to be incomplete. For example:</p> <ul style="list-style-type: none"> <li>• Student has not been enrolled in a class long enough to determine a grade.</li> <li>• Transfer student's grades from previous school have not been received.</li> <li>• Student's Dual Enrollment grade is delayed.</li> </ul> <p><b>All effort should be made to allow a student ample opportunity to make up work and/or exams in order to change the grade of "I".</b></p>
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Grade averages are calculated to two decimal places (with no rounding). When assigning letter grades, an average with 0.50 or higher **must** be rounded up (i.e., 79.50 is a "B", and 79.49 is a "C").

**NOTE:** The letter grades ("N", "M", "W", and "E") are used for report card purposes only. Unless changed, a grade of "N" or "I" will cause the semester average to be computed as an "F" on the student transcript.

#### Grade of "N": No Credit (Attendance Problem)

Grade of "N": Grade of "N" is applicable only to students enrolled in high school credit courses and indicates the student has exceeded the absence limits and has not met course mastery requirements.

- For courses that do not require an End-of-Course (EOC) Assessment, an "N" (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least 90 percent of the semester per course and has not demonstrated mastery, by passing at least one nine-week marking period and the semester exam.
- For courses that require an EOC Assessment, an "N" (no credit) is recorded as the fourth nine-weeks grade when the student has not been in attendance for at least 90 percent of the school year per course and has not demonstrated mastery, by passing the fourth nine-week marking period.
- For the purpose of grade calculation, a grade of "N" will result in a semester grade of "F"

#### Grade of "M": Valid Missing Work

Grades are not required for a student who enters a class within the last three weeks of the second or fourth marking period, but enrollment during this time should not preclude a student from earning semester grades if appropriate. With the principal's permission, a grade of "M"<sup>19</sup> may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated. All effort should be made to allow the student to complete a sufficient number of assignments in order to earn a grade for each course in which he/she is enrolled. Prior enrollment in school should be taken into consideration when recording a grade of "M" for the semester. The principal/designee can make an exception and award grades of "M" for a student who enrolls prior to the last 3 weeks of the semester. A grade of "M" should not be used for schedule changes.

#### Grade of "I": Incomplete

An "I" (Incomplete) in any marking period, unless changed, remains on the report card and the final semester average will compute to an "F". All effort should be made to allow the student to complete assignments in order to earn a grade for each course in which he/she is enrolled.

#### Grade of "P": Pass

The grade of "P" (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when "P" is specified on an official transcript. A grade of "P" is a transcripts grade only, not a report card grade. It results in credit for coursework, but does not affect the GPA. A grade of "P" is also awarded when credit is earned through the Credit Acceleration Program (CAP).

Grade of "W": Withdrawn

Indicate 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"

**NOTE:** A Dual Enrollment course that results in a grade of "W" will be entered on the student's high school transcript, as required by [Florida Statute § 1007.271\(20\)](#).

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<sup>19</sup>The "M" is for report card purposes only and does not appear on the final student transcripts. "M" does not compute as an "F" and does not provide credit.

Grade of "E":

Examination Exemption (High School Only) Indicates the student is exempt from the semester examination.

**REPORTING STUDENT CONDUCT**

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

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

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

**REPORTING ATTENDANCE**

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

**CALCULATION OF FINAL GRADES IN MIDDLE SCHOOL**

A final grade for a yearlong middle school course is calculated by averaging the grades from each of the four nine-week marking periods. The final grade is calculated on a 4.0 system and converted to a letter grade. The grade point value is based on quality points as follows:

4.0.....	A
3.0.....	B
2.0.....	C
1.0.....	D
0.....	for any other grade

When a student has attained a final average of 4.0, 3.0, 2.0, or 1.0, the final grade is determined by rounding to the nearest whole number and converting to the "A", "B", "C", or "D" as appropriate.

A student's performance on the statewide Civics EOC constitutes 30 percent of the student's final course grade in civics. Therefore, the final average for civics will be calculated by the average of the four marking periods counting as 70 percent and the Civics EOC counting as 30 percent. Students who do not take the Civics EOC will receive an "F" in the course. After the student makes-up the EOC, the final grade will be recalculated.

Students enrolled in a high school credit course may meet the promotion requirement for that course by earning one of the following:

- first and second semester grades of at least "D";
- final year-long grade of at least "D" for EOC courses;
- meeting satisfactory performance or earning a Level 3 or higher on the statewide EOC Assessment, if applicable; or
- an average of one quality point when adding the grades for each quarter and dividing by the number of quarters.

School wide quarterly assessments of the standards are optional for all middle school courses. Students who are absent more than 10 percent of class time may earn a passing grade by demonstrating mastery. Quarterly assessments may also be used to determine mastery of the content.

Mastery for students who are absent more than 10 percent is defined as follows:

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

## **CALCULATION OF GRADES FOR HIGH SCHOOL COURSES**

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

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

High school course grades are reported on student transcripts as semester grades with the exception of courses with EOC Assessments. Each marking period grade counts 40 percent of the semester grade. Semester examinations at the high school level count 20 percent of the final semester grade. High school

students are required to take a semester examination for each course excluding the exemptions noted below. Semester grades for each course are calculated electronically.

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\(2\)](#)]

## **Grading Procedures for Courses with an End-of-Course (EOC) Assessment**

A student's performance on the statewide EOC Assessment constitutes 30 percent of the student's final course grade. All high school courses with statewide EOC Assessments will be recorded as yearlong courses. The coursework portion of the grade will be comprised of each of the four quarter grades counting as 22% and the mid-term exam counting as 12%. Exception: If a student earns an "F" in all four quarters, he/she will receive an "F" in the course, unless a proficient score (Level 3-5) is earned on the EOC. Students who do not take the required EOC will receive an "F" in the course. After the student makes-up the EOC, the final grade will be recalculated.

## **Honors Level Points**

1. The School District uses a weighted system to calculate the student's Honor Point Average (HPA). The standard scale is based on 4.0 "A", 3.0 "B", 2.0 "C", 1.0 "D" and 0 for any other grade. The grade received in a course is weighted and awarded according to the Florida Course Code Directory or as determined by the SDPBC.
2. Regular-level courses use the standard scale.
3. Honors-level and gifted-level courses are weighted at 1.125 times the standard scale.
4. Advanced Placement (AP) courses or Advanced International Certification of Education (AICE) courses are weighted at 1.50 times the standard scale. In order to obtain the 1.50 weighting, a student must take the standardized AP or AICE examination in May; including students taking AP courses through Florida Virtual. Students who do not take the AP or AICE examination will not receive AP/AICE weighting for the course(s). The course code will remain the same; however, the weighting will be changed to honors level 1.125.
5. International Baccalaureate (IB) courses are weighted at 1.50 times the standard scale with the following exceptions:

All Dual Enrollment classes must be weighted the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certification of Education (AICE) courses (1.50 times the standard scale). [[Florida Statute § 1007.271\(16\)](#)]

## **Senior Exemptions from Semester Examinations**

A graduating senior who has received passing grades in each of the last two grading periods of each semester, and who has been in attendance for at least 90 percent of the semesters (no more than 3 absences), may, at his/her option, be exempt from the final examination. However, seniors are **not** exempt from any EOC Assessments. Should the graduating senior choose not to take the final examination, the semester grade will be determined by the average of the last two grading period grades.

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**

In accordance with [Florida Statute § 1003.4282\(6\)](#), the Forgiveness Rule applies to a middle school student who has earned either a grade of "C", "D", or "F" in a high school credit course taken during middle school. All other high school grade forgiveness rules in the subsequent section apply.

### **High School Courses Taken in High School**

1. In accordance with [Florida Statute § 1003.4282\(6\)](#), the following section addresses when courses can be forgiven: Students may repeat a course taken in Grades 9-12 for forgiveness if a grade of "F" or "D" ("D" on a space-available basis) is earned in a course.
2. A course may be forgiven only if a student receives a grade of "C" or higher on a subsequent attempt. However, a subsequent transfer grade of "P" (passing) may be used to forgive a "D" or "F" earned previously in the same course. Grade forgiveness cannot be done for a "P" earned through the Credit Acceleration Program (CAP).
3. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors, AP/IB/AICE, or dual enrollment level.
4. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
5. A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course.
6. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Physics may be forgiven by Ecology.
7. An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that course does not have to be taken during the same semester. Examples:
  - A second semester "F" in World Languages may be forgiven by a subsequent first semester "C" in Art.
  - An "F" in law studies (semester long course) taken first semester may be forgiven by a "C" in weight training (semester long course) taken second semester.
  - An "F" second semester in intensive reading (a yearlong course) may be forgiven by a "C" in law studies (a semester course) taken either semester.
8. 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.
9. In all cases of grade forgiveness, only the new grade, of "C" or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced, according to a district school board forgiveness policy, shall be included in the calculation of the cumulative Grade Point Average (GPA) required for graduation.
10. In all cases where courses are forgiven under the provisions above, the initial "F" or "D" grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on all courses attempted.

If the student's final average, with the EOC Assessment as 30 percent, results in a course grade of "D" or

"F", the options for the student include one of the following:

- taking a credit recovery version of the course (CR)
- retaking the entire course through a virtual program

If taking a credit recovery version of the course or retaking the entire course through a virtual program, results in a final course average of "C" or above, then this grade will replace the "D" or "F". If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA. "In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation." [[Florida State Statute § 1003.4282\(6\)](#)]

## **ASSESSMENTS**

### **ELEMENTARY, MIDDLE, AND HIGH SCHOOL ASSESSMENT PROGRAM**

Each student's progression from one grade to another is determined, in part, upon proficiency in English Language Arts (ELA), mathematics, social studies and/or science.

Information in the Student Progression Plan facilitates recognizing such proficiency. In accordance with [Florida Statute § 1008.25\(1\)](#) each student and his/her parent will be informed of the student's progress.

### **Florida Standards Assessments (FSA)/Next Generation Sunshine State Standards (NGSSS) Assessments**

In accordance with [Florida Statute § 1008.22\(3\)&\(6\)](#) and [State Board of Education Rule 6A-1.09422](#), all eligible students in 3rd grade and above must participate in all regular District and statewide assessments for accountability purposes, except as prescribed by the Commissioner of Education. The Florida Standards Assessment (FSA) is the current statewide assessment designed to measure student achievement of the Florida Standards in ELA (Grades 3-10), Writing (Grades 4-10), and Mathematics (Grades 3-8). The State Science Assessment measures student achievement of the Next Generation Sunshine State Standards (NGSSS) in Science (Grades 5 and 8). **End-of-Course (EOC) Assessments** The Florida Next Generation Sunshine State Standards (NGSSS) EOC Assessments and the Florida Standards (FS) EOC Assessments are designed to measure student achievement of the NGSSS and the FS for specific courses that include Algebra 1, Geometry, Algebra 2, Biology 1, Civics, and U.S. History, as outlined in the course descriptions. Any students enrolled in any of the courses that require an EOC Assessment shall participate in the EOC Assessment administration that is specific to that course.

### **End-of-Course (EOC) Assessments**

The Florida Next Generation Sunshine State Standards (NGSSS) EOC Assessments and the Florida Standards (FS) EOC Assessments are designed to measure student achievement of the NGSSS and the FS for specific courses that include Algebra 1, Geometry, Algebra 2, Biology 1, Civics, and U.S. History, as outlined in the course descriptions. Any students enrolled in any of the courses that require an EOC Assessment shall participate in the EOC Assessment administration that is specific to that course. Students who do not take

the required EOC Assessment will receive an “F” in the course. After the student makes-up the EOC, the final grade will be recalculated.

### **Statewide Assessment Program Schedule**

For more information on statewide assessments refer to the *Florida Statewide Assessment Program 2015-2016 Schedule* located at: <http://www.fldoe.org/asp/schedule.asp>.

### ***Assessing Comprehension & Communication in English State-to-State for English Language Learners (ACCESS for ELLs)***

Florida uses the ACCESS for ELLs test as a tool to measure the progress of English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically.

### **Postsecondary Education Readiness Test (P.E.R.T.)**

P.E.R.T is Florida's customized common placement test. The purpose of the P.E.R.T. is to determine accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes placement and diagnostic tests in mathematics, reading and writing.

**NOTE:** Each student who does not meet specific levels of performance in ELA, writing, mathematics, social studies, and science for each grade level, as determined by the School District and the Commissioner of Education on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [[Florida Statute § 1008.25\(4\)\(a\)](#)]

### **National and International Education Comparisons**

Pursuant to [Florida Statute § 1008.22 \(2\)](#), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, assessments.

### **Grade 6 through Grade 12 Assessments**

- Reading Plus Interim Benchmark (Grades 6-12)
- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- Advanced Placement (AP) Exams
- Advanced International Certificate of Education (AICE) Exams
- International Baccalaureate (IB) Exams

## STATEWIDE STANDARDIZED ASSESSMENTS

Pursuant to [Florida Statute § 1008.22\(3\)](#) and [State Board of Education Rule 6A-1.09422\(2\)&\(3\)](#) all eligible students in Grades 3 and above must participate in all State and District assessments for accountability purposes, except as prescribed by the Commissioner of Education or waived for medical reasons. The table below provides an overview of the Florida Standards Assessment (FSA), and the End-of- Course (EOC) Assessments and the grade levels in which they are administered.

### 2015-2016 Statewide Assessments

Assessment	Grades Assessed									
	3	4	5	6	7	8	9	10	11	12
Florida Standards Assessment in ELA Reading	X	X	X	X	X	X	X	X		
Florida Standards Assessment in ELA Writing		X	X	X	X	X	X	X		
State Science Assessment			X			X				
Florida Standards Assessment in Math	X	X	X	X	X	X				
Algebra 1 FSA EOC Assessment	Administered to students who complete specific course work									
Geometry FSA EOC Assessment										
Algebra 2 FSA EOC Assessment										
Biology 1 NGSSS EOC Assessment										
U.S. History NGSSS EOC Assessment										
Civics NGSSS EOC Assessment										

**KEY:** FSA = Florida Standards Assessment; NGSSS = Next Generation Sunshine State Standards; FCAT 2.0 = Florida Comprehensive Assessment Test 2.0; EOC = End-of-Course; ELA = English Language Arts

## REQUIRED ASSESSMENTS FOR GRADUATION DESIGNATIONS

Florida law requires that students meet all academic requirements, which include earning a proficient



score on the required statewide assessments in order to earn a Standard High School Diploma from a public school. Students who meet the academic course requirements but do not earn a proficient score on the required assessments will receive a Certificate of Completion, which is not equivalent to a Standard High School Diploma. Proficient scores for the statewide assessments are determined by the State Board of Education.

The assessments that students must earn proficient scores, in order to graduate with a Standard High School Diploma are determined by their year of enrollment in Grade 9. The table below lists the required assessments (FCAT 2.0 Reading/FSA and the Algebra 1 EOC Assessment) for each Grade 9 cohort. (See [Graduation Requirements](#) section for additional information.)

### Assessment Requirements by School Year

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessments(s) that Students Must Earn a Proficient in Order to Graduate
2010-2011	Grade 10 FCAT 2.0 Reading
2011-2012 to 2012-2013	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment
2014 to Present	Grade 10 FSA ELA Algebra 1 EOC Assessment

**NOTE:** As of 2009, the High School Competency Test (HSCT), which was the previous graduation testing requirement, was discontinued. Students, who earned a Certificate of Completion because they did not pass the HSCT prior to and during the 2001-2002 school year, are now required to pass the Florida Comprehensive Assessment Test (FCAT) 2.0 or meet the required SAT/ACT concordant scores in order to meet the Standard Diploma graduation testing requirement. [[State Board of Education Rule 6A-1.09421](#)]

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## DISTRICT/STATE ASSESSMENTS ACCOMMODATIONS/EXEMPTIONS

The following section specifies the accommodation requirements for special program students (i.e., ELLs and Students with Disabilities) when taking District/State assessments.

### **Accommodations for English Language Learners (ELLs)**

In accordance with School District Palm Beach County Plan for Service to English Language Learner (ELL). ELLs must take all required State and District assessments unless they have an IEP, which indicates otherwise. However, active ELLs (coded as LY) are eligible to receive accommodations during testing. Permissible accommodations may include:

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

The School District of Palm Beach ELL Plan is located at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

In accordance with [State Board of Education Rule 6A-6.09091](#), 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 for ELL students in instructional settings. When a student qualifies for both ESOL and ESE programs, all accommodations listed on the IEP, as well as the ELL Plan must be offered. Parent(s) are notified in writing<sup>20</sup> of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

### **Assessments for Students with Disabilities**

The following section complies with [State Board of Education Rules 6A-1.0943 and 6A- 1.09422\(12\)](#).

Absent an exemption, as stated earlier in this plan, 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 student performance standards, pursuant to [State Board of Education Rule 6A-1.09401](#) without accommodations unless:

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

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<sup>20</sup> Written notification must be provided in a language the parent(s) understand, unless clearly not feasible. SDPBC Student Progression Plan 2014-2015

### **Assessment Accommodations for Students with Disabilities (SWD)**

The following section complies with [Florida Statute § 1003.01\(3\)\(a\)](#) and [State Board of Education Rule 6A-1.0943](#) as well as [School Board Policy 5.725: Exceptional Student Education Policies and Procedures \(SP&P\)](#).

Accommodations are defined as:

- adjustments to the presentation of the statewide assessment questions;
- methods of recording examinee responses to the questions;
- scheduling for the administration of a statewide assessment to include amount of time for administration;
- settings for administration of a statewide assessment; and/or
- the use of assistive technology/devices.

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

Unique accommodations for use on a statewide assessment not outlined in the Statewide Assessment Test Administration Manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [[State Board of Education Rule 6A-1.0943\(3\)](#)]

District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [[State Board of Education Rule 6A-1.0943\(3\)\(d\)](#)]

## **Participation of SWD in the Statewide Assessments**

In accordance with [State Board of Education Rule 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 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, for all academic areas; and
- the student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Additionally, in accordance with [Florida Statute § 1003.5715](#), the SDPBC may not proceed with

administering to the student an alternate assessment without parental consent unless the SDPBC documents reasonable efforts to obtain the parent's consent and the child's parent has failed to respond or the SDPBC obtains approval through a due process hearing.

In accordance with [Florida Statute § 1008.212](#) (*Students with Disabilities; Extraordinary Exemption*), a student with a disability may be eligible for an exemption from participation in the statewide assessment.

1. Definitions:

- a. "Circumstance" means a situation in which accommodations allowable for use on the statewide standardized assessment, a statewide End-of-Course (EOC) Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide assessment, a statewide EOC Assessment, or an alternate assessment.
- b. "Condition" means impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide assessment, an EOC Assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide assessment, a statewide EOC Assessment, or an alternate assessment.

2. A student with a disability for whom the Individual Education Plan (IEP) Team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide assessment, a statewide EOC Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the Homebound or Hospitalized Program in accordance with [State Board of Education Rule 6A-6.03020](#), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

3. The IEP Team, which must include the parent, may submit to the School District Superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:

- a. a written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills;
- b. written documentation of the most recent evaluation data;
- c. written documentation, if available, of the most recent administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment;
- d. a written description of the condition's effect on the student's participation in the statewide standardized assessment, an EOC Assessment, or an alternate assessment;

- e. written evidence that the student has had the opportunity to learn the skills being tested;
  - f. written evidence that the student has been provided appropriate instructional accommodations;
  - g. written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP, which are allowable in the administration of the statewide assessment, an EOC Assessment, or an alternate assessment in prior assessments; and
  - h. written evidence of the circumstance or condition as defined in section 1.
4. Based upon the documentation provided by the IEP Team, the School District Superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the School District's procedural safeguards as required in [State Board of Education Rule 6A-6.03311](#) shall be provided to the parent. If the parent disagrees with the IEP Team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the Commissioner shall verify the information documented, make a determination, and notify the parent(s) and the School District Superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the Commissioner denies the exemption, the notification must state the reasons for the denial.
5. The parent of a student with a disability who disagrees with the Commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low- cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the department has the burden of proof.

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection. A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment. If the commissioner is provided written documentation of parental consent; School District Superintendent approval; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA. [\[Florida Statute § 1008.22\(9\)\]](#)

**Motion:**

I recommend that the Board approve the attached State of Florida Department of Transportation Stipulation of Settlement.

**Summary Information:**

The removal of the school sign for SouthTech Academy on Congress Avenue has been an ongoing debate with the Department of Transportation for several years as the location of that sign is a potential liability threat in that it is in close proximity to two heavily-traveled roads and has been hit by vehicles several times in the past. The School District will bear the cost of removal and has agreed to salvage the two sign covers and return them to the school. While we will lose a presence on Congress Avenue, we cannot further hinder or prevent sign removal.

Attachments: State of Florida DOT Stipulation of Settlement

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact for this item.

**STATE OF FLORIDA  
DEPARTMENT OF TRANSPORTATION  
Haydon Burns Building  
605 Suwannee Street  
Tallahassee, Florida**

**SOUTH TECH CHARTER ACADEMY, INC.,**

**Petitioner,**

**DOAH CASE NO. 16-5158**

**DOT CASE NO. 13-039**

**vs.**

**DEPARTMENT OF TRANSPORTATION,**

**Respondent.**

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**STIPULATION OF SETTLEMENT**

The School Board of Palm Beach County (“School Board”) and the Florida Department of Transportation (“Department”), together referred to as “Parties,” enter into this Stipulation of Settlement (“Stipulation”) and agree as follows:

**WHEREAS**, South Tech Charter Academy, Inc. (“South Tech”) operates a Charter School that is a public school sponsored by the School Board. The undersigned School Board official and South Tech official have read and understand this Stipulation and have authority to enter into this Stipulation; and

**WHEREAS**, on March 20, 2013, the Department issued South Tech a Notice of Violation – Illegally Erected Sign (“Notice”; attached as Exhibit A) regarding a back-to-back outdoor advertising sign (“Sign”) that the School Board owns at approximately 3010 South Congress Avenue (RCI 93580502, MP 1.756), Boynton Beach, Palm Beach County, FL 33426; and

**WHEREAS**, on April 16, 2013, the Department received a Request for Administrative Hearing regarding the Notice. This Request was assigned DOT Case No. 13-039; and

**WHEREAS**, on April 26, 2013, the Department issued South Tech an Amended Notice of Violation – Illegally Erected Sign (“Amended Notice”; attached as Exhibit B) regarding the Sign; and

**WHEREAS**, on May 22, 2013, the Department received a Request for Administrative Hearing regarding the Amended Notice; and

**WHEREAS**, on September 8, 2016, the Department referred the matter to the Division of Administrative Hearings (“DOAH”), where it was assigned DOAH Case No. 16-5158; and

**WHEREAS**, on October 27, 2016, the School Board submitted Outdoor Advertising Sign Application No. 62302 for the Sign. On October 28, 2016, the Department issued the School Board a Notice of Receipt of Incomplete Outdoor Advertising Permit Application regarding Application No. 62302; and

**WHEREAS**, the Department, South Tech, and the School Board have agreed to amicably resolve the pending matters without the necessity of an administrative hearing under the terms set forth in this Stipulation.

**NOW THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

1. The provisions of the foregoing whereas clauses are incorporated in and made a part of this Stipulation.

2. It is understood and acknowledged by the Parties, that the School Board’s performance outlined in this Agreement requires the approval of the School Board. School District Staff shall recommend approval of this Stipulation to the School Board at its next



available meeting. All terms of this Stipulation are expressly subject to and contingent upon approval by the School Board and nothing herein is effective until approved and duly executed by the School Board and Superintendent.

3. Upon full execution of this Stipulation by the Parties and receipt of the Secretary of the Department of Transportation's Final Order, the School Board shall remove the Sign, or cause the Sign to be removed, at no cost to the Department.

4. The School Board shall remove the subject sign on or before May 2, 2017.

5. Pursuant to 479.01, Florida Statutes, "remove" means to disassemble all sign materials above ground level, including the entire sign structure, and transport such materials from the site.

6. If the Sign is not removed by May 2, 2017, the Department shall remove the Sign without further notice and assess all costs of removal against the School Board, pursuant to section 479.105, Florida Statutes.

7. By entering into this Stipulation, the School Board and South Tech voluntarily withdraws the petition initiating DOT Case No. 13-039, voluntarily dismisses DOAH Case No. 16-5158, and waives its right to appeal any decisions regarding this matter.

8. The Parties stipulate to, and require entry of, a Final Order in DOT Case No. 13-039 that fully incorporates this Stipulation.

9. The School Board, for itself and its attorneys, administrators, heirs, and assigns, unconditionally release and forever discharge the State of Florida and the Department and its Secretary, agents, employees, representatives, insurers, and attorneys from any and all charges, complaints, claims, liabilities, demands, actions, causes of actions, suits, damages, losses, and

expenses of any nature, including attorney's fees and costs, whether known or unknown, whatsoever arising from any or all of the facts or circumstances which give rise to, or relate to this issue in any manner.

10. The Department, for itself and its attorneys, administrators, heirs, and assigns, unconditionally release and forever discharge the School Board and their agents, employees, representatives, insurers, and attorneys from any and all charges, complaints, claims, liabilities, demands, actions, causes of actions, suits, damages, losses, and expenses of any nature, including attorney's fees and costs, whether known or unknown, whatsoever arising from any or all of the facts or circumstances which give rise to, or relate to this issue in any manner.

11. Each party shall bear its own costs and attorney's fees in this proceeding.

12. This Stipulation hereby shall be exclusively governed by, interpreted, and construed in accordance with the laws of Florida.

13. Each party acknowledges participation in the negotiation of this Stipulation and agrees that no provision of this Stipulation shall be construed against or interpreted to the disadvantage of any party hereto by any court or other governmental or judicial authority by reason of such party having or being deemed to have structured, dictated, or drafted such provision.

14. The parties hereto represent and warrant that the terms of this Stipulation were negotiated at arm's length, and this Stipulation was prepared without fraud, duress, undue influence, or coercion of any kind exerted by any of the parties upon the other, and that the execution and delivery of this Stipulation is the free and voluntary act of each party hereto.

15. The terms of this Stipulation and other settlement documents may not be changed, waived, discharged, or terminated orally, but only by an instrument or instruments in writing,

signed by the party against which enforcement of the change, waiver, discharge, or termination is asserted.

16. Any failure of any party to insist upon the strict performance of any terms or provisions of this Stipulation shall not be deemed to be a waiver of any of the terms and provisions of this Stipulation.

17. This Stipulation is contingent upon approval of the Secretary of the Department of Transportation by Final Order. Until such Final Order is received, the Parties incur no liability or obligation whatsoever pursuant to this Stipulation.

**FLORIDA DEPARTMENT OF TRANSPORTATION:**

By: \_\_\_\_\_

Date: \_\_\_\_\_

Robert Jessee  
Deputy Director of Operations  
605 Suwannee Street, M.S. 58  
Tallahassee, FL 32399-0458

Department Legal Review:

\_\_\_\_\_  
Austin Hensel  
Assistant General Counsel

**SCHOOL BOARD:**  
The School Board of Palm Beach County, Florida

**SOUTH TECH CHARTER ACADEMY,  
Inc.:**  
Duly authorized representative of South  
Tech Charter Academy, Inc., a Florida Not  
For Profit Corporation

By: \_\_\_\_\_

Name: Chuck Shaw

Title: Chairman

Date: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTEST:**

By: \_\_\_\_\_

Robert M. Avossa, Ed.D, Superintendent

Approved as to form and legal sufficiency:

\_\_\_\_\_  
School Board Attorney

**Motion:**

I recommend that the Board approve the Five Year Strategic Plan.

**Summary Information:**

A Five Year Strategic Plan is an integral component of organizational planning. The SouthTech plan for SouthTech Schools has not been updated for some time, as there has been very little change in perceived needs. As part of the AdvancED Accreditation process, the Five Year Plan suddenly became an immediate necessity. The attached plan has been created as a collaborated effort between Board Chair Jim Notter, Mr. Boggess and Mr. Kidd. It has not been previously presented to the SouthTech Strategic Plan Committee due to time constraints, but it is certainly open to revision, either as a discussion item during the meeting or at any time in the future that the committee cares to meet.

Attachments: Five Year Strategic Plan

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

The is no financial impact for this item.

## FIVE YEAR STRATEGIC PLAN-FY17-FY22

- Facilities\*:
  - STA:
    - § Initiate Improved Maintenance and Facility upgrades
    - § Identify Property with Intent to Acquire for Relocation of School(s)
    - § Identify and Seek Commitment(s) for Practical Public or Private Facility Solutions
  - STP:
    - § Identify Funding Sources and Purchase Currently Leased Property or Alternates
    - § Expand Facilities to Accommodate Program Expansions
  - STSC:
    - § Incubate School on STA Campus
    - § Relocate School to Permanent Facilities
- Program Expansion\*:
  - Expand Middle School to Incorporate Grades K-5 Expansion
  - Expand Career Academy Offerings:
    - § Evaluate and Update Existing Programs for Demand, Relevancy, and Currency Consistent with Identified Needs
    - § Initiate New Programs, Technology, Equipment, and Resources to Assure Program Relevancy and Marketability
    - § Expand Current Programs to Meet Market Demands
  - Expand Post-Secondary Adult Possibilities (PSAV):
    - § Complete Planning Phase for Opening a Tech College Model
    - § Expand Dual-Enrollment Opportunities for Academics and Career Ed. With Colleges and Universities
    - § Expand Advanced Placement Program Offerings
    - § Increase PSAV Articulation Agreements
    - § Expand Internship/Externship Opportunities
    - § Expand Transition/Special Needs Program Offerings
- Maintain Focus on Continuous Self-Improvement\*:

- Implement a Formal Continuous and On-Going Self-Study Initiative
- Conduct “Field Trips” to Other Systems/Districts/Schools to Harvest and Implement Identified Best Practices into Individual ST Schools or the STS System
- Maintain an Ongoing Awareness of Innovative Instructional Methodology and Technology
- Implement Innovative Instructional Methods, Technology, Etc. in Relationship with Budget Capacity
- Seek Grants and Other Financial Opportunities to Enhance Operational and Capital Budget Limitations
- Expand Government Relations\*:
  - Increased Involvement with Local, County, and State Governmental Agencies
  - Expand Involvement into Levels of Federal Government Consistent With Supporting the LEA and Federal Grants
  - Expand Staff Involvement by Encouraging all Staff Members and Appropriate Students to Become Involved in Government and Government Relations

\* Each Component of the Strategic Plan will be considered a priority item when planning the Annual Budget, and funded according to a finalized priority list

**Motion:**

I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending October 31, 2016 as required by the Sponsor.

**Summary Information:**

The Charter school is required to submit to the Sponsor district several financial documents on an ongoing basis. Monthly bank reconciliations are one such requirement.

The Charter school maintains several accounts in order to maximize the earnings potential of the funding provided while maintaining liquidity to meet day-to-day operations. Review of these accounts takes place on a daily basis by the Charter business staff. Monthly reconciliations are performed as good accounting practice and published here to fulfill Sponsor requirements.

Attachments: Reconciliation Spreadsheets and Bank Statements

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact related to this item.



2:48 PM  
11/09/16

**South Tech Charter Academy, Inc**  
**Reconciliation Summary**  
**1111 · South Tech Operating 2973, Period Ending 10/31/2016**

	<u>Oct 31, 16</u>
<b>Beginning Balance</b>	130,550.94
<b>Cleared Transactions</b>	
Checks and Payments - 116 Items	-775,921.46
Deposits and Credits - 32 Items	733,947.79
<b>Total Cleared Transactions</b>	<u>-41,973.67</u>
<b>Cleared Balance</b>	<u>88,577.27</u>
<b>Uncleared Transactions</b>	
Checks and Payments - 39 Items	-176,250.04
Deposits and Credits - 2 Items	160,270.00
<b>Total Uncleared Transactions</b>	<u>-15,980.04</u>
<b>Register Balance as of 10/31/2016</b>	<u>72,597.23</u>
<b>New Transactions</b>	
Checks and Payments - 8 Items	-71,885.72
Deposits and Credits - 5 Items	1,120.00
<b>Total New Transactions</b>	<u>-70,775.72</u>
<b>Ending Balance</b>	<u>1,821.51</u>

## South Tech Charter Academy, Inc Reconciliation Detail

1111 · South Tech Operating 2973, Period Ending 10/31/2016

Type	Date	Num	Name	Cir	Amount	Balance
<b>Beginning Balance</b>						<b>130,550.94</b>
<b>Cleared Transactions</b>						
<b>Checks and Payments - 116 Items</b>						
BIII Pmt -Check	09/09/2016	3736	NATEF	X	-750.00	-750.00
BIII Pmt -Check	09/09/2016	3737	Navarro, Rosmy	X	-30.00	-780.00
BIII Pmt -Check	09/16/2016	3765	Proshred Security	X	-85.00	-875.00
BIII Pmt -Check	09/23/2016	3775	ICW Group	X	-5,908.00	-6,783.00
BIII Pmt -Check	09/23/2016	3769	All Metro Health Care	X	-3,451.00	-10,234.00
BIII Pmt -Check	09/23/2016	3774	Great American Fi...	X	-1,297.98	-11,531.98
BIII Pmt -Check	09/23/2016	3779	Palm Beach County...	X	-750.00	-12,281.98
BIII Pmt -Check	09/23/2016	3773	Eisevier	X	-526.28	-12,808.26
BIII Pmt -Check	09/23/2016	3777	Neopost	X	-408.95	-13,217.21
BIII Pmt -Check	09/23/2016	3788	UPS	X	-30.78	-13,247.99
BIII Pmt -Check	09/26/2016	3848	Torres-Bianco Luz V.	X	-250.00	-13,497.99
BIII Pmt -Check	09/26/2016	3849	Walters, Edward	X	-250.00	-13,747.99
BIII Pmt -Check	09/26/2016	3847	Terry, William	X	-250.00	-14,007.99
BIII Pmt -Check	09/26/2016	3846	Tanner, Walter	X	-250.00	-14,257.99
BIII Pmt -Check	09/26/2016	3823	Mendenhall, Nicole	X	-250.00	-14,507.99
BIII Pmt -Check	09/26/2016	3817	Julian, Nicole	X	-250.00	-14,757.99
BIII Pmt -Check	09/26/2016	3780	Berkheimer, Linda	X	-250.00	-15,007.99
BIII Pmt -Check	09/26/2016	3791	Bernal-Fernandez, ...	X	-250.00	-15,257.99
BIII Pmt -Check	09/26/2016	3792	Bosco, Charlene	X	-250.00	-15,507.99
BIII Pmt -Check	09/26/2016	3793	Breauff, Jonelle	X	-250.00	-15,757.99
BIII Pmt -Check	09/26/2016	3794	Breauff, Neil	X	-250.00	-16,007.99
BIII Pmt -Check	09/26/2016	3795	Brown, Michelle	X	-250.00	-16,257.99
BIII Pmt -Check	09/26/2016	3798	Costantino, Lauren	X	-250.00	-16,507.99
BIII Pmt -Check	09/26/2016	3799	Coy, Gary	X	-250.00	-16,757.99
BIII Pmt -Check	09/26/2016	3801	De La Fe, Tina	X	-250.00	-17,007.99
BIII Pmt -Check	09/26/2016	3807	Franjo-Emilcar, Ka...	X	-250.00	-17,257.99
BIII Pmt -Check	09/26/2016	3825	Moore, Nancy	X	-250.00	-17,507.99
BIII Pmt -Check	09/26/2016	3816	Jean - Philippe, Ste...	X	-250.00	-17,757.99
BIII Pmt -Check	09/26/2016	3830	Pace, Aparecida	X	-250.00	-18,007.99
BIII Pmt -Check	09/26/2016	3815	Jackola, Ryan	X	-250.00	-18,257.99
BIII Pmt -Check	09/26/2016	3838	Pray, Jan	X	-250.00	-18,507.99
BIII Pmt -Check	09/26/2016	3814	Hyatt, Crystal	X	-250.00	-18,757.99
BIII Pmt -Check	09/26/2016	3839	Royce, Jennifer	X	-250.00	-19,007.99
BIII Pmt -Check	09/26/2016	3811	Hand, Chris	X	-250.00	-19,257.99
BIII Pmt -Check	09/26/2016	3813	Hess, Jacqueline	X	-250.00	-19,507.99
BIII Pmt -Check	09/26/2016	3812	Hess-Shamdasani, ...	X	-250.00	-19,757.99
General Journal	09/26/2016	1070	Adult Class	X	-245.00	-20,002.99
BIII Pmt -Check	09/29/2016	3853	Expose Yourself	X	-2,608.00	-22,610.99
BIII Pmt -Check	09/29/2016	3858	Kendall Hunt	X	-385.72	-23,006.71
BIII Pmt -Check	09/29/2016	3861	Simplice, Ben	X	-285.00	-23,291.71
BIII Pmt -Check	09/29/2016	3864	Valdez, Miguel	X	-225.00	-23,516.71
BIII Pmt -Check	09/29/2016	3856	Integrity Merchant S...	X	-163.19	-23,689.90
BIII Pmt -Check	09/29/2016	3859	Messmer, Eric	X	-109.74	-23,799.64
BIII Pmt -Check	09/29/2016	3854	Georges, Ghislaine	X	-100.00	-23,909.64
BIII Pmt -Check	09/29/2016	3857	Jean, Wilfrid	X	-100.00	-24,009.64
BIII Pmt -Check	09/29/2016	3852	Belfort, Rodin	X	-20.00	-24,029.64
General Journal	09/30/2016	1228	Florida Retirement ...	X	-55,132.44	-79,162.08
General Journal	09/30/2016	1228	Valic	X	-1,975.00	-81,137.08
General Journal	09/30/2016	1230	Florida Department ...	X	-143.63	-81,280.71
Check	10/03/2016	Debit	Merchant Bank CD ...	X	-708.37	-81,989.08
Check	10/03/2016	debit	FDGL	X	-14.95	-81,994.03
Check	10/04/2016	Debit	Authnet Gateway	X	-25.70	-81,999.73
General Journal	10/14/2016	1227	Payroll	X	-162,449.07	-244,418.80
General Journal	10/14/2016	1227	Payroll	X	-56,537.79	-300,956.59
General Journal	10/14/2016	1227	Payroll	X	-2,160.22	-303,116.81
General Journal	10/14/2016	1229	Valic	X	-1,975.00	-305,091.81
General Journal	10/14/2016	1227	Payroll	X	-280.10	-305,371.91
BIII Pmt -Check	10/17/2016	3865	A & S Transportation	X	-58,994.25	-364,366.16
BIII Pmt -Check	10/17/2016	3872	Blue Cross Blue Shl...	X	-47,998.66	-412,364.82
BIII Pmt -Check	10/17/2016	3887	FPL	X	-21,038.89	-433,403.71
BIII Pmt -Check	10/17/2016	3910	Palm Beach County...	X	-16,166.99	-449,570.70
BIII Pmt -Check	10/17/2016	3868	AK Building Service...	X	-13,310.00	-462,880.70
BIII Pmt -Check	10/17/2016	3890	GovConnection, Inc	X	-7,007.93	-469,888.63
BIII Pmt -Check	10/17/2016	3918	Speech Rehab Serv...	X	-6,008.50	-475,897.13
BIII Pmt -Check	10/17/2016	3886	FI Consortium of Pu...	X	-5,423.60	-481,320.73
BIII Pmt -Check	10/17/2016	3889	GIS Benefits	X	-4,780.68	-486,101.41
BIII Pmt -Check	10/17/2016	3875	Certification Partner...	X	-4,625.00	-490,726.41
BIII Pmt -Check	10/17/2016	3889	All Metro Health Care	X	-3,733.75	-494,460.16
BIII Pmt -Check	10/17/2016	3894	ICW Group	X	-3,869.33	-498,329.49

## South Tech Charter Academy, Inc Reconciliation Detail

1111 - South Tech Operating 2973, Period Ending 10/31/2016

Type	Date	Num	Name	Cir	Amount	Balance
Bill Pmt -Check	10/17/2016	3913	Philadelphia Insura...	X	-3,501.08	-499,610.57
Bill Pmt -Check	10/17/2016	3919	Staples Advantage	X	-3,470.96	-503,081.53
Bill Pmt -Check	10/17/2016	3880	Embroid Me	X	-3,366.75	-506,448.28
Bill Pmt -Check	10/17/2016	3877	City of Boynton Bea...	X	-3,054.36	-509,502.64
Bill Pmt -Check	10/17/2016	3923	Voya	X	-2,716.00	-512,218.64
Bill Pmt -Check	10/17/2016	3909	NHA	X	-2,530.00	-514,748.64
Bill Pmt -Check	10/17/2016	3874	Cengage Learning	X	-2,171.95	-516,920.59
Bill Pmt -Check	10/17/2016	3911	Palm Tran	X	-2,100.00	-519,020.59
Bill Pmt -Check	10/17/2016	3885	FJ Vodolo & Associ...	X	-2,093.75	-521,114.34
Bill Pmt -Check	10/17/2016	3878	Clean Supply	X	-2,050.82	-523,165.16
Bill Pmt -Check	10/17/2016	3879	Dex Imaging	X	-1,926.42	-525,091.58
Bill Pmt -Check	10/17/2016	3921	Torcivia, Donion, G...	X	-1,407.50	-526,499.08
Bill Pmt -Check	10/17/2016	3897	Jason H. Klein, CPA	X	-1,400.00	-527,899.08
Bill Pmt -Check	10/17/2016	3870	American Express ...	X	-1,385.79	-529,284.87
Bill Pmt -Check	10/17/2016	3891	Great American Fi...	X	-1,297.98	-530,582.85
Bill Pmt -Check	10/17/2016	3907	Met Life	X	-1,228.00	-531,810.85
Bill Pmt -Check	10/17/2016	3915	Powell Landscaping...	X	-1,200.00	-533,010.85
Bill Pmt -Check	10/17/2016	3895	Impact Learning Str...	X	-1,000.00	-534,010.85
Bill Pmt -Check	10/17/2016	3917	Spectrum Public Re...	X	-990.00	-535,000.85
Bill Pmt -Check	10/17/2016	3868	All data	X	-975.00	-535,975.85
Bill Pmt -Check	10/17/2016	3902	Life Insurance Com...	X	-901.92	-536,877.77
Bill Pmt -Check	10/17/2016	3922	Verizon Wireless	X	-808.73	-537,686.50
Bill Pmt -Check	10/17/2016	3912	PHEAA	X	-562.52	-538,249.02
Bill Pmt -Check	10/17/2016	3882	F. Mandley & Asso...	X	-500.00	-538,749.02
Bill Pmt -Check	10/17/2016	3903	Managed Care Con...	X	-445.50	-539,194.52
Bill Pmt -Check	10/17/2016	3884	Fidelity Investments	X	-400.00	-539,594.52
Bill Pmt -Check	10/17/2016	3905	Mcclain, Gary L.	X	-336.84	-539,931.36
Bill Pmt -Check	10/17/2016	3876	Charter School Ser...	X	-325.00	-540,256.36
Bill Pmt -Check	10/17/2016	3871	Amerigas	X	-322.66	-540,579.02
Bill Pmt -Check	10/17/2016	3873	Boggess, John-Ant...	X	-250.00	-540,829.02
Bill Pmt -Check	10/17/2016	3898	Jones, Theresa	X	-180.00	-541,009.02
Bill Pmt -Check	10/17/2016	3896	Isbell, Tiffany	X	-160.00	-541,169.02
Bill Pmt -Check	10/17/2016	3916	Signs Of Excellence	X	-140.00	-541,309.02
Bill Pmt -Check	10/17/2016	3920	Stericycle	X	-132.10	-541,441.12
Bill Pmt -Check	10/17/2016	3904	Matthew Bender & ...	X	-109.43	-541,550.55
Bill Pmt -Check	10/17/2016	3908	NexAir, LLC	X	-106.60	-541,657.15
Bill Pmt -Check	10/17/2016	3906	Messmer, Eric	X	-88.67	-541,745.82
Bill Pmt -Check	10/17/2016	3893	Home Depot	X	-78.21	-541,824.03
Bill Pmt -Check	10/17/2016	3883	FedEx	X	-34.82	-541,858.85
Bill Pmt -Check	10/17/2016	3914	Philemond, Chantale	X	-30.00	-541,888.85
Bill Pmt -Check	10/17/2016	3925	American Express	X	-15.89	-541,904.74
Check	10/19/2016	Debit	Telecheck	X	-93.84	-541,998.58
General Journal	10/31/2016	1068	Payroll	X	-168,760.38	-710,758.96
General Journal	10/31/2016	1068	Payroll	X	-61,548.56	-772,307.52
General Journal	10/31/2016	1068	Payroll	X	-3,318.59	-775,626.11
General Journal	10/31/2016	1068	Payroll	X	-287.95	-775,914.06
Check	10/31/2016			X	-7.40	-775,921.46

Total Checks and Payments

-775,921.46

-775,921.46

Deposits and Credits - 32 items

Deposit	10/04/2016			X	69.00	69.00
Deposit	10/04/2016			X	3,334.09	3,403.09
Deposit	10/05/2016			X	225.00	3,628.09
Deposit	10/07/2016			X	655,330.55	658,958.64
Deposit	10/10/2016			X	2,430.00	661,388.64
Deposit	10/11/2016			X	30.00	661,418.64
Deposit	10/11/2016			X	300.00	661,718.64
Deposit	10/11/2016			X	1,660.00	663,378.64
Deposit	10/12/2016			X	1,320.00	664,698.64
Deposit	10/13/2016			X	90.00	664,788.64
Deposit	10/13/2016			X	301.00	665,089.64
Deposit	10/13/2016			X	630.00	665,719.64
Deposit	10/14/2016			X	210.00	665,929.64
Deposit	10/17/2016			X	445.00	666,374.64
Deposit	10/18/2016			X	435.00	666,809.64
Deposit	10/18/2016			X	480.00	667,289.64
Deposit	10/18/2016			X	495.00	667,784.64
Deposit	10/19/2016			X	195.00	667,979.64
Deposit	10/20/2016			X	205.00	668,184.64
Deposit	10/21/2016			X	30.00	668,214.64
Deposit	10/21/2016			X	160.00	668,374.64
Deposit	10/24/2016			X	435.00	668,809.64

**South Tech Charter Academy, Inc**  
**Reconciliation Detail**  
1111 · South Tech Operating 2973, Period Ending 10/31/2016

Type	Date	Num	Name	Clr	Amount	Balance
Deposit	10/25/2016			X	660.00	669,469.64
Deposit	10/25/2016			X	935.00	670,404.64
Deposit	10/26/2016			X	135.00	670,539.64
Deposit	10/26/2016			X	165.00	670,704.64
Deposit	10/26/2016			X	414.36	671,119.00
Deposit	10/28/2016			X	520.00	671,639.00
Deposit	10/28/2016			X	780.00	672,419.00
Deposit	10/28/2016			X	61,203.93	733,622.93
Deposit	10/31/2016			X	49.86	733,672.79
Deposit	10/31/2016			X	275.00	733,947.79
Total Deposits and Credits					733,947.79	733,947.79
Total Cleared Transactions					-41,973.67	-41,973.67
Cleared Balance					-41,973.67	88,577.27
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 39 items</b>						
Bill Pmt -Check	06/20/2016	3553	Tanner, Walter		-125.00	-125.00
Bill Pmt -Check	07/28/2016	3599	Experimac		-79.99	-204.99
Bill Pmt -Check	09/23/2016	3787	Wukoson, Karyn		-130.93	-335.92
Bill Pmt -Check	09/26/2016	3835	Pontz, Nicholas		-250.00	-585.92
Bill Pmt -Check	09/26/2016	3826	Moran, Lynn		-250.00	-835.92
Bill Pmt -Check	09/26/2016	3837	Reid, Karen		-250.00	-1,085.92
Bill Pmt -Check	09/26/2016	3841	Sanders, Donn		-250.00	-1,335.92
Bill Pmt -Check	09/26/2016	3845	Sweeney, Cathy		-250.00	-1,585.92
General Journal	10/15/2016	1306	Valic		-1,975.00	-3,560.92
Bill Pmt -Check	10/17/2016	3888	Gibson & Wirt		-7,000.00	-10,560.92
Bill Pmt -Check	10/17/2016	3867	Algebra Nation		-2,650.00	-13,210.92
Bill Pmt -Check	10/17/2016	3901	Lawson, Sharonne		-485.00	-13,695.92
Bill Pmt -Check	10/17/2016	3924	WebSmith		-298.35	-13,994.27
Bill Pmt -Check	10/17/2016	3899	Kathleen W. Schoe...		-250.00	-14,244.27
Bill Pmt -Check	10/17/2016	3892	Harry K Wong Publi...		-147.72	-14,391.99
Bill Pmt -Check	10/17/2016	3881	Erskine & Fleisher ...		-100.00	-14,491.99
General Journal	10/31/2016	1308	Florida Retirement ...		-55,040.80	-69,532.79
Bill Pmt -Check	10/31/2016	3926	A & S Transportation		-43,809.20	-113,341.99
Bill Pmt -Check	10/31/2016	3937	Florida School Boo...		-19,692.27	-133,034.26
Bill Pmt -Check	10/31/2016	3949	NHA		-7,580.00	-140,614.26
Bill Pmt -Check	10/31/2016	3952	Pemco & Co, LLC		-6,520.40	-147,134.66
Bill Pmt -Check	10/31/2016	3945	McCullough, Keefe		-5,760.00	-152,894.66
Bill Pmt -Check	10/31/2016	3941	GovConnection, Inc		-5,036.50	-157,931.16
Bill Pmt -Check	10/31/2016	3961	US Postal Service		-3,800.00	-161,731.16
Bill Pmt -Check	10/31/2016	3928	Alann Corporation		-3,000.00	-164,731.16
Bill Pmt -Check	10/31/2016	3934	Clean Supply		-2,077.16	-166,808.32
Bill Pmt -Check	10/31/2016	3948	NCS Pearson Inc (...)		-2,025.00	-168,833.32
General Journal	10/31/2016	1307	Valic		-1,975.00	-170,808.32
Bill Pmt -Check	10/31/2016	3955	Staples Advantage		-1,503.62	-172,311.94
Bill Pmt -Check	10/31/2016	3942	Jason H. Klein, CPA		-1,400.00	-173,711.94
Bill Pmt -Check	10/31/2016	3933	Citation Communic...		-873.64	-174,585.58
Bill Pmt -Check	10/31/2016	3927	Advance Education ...		-504.28	-175,089.86
General Journal	10/31/2016	1309			-369.71	-175,459.57
Bill Pmt -Check	10/31/2016	3954	Signs Of Excellence		-280.00	-175,739.57
Bill Pmt -Check	10/31/2016	3936	Fernandez, Maria		-206.80	-175,946.37
Bill Pmt -Check	10/31/2016	3932	Brown, Michelle		-150.00	-176,096.37
Bill Pmt -Check	10/31/2016	3930	Amerigas		-79.00	-176,175.37
Bill Pmt -Check	10/31/2016	3956	Sun Sentinel		-65.10	-176,240.47
Bill Pmt -Check	10/31/2016	3944	McClure, Cathy		-9.57	-176,250.04
Total Checks and Payments					-176,250.04	-176,250.04
<b>Deposits and Credits - 2 items</b>						
Transfer	10/28/2016				160,000.00	160,000.00
Deposit	10/31/2016				270.00	160,270.00
Total Deposits and Credits					160,270.00	160,270.00
Total Uncleared Transactions					-15,980.04	-15,980.04
Register Balance as of 10/31/2016					-57,953.71	72,597.23

**South Tech Charter Academy, Inc  
Reconciliation Detail**

**1111 - South Tech Operating 2973, Period Ending 10/31/2016**

<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Clr</u>	<u>Amount</u>	<u>Balance</u>
<b>New Transactions</b>						
<b>Checks and Payments - 8 Items</b>						
BIII Pmt -Check	11/08/2016	3964	Blue Cross Blue Shi...		-47,919.92	-47,919.92
BIII Pmt -Check	11/08/2016	3970	Palm Beach County...		-16,166.99	-64,086.91
BIII Pmt -Check	11/08/2016	3987	Karen Happel		-5,000.00	-69,086.91
BIII Pmt -Check	11/08/2016	3986	F. Mandley & Asso...		-1,281.25	-70,368.16
BIII Pmt -Check	11/08/2016	3971	WPGL Consulting L...		-1,000.00	-71,368.16
BIII Pmt -Check	11/08/2016	3989	Merigan, Christina		-287.44	-71,655.60
BIII Pmt -Check	11/08/2016	3985	De La Fe, Tina		-204.12	-71,859.72
BIII Pmt -Check	11/08/2016	3988	Kurtz, Erfn		-38.00	-71,895.72
<b>Total Checks and Payments</b>					<b>-71,895.72</b>	<b>-71,895.72</b>
<b>Deposits and Credits - 5 Items</b>						
Deposit	11/01/2016				145.00	145.00
Deposit	11/02/2016				120.00	265.00
Deposit	11/02/2016				495.00	760.00
Deposit	11/03/2016				330.00	1,090.00
Deposit	11/04/2016				30.00	1,120.00
<b>Total Deposits and Credits</b>					<b>1,120.00</b>	<b>1,120.00</b>
<b>Total New Transactions</b>					<b>-70,775.72</b>	<b>-70,775.72</b>
<b>Ending Balance</b>					<b>-128,729.43</b>	<b>1,821.51</b>



P.O. Box 521599 Miami, FL 33152-1599

Page: 1
Statement Date: October 31, 2016
Account Number: \*\*\*\*\*2973

>000292 6916127 0001 008229 302
SOUTH TECH CHARTER ACADEMY INC
OPERATING ACCOUNT
1300 SW 30TH AVE
BOYNTON BEACH FL 33426-9018

Customer Service Information

Client Care Center: 877-779-BANK (2265)
Web Site: www.bankunited.com
Mailing Address: BankUnited
P.O. Box 521599
Miami, FL 33152-1599

Special Information

A new look to your BankUnited statement is coming in November.

PUBLIC FUNDS INTEREST CHECKING Account \*\*\*\*\*2973

Account Summary

Table with 4 columns: Description, Amount, Category, and Balance. Rows include Statement Balance as of 09/30/2016, Plus 32 Deposits and Other Credits, Less 121 Withdrawals, Checks, and Other Debits, Less Service Charge, Plus Interest Paid, and Statement Balance as of 10/31/2016.

Activity By Date

Table with 5 columns: Date, Description, Withdrawals, Deposits, and Balance. Rows list transactions from 10/03/2016, including checks and merchant bank deposits.

NOTE: SEE REVERSE SIDE FOR IMPORTANT INFORMATION

BankUnited, N.A.

## HOW TO BALANCE YOUR BANKUNITED ACCOUNT

### Start with your checkbook register

- 1. List your checkbook register balance here. \$ \_\_\_\_\_
- 2. Subtract service charge or other deductions listed on this statement that were not previously recorded in your register. \$ ( \_\_\_\_\_ )
- 3. Add any credits that are listed on this statement but not previously recorded in your register (ex. Interest Paid). \$ \_\_\_\_\_
- 4. This is your NEW CHECKBOOK REGISTER BALANCE. \$ \_\_\_\_\_

### Use your current statement

- 5. List the account balance shown on the statement. \$ \_\_\_\_\_
- 6. Add any deposits not shown on the statement. \$ \_\_\_\_\_
- 7. Subtract all outstanding checks, ATM, CheckCard, and other electronic withdrawals (use chart below to total). \$ ( \_\_\_\_\_ )
- 8. This balance should equal the balance listed in step 4. \$ \_\_\_\_\_

### List and then total all outstanding checks, ATM, CheckCard, and other electronic withdrawals:

Date/Check #	Amount	Date/Check #	Amount

SUBTOTAL \$ \_\_\_\_\_                      SUBTOTAL \$ \_\_\_\_\_  
 TOTAL \$ \_\_\_\_\_ (use this total in step 7 above)

**If your account does not balance please check the following carefully:**  
 Have you entered the amount of each check in your checkbook register?  
 Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?  
 Have you checked all additions and subtractions in your checkbook register?  
 Have you carried the correct balance forward when starting a new page in your checkbook register?

**IN CASE OF QUESTIONS OR ERRORS ABOUT YOUR STATEMENT:  
 PLEASE CALL (TOLL FREE) 1-877-779-BANK (2265) OR WRITE US AT:**  
 BankUnited Operations / EFT Error  
 7815 NW 148th ST, Miami Lakes, FL 33016

### For Consumer Customers Only

Please contact us if you think your statement is wrong or if you need additional information about a transaction. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name and account number.
2. Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe there is an error or why you need further information.
3. Tell us the dollar amount of the suspected error.

You may be required to put your request in writing. We will investigate your complaint and will correct any error promptly.

**For Electronic Funds Transfers**, if we take more than 10 business days to investigate and correct the error, (20 business days if you are a new customer for electronic funds transfers occurring during the first 30 days after the first deposit is made to your account), we will recredit your consumer account for the amount you think is in error (plus interest if your account earns interest), so that you will have the use of the money during the time it takes us to complete our investigation.

**For Substitute Checks**, if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.



**Activity By Date**

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
10/03/2016	SOUTH TECH CHARTER ACA MERCHANT BANKCD DISCOUNT 498242150882	\$4.50		\$115,422.54
10/03/2016	SOUTH TECH CHARTER ACA MERCHANT BANKCD FEE 498232636882	\$42.33		\$115,380.21
10/03/2016	SOUTH TECH CHARTER ACA MERCHANT BANKCD FEE 498242150882	\$11.63		\$115,368.58
10/04/2016	Customer Deposit		\$3,334.00	\$118,702.58
10/04/2016	Dep Correction Cr		\$0.09	\$118,702.67
10/04/2016	CHECK #3777	\$408.95		\$118,293.72
10/04/2016	CHECK #3793	\$250.00		\$118,043.72
10/04/2016	CHECK #3794	\$250.00		\$117,793.72
10/04/2016	CHECK #3798	\$250.00		\$117,543.72
10/04/2016	CHECK #3816	\$250.00		\$117,293.72
10/04/2016	CHECK #3823	\$250.00		\$117,043.72
10/04/2016	CHECK #3836	\$250.00		\$116,793.72
10/04/2016	CHECK #3858	\$385.72		\$116,408.00
10/04/2016	AUTHNET GATEWAY BILLING 92168501	\$15.70		\$116,392.30
10/04/2016	SOUTH TECH ACADEMY AUTHNET GATEWAY BILLING 92337192	\$10.00		\$116,382.30
10/05/2016	Customer Deposit		\$225.00	\$116,607.30
10/05/2016	CHECK #3791	\$250.00		\$116,357.30
10/05/2016	CHECK #3815	\$250.00		\$116,107.30
10/05/2016	CHECK #3839	\$250.00		\$115,857.30
10/05/2016	CHECK #3853	\$2,608.00		\$113,249.30
10/05/2016	CHECK #3854	\$100.00		\$113,149.30
10/05/2016	CHECK #3861	\$265.00		\$112,884.30
10/05/2016	CHECK #3862	\$225.00		\$112,659.30
10/05/2016	FLA DEPT REVENUE CRC 000000000060304	\$55,132.44		\$57,526.86
10/06/2016	SOUTH TECH CHARTER ACA MERCHANT BANKCD DEPOSIT 498232636882		\$69.00	\$57,595.86
10/06/2016	SOUTH TECH CHARTER ACA CHECK #3737	\$30.00		\$57,565.86
10/06/2016	CHECK #3807	\$250.00		\$57,315.86
10/06/2016	CHECK #3852	\$20.00		\$57,295.86
10/06/2016	CHECK #3857	\$100.00		\$57,195.86
10/07/2016	PalmBeachSchools DIRECT PAY SOUTH TECH CHARTER ACA		\$655,330.55	\$712,526.41
10/07/2016	CHECK #3812	\$250.00		\$712,276.41
10/07/2016	CHECK #3859	\$109.74		\$712,166.67
10/11/2016	Customer Deposit		\$1,660.00	\$713,826.67
10/11/2016	CHECK #3817	\$250.00		\$713,576.67
10/11/2016	CHECK #3825	\$250.00		\$713,326.67
10/12/2016	MERCHANT BANKCD DEPOSIT 498232636882		\$2,430.00	\$715,756.67
10/12/2016	SOUTH TECH CHARTER ACA CHECK #3799	\$250.00		\$715,506.67
10/12/2016	CHECK #3847	\$250.00		\$715,256.67
10/12/2016	CHECK #3856	\$163.19		\$715,093.48
10/13/2016	Customer Deposit		\$90.00	\$715,183.48



**Activity By Date**

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
10/13/2016	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$30.00	\$715,213.48
10/13/2016	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$300.00	\$715,513.48
10/13/2016	5BCW10TN SOUTH T IMPOUND DD IMPOUND	\$162,449.07		\$553,064.41
10/13/2016	5BCW10TN SOUTH T IMPOUND BILLING IMPOUND	\$280.10		\$552,784.31
10/13/2016	5BCW10TN SOUTH T IMPOUND TRUST IMPOUND	\$2,160.22		\$550,624.09
10/13/2016	5BCW10TN SOUTH T IMPOUND TAX IMPOUND	\$56,537.79		\$494,086.30
10/13/2016	VALIC EREMIT PRM 66804 TSA	\$1,975.00		\$492,111.30
10/13/2016	VALIC EREMIT PRM 66804 TSA	\$1,975.00		\$490,136.30
10/14/2016	Customer Deposit		\$210.00	\$490,346.30
10/14/2016	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$1,320.00	\$491,666.30
10/17/2016	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$301.00	\$491,967.30
10/17/2016	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$630.00	\$492,597.30
10/17/2016	CHECK #3790	\$250.00		\$492,347.30
10/17/2016	FLA DEPT REVENUE C01 SOUTH TECH CHAR	\$143.63		\$492,203.67
10/18/2016	Customer Deposit		\$435.00	\$492,638.67
10/18/2016	CHECK #3765	\$95.00		\$492,543.67
10/19/2016	Customer Deposit		\$195.00	\$492,738.67
10/19/2016	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$445.00	\$493,183.67
10/19/2016	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$495.00	\$493,678.67
10/19/2016	Telecheck INV102016D 0380181342 SOUTH TECH ACADEMY	\$93.84		\$493,584.83
10/20/2016	Customer Deposit		\$205.00	\$493,789.83
10/20/2016	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$480.00	\$494,269.83
10/20/2016	CHECK #3887	\$21,038.89		\$473,230.94
10/21/2016	Customer Deposit		\$30.00	\$473,260.94
10/21/2016	STATE OF FLORIDA PAYMENTS 193881980210550 SOUTH TECH CHART		\$780.00	\$474,040.94
10/21/2016	CHECK #3880	\$3,366.75		\$470,674.19
10/24/2016	CHECK #3866	\$13,310.00		\$457,364.19
10/24/2016	CHECK #3870	\$1,385.79		\$455,978.40
10/24/2016	CHECK #3874	\$2,171.95		\$453,806.45

**Activity By Date**



<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
10/24/2016	CHECK #3878	\$2,050.82		\$451,755.63
10/24/2016	CHECK #3879	\$1,926.42		\$449,829.21
10/24/2016	CHECK #3886	\$5,423.60		\$444,405.61
10/24/2016	CHECK #3891	\$1,297.98		\$443,107.63
10/24/2016	CHECK #3893	\$78.21		\$443,029.42
10/24/2016	CHECK #3897	\$1,400.00		\$441,629.42
10/24/2016	CHECK #3898	\$180.00		\$441,449.42
10/24/2016	CHECK #3902	\$901.92		\$440,547.50
10/24/2016	CHECK #3906	\$88.67		\$440,458.83
10/24/2016	CHECK #3907	\$1,228.00		\$439,230.83
10/24/2016	CHECK #3909	\$2,530.00		\$436,700.83
10/24/2016	CHECK #3913	\$3,501.08		\$433,199.75
10/24/2016	CHECK #3914	\$30.00		\$433,169.75
10/24/2016	CHECK #3915	\$1,200.00		\$431,969.75
10/24/2016	CHECK #3919	\$3,470.96		\$428,498.79
10/24/2016	CHECK #3920	\$132.10		\$428,366.69
10/24/2016	CHECK #3921	\$1,407.50		\$426,959.19
10/24/2016	CHECK #3925	\$15.89		\$426,943.30
10/25/2016	Customer Deposit		\$660.00	\$427,603.30
10/25/2016	CHECK #3795	\$250.00		\$427,353.30
10/25/2016	CHECK #3869	\$3,733.75		\$423,619.55
10/25/2016	CHECK #3872	\$47,998.66		\$375,620.89
10/25/2016	CHECK #3875	\$4,625.00		\$370,995.89
10/25/2016	CHECK #3883	\$34.82		\$370,961.07
10/25/2016	CHECK #3884	\$400.00		\$370,561.07
10/25/2016	CHECK #3885	\$2,093.75		\$368,467.32
10/25/2016	CHECK #3890	\$7,007.93		\$361,459.39
10/25/2016	CHECK #3894	\$3,669.33		\$357,790.06
10/25/2016	CHECK #3895	\$1,000.00		\$356,790.06
10/25/2016	CHECK #3896	\$160.00		\$356,630.06
10/25/2016	CHECK #3903	\$445.50		\$356,184.56
10/25/2016	CHECK #3908	\$106.60		\$356,077.96
10/25/2016	CHECK #3911	\$2,100.00		\$353,977.96
10/25/2016	CHECK #3912	\$562.52		\$353,415.44
10/25/2016	CHECK #3917	\$990.00		\$352,425.44
10/25/2016	CHECK #3918	\$6,008.50		\$346,416.94
10/25/2016	CHECK #3922	\$808.73		\$345,608.21
10/25/2016	CHECK #3923	\$2,716.00		\$342,892.21
10/26/2016	Customer Deposit		\$414.36	\$343,306.57
10/26/2016	STATE OF FLORIDA PAYMENTS 193881980218882		\$160.00	\$343,466.57
10/26/2016	SOUTH TECH CHART MERCHANT BANKCD DEPOSIT 498232636882		\$435.00	\$343,901.57
10/26/2016	SOUTH TECH CHARTER ACA CHECK #3873	\$250.00		\$343,651.57
10/26/2016	CHECK #3876	\$325.00		\$343,326.57
10/27/2016	MERCHANT BANKCD DEPOSIT 498232636882		\$935.00	\$344,261.57
10/27/2016	SOUTH TECH CHARTER ACA CHECK #3813	\$250.00		\$344,011.57
10/27/2016	CHECK #3846	\$250.00		\$343,761.57
10/27/2016	CHECK #3871	\$322.66		\$343,438.91
10/27/2016	CHECK #3877	\$3,054.36		\$340,384.55
10/27/2016	CHECK #3889	\$4,760.68		\$335,623.87
10/27/2016	CHECK #3904	\$109.43		\$335,514.44
10/27/2016	CHECK #3905	\$336.84		\$335,177.60
10/27/2016	CHECK #3910	\$16,166.99		\$319,010.61

**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
10/28/2016	Customer Deposit		\$520.00	\$319,530.61
10/28/2016	Customer Deposit		\$61,203.93	\$380,734.54
10/28/2016	MERCHANT BANKCD DEPOSIT 498232636882		\$135.00	\$380,869.54
10/28/2016	SOUTH TECH CHARTER ACA MERCHANT BANKCD DEPOSIT 498242150882		\$165.00	\$381,034.54
10/28/2016	SOUTH TECH CHARTER ACA CHECK #3792	\$250.00		\$380,784.54
10/28/2016	CHECK #3868	\$975.00		\$379,809.54
10/28/2016	CHECK #3916	\$140.00		\$379,669.54
10/28/2016	5BCW10TN SOUTH T IMPOUND DD IMPOUND	\$168,760.38		\$210,909.16
10/28/2016	5BCW10TN SOUTH T IMPOUND BILLING IMPOUND	\$287.95		\$210,621.21
10/28/2016	5BCW10TN SOUTH T IMPOUND TRUST IMPOUND	\$3,318.59		\$207,302.62
10/28/2016	5BCW10TN SOUTH T IMPOUND TAX IMPOUND	\$61,548.56		\$145,754.06
10/31/2016	STATE OF FLORIDA PAYMENTS 193881980226587		\$275.00	\$146,029.06
10/31/2016	SOUTH TECH CHART CHECK #3865	\$56,994.25		\$89,034.81
10/31/2016	CHECK #3882	\$500.00		\$88,534.81
10/31/2016	Interest Paid		\$49.86	\$88,584.67
10/31/2016	Service Charge	\$7.40		\$88,577.27

**Check Transactions**

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
3736	10/03	\$750.00	3830*	10/03	\$250.00	3879	10/24	\$1,926.42
3737	10/06	\$30.00	3836*	10/04	\$250.00	3880	10/21	\$3,366.75
3765*	10/18	\$95.00	3839*	10/05	\$250.00	3882*	10/31	\$500.00
3769*	10/03	\$3,451.00	3846*	10/27	\$250.00	3883	10/25	\$34.82
3773*	10/03	\$526.28	3847	10/12	\$250.00	3884	10/25	\$400.00
3774	10/03	\$1,297.98	3848	10/03	\$250.00	3885	10/25	\$2,093.75
3775	10/03	\$5,908.00	3849	10/03	\$250.00	3886	10/24	\$5,423.60
3777*	10/04	\$408.95	3852*	10/06	\$20.00	3887	10/20	\$21,038.89
3779*	10/03	\$750.00	3853	10/05	\$2,608.00	3889*	10/27	\$4,760.68
3786*	10/03	\$30.78	3854	10/05	\$100.00	3890	10/25	\$7,007.93
3790*	10/17	\$250.00	3856*	10/12	\$163.19	3891	10/24	\$1,297.98
3791	10/05	\$250.00	3857	10/06	\$100.00	3893*	10/24	\$78.21
3792	10/28	\$250.00	3858	10/04	\$385.72	3894	10/25	\$3,669.33
3793	10/04	\$250.00	3859	10/07	\$109.74	3895	10/25	\$1,000.00
3794	10/04	\$250.00	3861*	10/05	\$265.00	3896	10/25	\$160.00
3795	10/25	\$250.00	3862	10/05	\$225.00	3897	10/24	\$1,400.00
3798*	10/04	\$250.00	3865*	10/31	\$56,994.25	3898	10/24	\$180.00
3799	10/12	\$250.00	3866	10/24	\$13,310.00	3902*	10/24	\$901.92
3801*	10/03	\$250.00	3868*	10/28	\$975.00	3903	10/25	\$445.50
3807*	10/06	\$250.00	3869	10/25	\$3,733.75	3904	10/27	\$109.43
3811*	10/03	\$250.00	3870	10/24	\$1,385.79	3905	10/27	\$336.84
3812	10/07	\$250.00	3871	10/27	\$322.66	3906	10/24	\$88.67
3813	10/27	\$250.00	3872	10/25	\$47,998.66	3907	10/24	\$1,228.00
3814	10/03	\$250.00	3873	10/26	\$250.00	3908	10/25	\$106.60
3815	10/05	\$250.00	3874	10/24	\$2,171.95	3909	10/24	\$2,530.00
3816	10/04	\$250.00	3875	10/25	\$4,625.00	3910	10/27	\$16,166.99
3817	10/11	\$250.00	3876	10/26	\$325.00	3911	10/25	\$2,100.00
3823*	10/04	\$250.00	3877	10/27	\$3,054.36	3912	10/25	\$562.52
3825*	10/11	\$250.00	3878	10/24	\$2,050.82	3913	10/24	\$3,501.08

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
3914	10/24	\$30.00	3918	10/25	\$6,008.50	3922	10/25	\$808.73
3915	10/24	\$1,200.00	3919	10/24	\$3,470.96	3923	10/25	\$2,716.00
3916	10/28	\$140.00	3920	10/24	\$132.10	3925*	10/24	\$15.89
3917	10/25	\$990.00	3921	10/24	\$1,407.50			

Items denoted with an "\*" indicate processed checks out of sequence.

**Interest Summary**

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$49.86
Interest Paid Year to Date	\$524.11

**Rates by Date**

Date	Rate
09/30	0.15%

**Balances by Date**

Date	Balance	Date	Balance	Date	Balance	Date	Balance
09/30	\$130,550.94	10/11	\$713,326.67	10/19	\$493,584.83	10/27	\$319,010.61
10/03	\$115,368.58	10/12	\$715,093.48	10/20	\$473,230.94	10/28	\$145,754.06
10/04	\$116,382.30	10/13	\$490,136.30	10/21	\$470,674.19	10/31	\$88,577.27
10/05	\$57,526.86	10/14	\$491,666.30	10/24	\$426,943.30		
10/06	\$57,195.86	10/17	\$492,203.67	10/25	\$342,892.21		
10/07	\$712,166.67	10/18	\$492,543.67	10/26	\$343,326.57		

**Other Balances**

Minimum Balance this Statement Period	\$57,195.86
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**Statement Messages**

Watch your money grow! Ask about our hot deposit products today!

1:18 PM  
11/09/16

**South Tech Charter Academy, Inc**  
**Reconciliation Summary**  
**1112 · South Tech Internal 2965, Period Ending 10/31/2016**

	<u>Oct 31, 16</u>
<b>Beginning Balance</b>	<b>182,153.73</b>
<b>Cleared Transactions</b>	
<b>Checks and Payments - 28 Items</b>	<b>-26,478.68</b>
<b>Deposits and Credits - 25 Items</b>	<b>11,599.26</b>
<b>Total Cleared Transactions</b>	<b>-14,879.42</b>
<b>Cleared Balance</b>	<b>167,274.31</b>
<b>Uncleared Transactions</b>	
<b>Checks and Payments - 18 Items</b>	<b>-7,317.54</b>
<b>Total Uncleared Transactions</b>	<b>-7,317.54</b>
<b>Register Balance as of 10/31/2016</b>	<b>159,956.77</b>
<b>New Transactions</b>	
<b>Checks and Payments - 15 Items</b>	<b>-4,307.26</b>
<b>Deposits and Credits - 4 Items</b>	<b>2,460.90</b>
<b>Total New Transactions</b>	<b>-1,846.36</b>
<b>Ending Balance</b>	<b>158,110.41</b>

1:18 PM  
11/09/16

**South Tech Charter Academy, Inc**  
**Reconciliation Detail**  
1112 · South Tech Internal 2965, Period Ending 10/31/2016

Type	Date	Num	Name	Clr	Amount	Balance
<b>Beginning Balance</b>						<b>182,153.73</b>
<b>Cleared Transactions</b>						
<b>Checks and Payments - 28 Items</b>						
Bill Pmt -Check	09/23/2016	1681	Jl Distributors	X	-98.80	-98.80
Bill Pmt -Check	09/23/2016	1682	Messmer, Eric	X	-50.00	-148.80
Bill Pmt -Check	09/23/2016	1685	Regisme, Kermithe	X	-42.00	-190.80
Bill Pmt -Check	09/28/2016	1690	Embroid Me	X	-10,698.55	-10,889.35
Bill Pmt -Check	09/28/2016	1693	Moran, Lynn	X	-1,569.70	-12,459.05
Bill Pmt -Check	09/28/2016	1698	Terry's Auto Supply	X	-261.58	-12,720.63
Bill Pmt -Check	09/28/2016	1699	Dexter-Russell Inc	X	-250.79	-12,971.42
Bill Pmt -Check	09/29/2016	1695	Sysco SouthEast Fl...	X	-185.72	-13,157.14
Bill Pmt -Check	09/29/2016	1692	Leonard Safety Equ...	X	-158.08	-13,315.20
Bill Pmt -Check	09/29/2016	1697	Walcott, Raquel	X	-23.00	-13,338.20
Bill Pmt -Check	09/29/2016	1694	Salas, Roman	X	-19.98	-13,358.18
Check	10/03/2016	debit	Merchant Bank CD ...	X	-49.08	-13,407.28
Bill Pmt -Check	10/17/2016	1698	American Express ...	X	-3,012.50	-16,419.76
Bill Pmt -Check	10/17/2016	1700	Burmax Company, I...	X	-3,004.13	-19,423.89
Bill Pmt -Check	10/17/2016	1701	Chefs Warehouse	X	-2,242.18	-21,666.07
Bill Pmt -Check	10/17/2016	1713	USA Uniform Sales ...	X	-1,048.50	-22,714.57
Bill Pmt -Check	10/17/2016	1712	Terry's Auto Supply	X	-710.97	-23,425.54
Bill Pmt -Check	10/17/2016	1711	Sysco SouthEast Fl...	X	-388.10	-23,813.64
Bill Pmt -Check	10/17/2016	1706	GFS Gordon Food ...	X	-344.65	-24,158.29
Bill Pmt -Check	10/17/2016	1699	Boynton Beach - La...	X	-240.00	-24,398.29
Bill Pmt -Check	10/17/2016	1702	Cold Air Distributors	X	-156.21	-24,554.50
Bill Pmt -Check	10/17/2016	1714	Little Caesars	X	-125.00	-24,679.50
Bill Pmt -Check	10/17/2016	1708	Paramount Coffee ...	X	-112.85	-24,792.35
Bill Pmt -Check	10/17/2016	1709	Publix Super Marke...	X	-72.26	-24,864.61
Bill Pmt -Check	10/17/2016	1703	De La Fe, Tina	X	-48.73	-24,913.34
Bill Pmt -Check	10/17/2016	1704	FanFan, Damley	X	-44.99	-24,958.33
Bill Pmt -Check	10/28/2016	1715	All American Printing	X	-1,518.00	-26,476.33
Check	10/31/2016			X	-2.35	-26,478.68
<b>Total Checks and Payments</b>					<b>-26,478.68</b>	<b>-26,478.68</b>
<b>Deposits and Credits - 25 Items</b>						
Deposit	09/30/2016			X	38.00	38.00
Deposit	10/04/2016			X	115.00	153.00
Deposit	10/04/2016			X	1,114.45	1,267.45
Deposit	10/05/2016			X	64.00	1,331.45
Deposit	10/05/2016			X	678.00	2,009.45
Deposit	10/10/2016			X	3.00	2,012.45
Deposit	10/11/2016			X	1,539.75	3,552.20
Deposit	10/11/2016			X	1,709.50	5,261.70
Deposit	10/13/2016			X	15.00	5,276.70
Deposit	10/13/2016			X	44.00	5,320.70
Deposit	10/13/2016			X	65.00	5,385.70
Deposit	10/14/2016			X	455.00	5,840.70
Deposit	10/18/2016			X	60.00	5,900.70
Deposit	10/18/2016			X	1,119.60	7,020.30
Deposit	10/19/2016			X	910.50	7,930.80
Deposit	10/20/2016			X	1,072.00	9,002.80
Deposit	10/21/2016			X	496.00	9,498.80
Deposit	10/25/2016			X	261.90	9,760.70
Deposit	10/25/2016			X	493.25	10,253.95
Deposit	10/26/2016			X	170.00	10,423.95
Deposit	10/27/2016			X	26.00	10,449.95
Deposit	10/28/2016			X	76.00	10,525.95
Deposit	10/28/2016			X	123.00	10,648.95
Deposit	10/28/2016			X	828.25	11,577.20
Deposit	10/31/2016			X	22.06	11,599.26
<b>Total Deposits and Credits</b>					<b>11,599.26</b>	<b>11,599.26</b>
<b>Total Cleared Transactions</b>					<b>-14,879.42</b>	<b>-14,879.42</b>
<b>Cleared Balance</b>					<b>-14,879.42</b>	<b>167,274.31</b>

## South Tech Charter Academy, Inc Reconciliation Detail

1112 - South Tech Internal 2965, Period Ending 10/31/2016

Type	Date	Num	Name	Clr	Amount	Balance
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 18 Items</b>						
Bill Pmt -Check	02/19/2016	1452	Edventure		-75.00	-75.00
Bill Pmt -Check	10/17/2016	1710	Sally Beauty Supply		-1,885.94	-1,960.94
Bill Pmt -Check	10/17/2016	1707	Moran, Lynn		-560.53	-2,521.47
Bill Pmt -Check	10/17/2016	1705	Florida FFA Associ...		-474.00	-2,995.47
Bill Pmt -Check	10/28/2016	1722	Moran, Lynn		-2,251.32	-5,246.79
Bill Pmt -Check	10/28/2016	1726	Sysco SouthEast Fl...		-347.74	-5,594.53
Bill Pmt -Check	10/28/2016	1730	Fraga, Barbara		-288.12	-5,882.65
Bill Pmt -Check	10/28/2016	1719	GFS Gordon Food ...		-279.91	-6,170.56
Bill Pmt -Check	10/28/2016	1728	Terry, William		-250.92	-6,421.48
Bill Pmt -Check	10/28/2016	1717	Elicnel Matazier		-250.00	-6,671.48
Bill Pmt -Check	10/28/2016	1721	McInemey, Kathryn		-200.00	-6,871.48
Bill Pmt -Check	10/28/2016	1716	Brilliant Supply		-182.90	-7,054.38
Bill Pmt -Check	10/28/2016	1718	GFS Gordon Food ...		-71.03	-7,125.41
Bill Pmt -Check	10/28/2016	1724	Paramount Coffee ...		-68.85	-7,194.26
Bill Pmt -Check	10/28/2016	1725	Sally Beauty Supply		-36.11	-7,230.37
Bill Pmt -Check	10/28/2016	1723	Nicolini, Suzanne		-31.64	-7,262.01
Bill Pmt -Check	10/28/2016	1720	Kurtz, Erin		-28.59	-7,290.60
Bill Pmt -Check	10/28/2016	1729	Turena, Eileen		-26.94	-7,317.54
<b>Total Checks and Payments</b>					<b>-7,317.54</b>	<b>-7,317.54</b>
<b>Total Uncleared Transactions</b>					<b>-7,317.54</b>	<b>-7,317.54</b>
<b>Register Balance as of 10/31/2016</b>					<b>-22,198.98</b>	<b>159,956.77</b>
<b>New Transactions</b>						
<b>Checks and Payments - 15 Items</b>						
Bill Pmt -Check	11/08/2016	1742	Sam's Club Direct		-1,323.82	-1,323.82
Bill Pmt -Check	11/08/2016	1733	Dade Paper & Bag ...		-656.52	-1,980.34
Bill Pmt -Check	11/08/2016	1731	American Express ...		-376.22	-2,356.56
Bill Pmt -Check	11/08/2016	1744	Terry's Auto Supply		-352.40	-2,708.96
Bill Pmt -Check	11/08/2016	1737	Palardis, Jon		-314.44	-3,023.40
Bill Pmt -Check	11/08/2016	1734	GFS Gordon Food ...		-272.81	-3,296.21
Bill Pmt -Check	11/08/2016	1743	Sysco SouthEast Fl...		-288.59	-3,584.80
Bill Pmt -Check	11/08/2016	1738	Paramount Coffee ...		-166.99	-3,751.79
Bill Pmt -Check	11/08/2016	1736	O'Neil, Suzanne		-152.10	-3,903.89
Bill Pmt -Check	11/08/2016	1745	Terry, William		-110.48	-4,014.37
Bill Pmt -Check	11/08/2016	1739	Publix Super Marke...		-94.61	-4,108.98
Bill Pmt -Check	11/08/2016	1741	Sally Beauty Supply		-70.43	-4,179.41
Bill Pmt -Check	11/08/2016	1732	Cold Air Distributors		-65.88	-4,245.29
Bill Pmt -Check	11/08/2016	1735	Little Caesars		-50.00	-4,295.29
Bill Pmt -Check	11/08/2016	1740	Salas, Roman		-31.97	-4,327.26
<b>Total Checks and Payments</b>					<b>-4,307.26</b>	<b>-4,307.26</b>
<b>Deposits and Credits - 4 Items</b>						
Deposit	11/01/2016				1,245.10	1,245.10
Deposit	11/02/2016				238.05	1,483.15
Deposit	11/03/2016				103.75	1,586.90
Deposit	11/04/2016				874.00	2,460.90
<b>Total Deposits and Credits</b>					<b>2,460.90</b>	<b>2,460.90</b>
<b>Total New Transactions</b>					<b>-1,846.36</b>	<b>-1,846.36</b>
<b>Ending Balance</b>					<b>-24,043.32</b>	<b>158,110.41</b>



P.O. Box 521599 Miami, FL 33152-1599

Page: 1
Statement Date: October 31, 2016
Account Number: \*\*\*\*\*2965

>003517 6916121 0001 008229 10Z
SOUTH TECH CHARTER ACADEMY INC
INTERNAL ACCOUNT
1300 SW 30TH AVE
BOYNTON BEACH FL 33426-9018

Customer Service Information

Client Care Center: 877-779-BANK (2265)
Web Site: www.bankunited.com
Mailing Address: BankUnited
P.O. Box 521599
Miami, FL 33152-1599

Special Information

A new look to your BankUnited statement is coming in November.

PUBLIC FUNDS INTEREST CHECKING Account \*\*\*\*\*2965

Account Summary

Table with 4 columns: Description, Debit/Credit, and Balance. Rows include Statement Balance as of 09/30/2016, Deposits and Other Credits, Withdrawals, Checks, and Other Debits, Service Charge, Interest Paid, and Statement Balance as of 10/31/2016.

Activity By Date

Table with 5 columns: Date, Description, Withdrawals, Deposits, and Balance. Rows list transactions from 10/03/2016 to 10/06/2016, including Merchant BankCD Deposits, Checks, and Fees.

NOTE: SEE REVERSE SIDE FOR IMPORTANT INFORMATION

BankUnited, N.A.



## HOW TO BALANCE YOUR BANKUNITED ACCOUNT

**Start with your checkbook register**

- 1. List your checkbook register balance here. \$ \_\_\_\_\_
- 2. Subtract service charge or other deductions listed on this statement that were not previously recorded in your register. \$ ( \_\_\_\_\_ )
- 3. Add any credits that are listed on this statement but not previously recorded in your register (ex. Interest Paid). \$ \_\_\_\_\_
- 4. This is your NEW CHECKBOOK REGISTER BALANCE. \$ \_\_\_\_\_

**Use your current statement**

- 5. List the account balance shown on the statement. \$ \_\_\_\_\_
- 6. Add any deposits not shown on the statement. \$ \_\_\_\_\_
- 7. Subtract all outstanding checks, ATM, CheckCard, and other electronic withdrawals (use chart below to total). \$ ( \_\_\_\_\_ )
- 8. This balance should equal the balance listed in step 4. \$ \_\_\_\_\_

**List and then total all outstanding checks, ATM, CheckCard, and other electronic withdrawals:**

Date/Check #	Amount	Date/Check #	Amount

SUBTOTAL \$ \_\_\_\_\_ SUBTOTAL \$ \_\_\_\_\_  
 TOTAL \$ \_\_\_\_\_ (use this total in step 7 above)

**If your account does not balance please check the following carefully:**

- Have you entered the amount of each check in your checkbook register?
- Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?
- Have you checked all additions and subtractions in your checkbook register?
- Have you carried the correct balance forward when starting a new page in your checkbook register?

**IN CASE OF QUESTIONS OR ERRORS ABOUT YOUR STATEMENT:  
 PLEASE CALL (TOLL FREE) 1-877-779-BANK (2265) OR WRITE US AT:**

BankUnited Operations / EFT Error  
 7815 NW 148th ST, Miami Lakes, FL 33016

**For Consumer Customers Only**

Please contact us if you think your statement is wrong or if you need additional information about a transaction. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

- 1. Tell us your name and account number.
- 2. Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe there is an error or why you need further information.
- 3. Tell us the dollar amount of the suspected error.

You may be required to put your request in writing. We will investigate your complaint and will correct any error promptly.

**For Electronic Funds Transfers**, if we take more than 10 business days to investigate and correct the error, (20 business days if you are a new customer for electronic funds transfers occurring during the first 30 days after the first deposit is made to your account), we will recredit your consumer account for the amount you think is in error (plus interest if your account earns interest), so that you will have the use of the money during the time it takes us to complete our investigation.

**For Substitute Checks**, if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.





Activity By Date

Date	Description	Withdrawals	Deposits	Balance
10/06/2016	CHECK #1689	\$250.79		\$171,025.96
10/06/2016	CHECK #1692	\$158.06		\$170,867.90
10/11/2016	Customer Deposit		\$1,539.75	\$172,407.65
10/11/2016	Customer Deposit		\$1,709.50	\$174,117.15
10/11/2016	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$3.00	\$174,120.15
10/11/2016	CHECK #1685	\$42.00		\$174,078.15
10/13/2016	Customer Deposit		\$15.00	\$174,093.15
10/14/2016	Customer Deposit		\$455.00	\$174,548.15
10/14/2016	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$109.00	\$174,657.15
10/14/2016	CHECK #1682	\$50.00		\$174,607.15
10/18/2016	Customer Deposit		\$1,119.60	\$175,726.75
10/19/2016	Customer Deposit		\$910.50	\$176,637.25
10/19/2016	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$60.00	\$176,697.25
10/20/2016	Customer Deposit		\$1,072.00	\$177,769.25
10/20/2016	CHECK #1704	\$44.99		\$177,724.26
10/21/2016	Customer Deposit		\$496.00	\$178,220.26
10/21/2016	CHECK #1714	\$125.00		\$178,095.26
10/24/2016	CHECK #1694	\$19.98		\$178,075.28
10/24/2016	CHECK #1698	\$3,012.50		\$175,062.78
10/24/2016	CHECK #1701	\$2,242.18		\$172,820.60
10/24/2016	CHECK #1702	\$156.21		\$172,664.39
10/24/2016	CHECK #1706	\$344.65		\$172,319.74
10/24/2016	CHECK #1709	\$72.26		\$172,247.48
10/24/2016	CHECK #1711	\$388.10		\$171,859.38
10/24/2016	CHECK #1712	\$710.97		\$171,148.41
10/25/2016	Customer Deposit		\$493.25	\$171,641.66
10/25/2016	Customer Deposit		\$261.90	\$171,903.56
10/25/2016	CHECK #1700	\$3,004.13		\$168,899.43
10/25/2016	CHECK #1703	\$48.73		\$168,850.70
10/25/2016	CHECK #1708	\$112.85		\$168,737.85
10/26/2016	Customer Deposit		\$170.00	\$168,907.85
10/26/2016	CHECK #1713	\$1,048.50		\$167,859.35
10/28/2016	Customer Deposit		\$123.00	\$167,982.35
10/28/2016	Customer Deposit		\$928.25	\$168,910.60
10/28/2016	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$26.00	\$168,936.60
10/31/2016	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$76.00	\$169,012.60
10/31/2016	CHECK #1699	\$240.00		\$168,772.60
10/31/2016	CHECK #1715	\$1,518.00		\$167,254.60
10/31/2016	Interest Paid		\$22.06	\$167,276.66
10/31/2016	Service Charge	\$2.35		\$167,274.31

Check Transactions

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
1681	10/03	\$98.80	1692*	10/06	\$158.06	1697	10/05	\$23.00
1682	10/14	\$50.00	1693	10/03	\$1,569.70	1698	10/24	\$3,012.50
1685*	10/11	\$42.00	1694	10/24	\$19.98	1699	10/31	\$240.00
1689*	10/06	\$250.79	1695	10/04	\$185.72	1700	10/25	\$3,004.13
1690	10/05	\$10,698.55	1696	10/04	\$261.58	1701	10/24	\$2,242.18

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
1702	10/24	\$156.21	1708*	10/25	\$112.85	1713	10/26	\$1,048.50
1703	10/25	\$48.73	1709	10/24	\$72.26	1714	10/21	\$125.00
1704	10/20	\$44.99	1711*	10/24	\$388.10	1715	10/31	\$1,518.00
1706*	10/24	\$344.65	1712	10/24	\$710.97			

Items denoted with an "\*" indicate processed checks out of sequence.

**Interest Summary**

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$22.06
Interest Paid Year to Date	\$211.86

**Rates by Date**

Date	Rate
09/30	0.15%

**Balances by Date**

Date	Balance	Date	Balance	Date	Balance	Date	Balance
09/30	\$182,153.73	10/11	\$174,078.15	10/20	\$177,724.26	10/28	\$168,936.60
10/03	\$180,474.15	10/13	\$174,093.15	10/21	\$178,095.26	10/31	\$167,274.31
10/04	\$181,141.30	10/14	\$174,607.15	10/24	\$171,148.41		
10/05	\$171,212.75	10/18	\$175,726.75	10/25	\$168,737.85		
10/06	\$170,867.90	10/19	\$176,697.25	10/26	\$167,859.35		

**Other Balances**

Minimum Balance this Statement Period	\$167,274.31
---------------------------------------	--------------

**Statement Messages**

Watch your money grow! Ask about our hot deposit products today!

2:12 PM

11/09/16

**South Tech Charter Academy, Inc**  
**Reconciliation Summary**  
**1113 · Money Market Account 2981, Period Ending 10/31/2016**

	<u>Oct 31, 16</u>
<b>Beginning Balance</b>	1,221,000.85
<b>Cleared Transactions</b>	
<b>Deposits and Credits - 1 Item</b>	<u>412.64</u>
<b>Total Cleared Transactions</b>	<u>412.64</u>
<b>Cleared Balance</b>	<u>1,221,413.49</u>
<b>Uncleared Transactions</b>	
<b>Checks and Payments - 1 Item</b>	<u>-160,000.00</u>
<b>Total Uncleared Transactions</b>	<u>-160,000.00</u>
<b>Register Balance as of 10/31/2016</b>	<u>1,081,413.49</u>
<b>Ending Balance</b>	<u>1,081,413.49</u>

2:12 PM  
11/09/16

**South Tech Charter Academy, Inc**  
**Reconciliation Detail**  
**1113 · Money Market Account 2981, Period Ending 10/31/2016**

<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Clr</u>	<u>Amount</u>	<u>Balance</u>
<b>Beginning Balance</b>						<b>1,221,000.85</b>
<b>Cleared Transactions</b>						
<b>Deposits and Credits - 1 Item</b>						
Deposit	10/31/2016			X	412.64	412.64
<b>Total Deposits and Credits</b>					<u>412.64</u>	<u>412.64</u>
<b>Total Cleared Transactions</b>					<u>412.64</u>	<u>412.64</u>
<b>Cleared Balance</b>					412.64	<b>1,221,413.49</b>
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 1 Item</b>						
Transfer	10/28/2016				-160,000.00	-160,000.00
<b>Total Checks and Payments</b>					<u>-160,000.00</u>	<u>-160,000.00</u>
<b>Total Uncleared Transactions</b>					<u>-160,000.00</u>	<u>-160,000.00</u>
<b>Register Balance as of 10/31/2016</b>					<u>-159,587.36</u>	<u>1,061,413.49</u>
<b>Ending Balance</b>					<u>-159,587.36</u>	<u>1,061,413.49</u>



P.O. Box 521599 Miami, FL 33152-1599

Page: 1  
Statement Date: October 31, 2016  
Account Number: \*\*\*\*\*2981

>011408 6913383 0001 008229 10Z  
SOUTH TECH CHARTER ACADEMY INC  
1300 SW 30TH AVE  
BOYNTON BEACH FL 33426-9018

**Customer Service Information**

Client Care Center: 877-779-BANK (2265)  
Web Site: www.bankunited.com  
Mailing Address: BankUnited  
P.O. Box 521599  
Miami, FL 33152-1599

**Special Information**

A new look to your BankUnited statement is coming in November.

**PUBLIC FUNDS MONEY MARKET Account \*\*\*\*\*2981**

**Account Summary**

Statement Balance as of 09/30/2016			\$1,221,000.85
Plus	0	Deposits and Other Credits	\$0.00
Less	0	Withdrawals, Checks, and Other Debits	\$0.00
Less		Service Charge	\$0.00
Plus		Interest Paid	\$412.64
Statement Balance as of 10/31/2016			\$1,221,413.49

**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
10/31/2016	Interest Paid		\$412.64	\$1,221,413.49

**Interest Summary**

Beginning Interest Rate	0.40%
Interest Period Days	31
Interest Annual Percentage Yield Earned this Statement Period (APYE)	0.40%
Interest Paid this Statement Period	\$412.64
Interest Paid Year to Date	\$4,053.78

**Rates by Date**

Date	Rate
09/30	0.40%

**Balances by Date**

Date	Balance	Date	Balance
09/30	\$1,221,000.85	10/31	\$1,221,413.49

**Other Balances**

Minimum Balance this Statement Period	\$1,221,000.85
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NOTE: SEE REVERSE SIDE FOR IMPORTANT INFORMATION

**BankUnited, N.A.**





Page: 3  
Statement Date: October 31, 2016  
Account Number: \*\*\*\*\*2981

### Statement Messages

Watch your money grow! Ask about our hot deposit products today!





**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
C-2**

**Motion:**

I recommend that the Board approve and ratify the Charter school monthly Disbursement Reports for the month ending October 31, 2016 as required by the Sponsor.

**Summary Information:**

The Charter school is required to provide several financial documents on an ongoing basis. Monthly records of disbursements are a requirement that must be provided by the President to the Board.

The Charter school maintains several accounts in order to maximize the earnings potential of the funding. Each school account is listed separately along with a disbursement record of activity. Disbursements are made by warrant, wire transfer, account transfer and use of direct debit card. Processing of disbursements takes place on a daily basis by the Charter business staff. All disbursements are reviewed and approved by the President. All warrants have two signatories.

Attachments: Disbursement Report

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact related to this item.

**South Tech Charter Academy, Inc**  
**Account QuickReport**  
 As of October 31, 2016

Date	Num	Name	Amount
<b>1111 - South Tech Operating 2973</b>			
10/31/2016	1068	Payroll	-168,760.38
10/14/2016	1227	Payroll	-162,449.07
10/31/2016	1068	Payroll	-61,548.56
10/17/2016	3865	A & S Transportation	-56,994.25
10/14/2016	1227	Payroll	-56,537.79
10/31/2016	1308	Florida Retirement System	-55,040.80
10/17/2016	3872	Blue Cross Blue Shield	-47,998.66
10/31/2016	3926	A & S Transportation	-43,809.20
10/17/2016	3887	FPL	-21,038.89
10/31/2016	3937	Florida School Book Depository, ...	-19,692.27
10/17/2016	3910	Palm Beach County School Distr...	-16,166.99
10/17/2016	3866	AK Building Services Inc	-13,310.00
10/31/2016	3949	NHA	-7,580.00
10/17/2016	3890	GovConnection, Inc	-7,007.93
10/17/2016	3888	Gibson & Wirt	-7,000.00
10/31/2016	3952	Pemco & Co, LLC	-6,520.40
10/17/2016	3918	Speech Rehab Services, LLC	-6,008.50
10/31/2016	3945	McCullough, Keefe	-5,760.00
10/17/2016	3886	FI Consortium of Public Charter ...	-5,423.60
10/31/2016	3941	GovConnection, Inc	-5,036.50
10/17/2016	3889	GIS Benefits	-4,760.68
10/17/2016	3875	Certification Partners, LLC	-4,625.00
10/31/2016	3961	US Postal Service	-3,800.00
10/17/2016	3869	All Metro Health Care	-3,733.75
10/17/2016	3894	ICW Group	-3,669.33
10/17/2016	3913	Philadelphia Insurance Compani...	-3,501.08
10/17/2016	3919	Staples Advantage	-3,470.96
10/17/2016	3880	Embroid Me	-3,366.75
10/31/2016	1068	Payroll	-3,318.59
10/17/2016	3877	City of Boynton Beach Utilities D...	-3,054.36
10/31/2016	3928	Alann Corporation	-3,000.00
10/17/2016	3923	Voya	-2,716.00
10/17/2016	3867	Algebra Nation	-2,650.00
10/17/2016	3909	NHA	-2,530.00
10/17/2016	3874	Cengage Learning	-2,171.95
10/14/2016	1227	Payroll	-2,160.22
10/17/2016	3911	Palm Tran	-2,100.00
10/17/2016	3885	FJ Vodolo & Associates, LLC	-2,093.75
10/31/2016	3934	Clean Supply	-2,077.16
10/17/2016	3878	Clean Supply	-2,050.82
10/31/2016	3948	NCS Pearson Inc (Certiport)	-2,025.00
10/14/2016	1229	Valic	-1,975.00
10/15/2016	1306	Valic	-1,975.00
10/31/2016	1307	Valic	-1,975.00
10/17/2016	3879	Dex Imaging	-1,926.42
10/31/2016	3955	Staples Advantage	-1,503.62
10/17/2016	3921	Torcivia, Donion, Goddeau & An...	-1,407.50
10/17/2016	3897	Jason H. Klein, CPA	-1,400.00
10/31/2016	3942	Jason H. Klein, CPA	-1,400.00
10/17/2016	3870	American Express #21007	-1,385.79
10/17/2016	3891	Great American Financial Service	-1,297.98
10/17/2016	3907	Met Life	-1,228.00
10/17/2016	3915	Powell Landscaping & Design	-1,200.00
10/17/2016	3895	Impact Learning Strategies LLC	-1,000.00
10/17/2016	3917	Spectrum Public Relations	-990.00
10/17/2016	3868	All data	-975.00
10/17/2016	3902	Life Insurance Company of the ...	-901.92
10/31/2016	3933	Citation Communications	-873.64
10/17/2016	3922	Verizon Wireless	-808.73
10/03/2016	Debit	Merchant Bank CD Fee	-708.37
10/17/2016	3912	PHEAA	-562.52
10/31/2016	3927	Advance Education Inc	-504.28
10/17/2016	3882	F. Mandley & Associates	-500.00
10/17/2016	3901	Lawson, Sharonne	-485.00
10/17/2016	3903	Managed Care Concepts	-445.50
10/17/2016	3884	Fidelity Investments	-400.00
10/31/2016	1309		-369.71
10/17/2016	3905	Mcclain, Gary L.	-336.84
10/17/2016	3876	Charter School Services Corp	-325.00
10/17/2016	3871	Amerigas	-322.66
10/17/2016	3924	WebSmith	-298.35

**South Tech Charter Academy, Inc**  
**Account QuickReport**  
**As of October 31, 2016**

Date	Num	Name	Amount
10/31/2016	1068	Payroll	-287.95
10/14/2016	1227	Payroll	-280.10
10/31/2016	3954	Signs Of Excellence	-280.00
10/17/2016	3873	Bogges, John-Anthony	-250.00
10/17/2016	3899	Kathleen W. Schoenberg, P.A	-250.00
10/31/2016	3936	Fernandez, Maria	-206.80
10/17/2016	3898	Jones, Theresa	-180.00
10/17/2016	3896	Isbell, Tiffany	-160.00
10/31/2016	3932	Brown, Michelle	-150.00
10/17/2016	3892	Harry K Wong Publications	-147.72
10/17/2016	3916	Signs Of Excellence	-140.00
10/17/2016	3920	Stericycle	-132.10
10/17/2016	3904	Matthew Bender & CO.	-109.43
10/17/2016	3908	NexAir, LLC	-106.60
10/17/2016	3881	Erskine & Fleisher Trust Account	-100.00
10/19/2016	Debit	Telecheck	-93.84
10/17/2016	3906	Messmer, Eric	-88.67
10/31/2016	3930	Amerigas	-79.00
10/17/2016	3893	Home Depot	-78.21
10/31/2016	3956	Sun Sentinel	-65.10
10/17/2016	3883	FedEx	-34.82
10/17/2016	3914	Philemond, Chantale	-30.00
10/04/2016	Debit	Authnet Gateway	-25.70
10/17/2016	3925	American Express	-15.89
10/03/2016	debit	FDGL	-14.95
10/31/2016	3944	McClure, Cathy	-9.57
<b>Total 1111 · South Tech Operating 2973</b>			<b>-869,357.47</b>
<b>1112 · South Tech Internal 2965</b>			
10/17/2016	1698	American Express #21007	-3,012.50
10/17/2016	1700	Burmax Company, Inc	-3,004.13
10/28/2016	1722	Moran, Lynn	-2,251.32
10/17/2016	1701	Chefs Warehouse	-2,242.18
10/17/2016	1710	Sally Beauty Supply	-1,885.94
10/28/2016	1715	All American Printing	-1,518.00
10/17/2016	1713	USA Uniform Sales Associates, ...	-1,048.50
10/17/2016	1712	Terry's Auto Supply	-710.97
10/17/2016	1707	Moran, Lynn	-560.53
10/17/2016	1705	Florida FFA Association	-474.00
10/17/2016	1711	Sysco SouthEast Florida	-388.10
10/28/2016	1726	Sysco SouthEast Florida	-347.74
10/17/2016	1706	GFS Gordon Food Services Miami	-344.65
10/28/2016	1730	Fraga, Barbara	-296.12
10/28/2016	1719	GFS Gordon Food Services Miami	-279.91
10/28/2016	1728	Terry, William	-250.92
10/28/2016	1717	Elionel Metezier	-250.00
10/17/2016	1699	Boynton Beach - Lantana- Rotar...	-240.00
10/28/2016	1721	McInerney, Kathryn	-200.00
10/28/2016	1716	Brilliant Supply	-182.90
10/17/2016	1702	Cold Air Distributors	-156.21
10/17/2016	1714	Little Caesars	-125.00
10/17/2016	1708	Paramount Coffee Service	-112.85
10/17/2016	1709	Publix Super Markets, Inc	-72.26
10/28/2016	1718	GFS Gordon Food Services	-71.03
10/28/2016	1724	Paramount Coffee Service	-68.85
10/03/2016	debit	Merchant Bank CD Fee	-49.08
10/17/2016	1703	De La Fe, Tina	-48.73
10/17/2016	1704	FanFan, Darnley	-44.99
10/28/2016	1725	Sally Beauty Supply	-36.11
10/28/2016	1723	Nicolini, Suzanne	-31.64
10/28/2016	1720	Kurtz, Erin	-28.59
10/28/2016	1729	Turenne, Eileen	-26.94
10/31/2016			-2.35
<b>Total 1112 · South Tech Internal 2965</b>			<b>-20,363.04</b>
<b>TOTAL</b>			<b>-889,720.51</b>

**Motion:**

I recommend that the Board approve and ratify the monthly financial statements for month ending October 31, 2016 as required by the Sponsor.

**Summary Information:**

The State statutes and the Palm Beach County School District require charter schools to provide financial statements on a monthly basis in the format that School Districts are required to follow. This format is prescribed by the Governmental Accounting Standards Board (GASB).

The monthly statements include:

1. Statement of Revenues, Expenditures and Changes in Fund Balance Budget to Actual
2. The combined Statement of Revenues, Expenditures and Changes in Fund Balance
3. A Combined Balance Sheet – All Fund Types

Quarterly, a Statement of Net Assets is also required. This is provided in March, June, September and December.

Attachments: Monthly Financial Statements

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact for this item.

**Governmental Accounting Standards Board (GASB) Monthly Financial Form**  
**South Tech Academy with MSID Number 1571**  
**Palm Beach County, Florida**  
**Balance Sheet (Unaudited)**  
**October 31, 2016**

	<u>Accounts</u>	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Debt Service</u>	<u>Capital Outlay</u>	<u>Total Governmental Funds</u>
<b>ASSETS</b>						
Cash and cash equivalents	1110	\$ 1,293,967	\$ -	\$ -	\$ -	\$ 1,293,967
Investments	1160					-
Grant receivables	1130					-
Other current assets	12XX	3,676				3,676
Deposits	1210					-
Due from other funds	1140	221,545				221,545
Other long-term assets	1400					-
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Assets		<u>1,519,188</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,519,188</u>
<b>LIABILITIES AND FUND BALANCE</b>						
Liabilities						
Accounts payable	2120	46,739	-	-	-	46,739
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	394,702				394,702
Deferred revenue	2410					-
Notes/bonds payable	2180, 2250, 2310, 2320					-
Lease payable	2315					-
Other liabilities	21XX, 22XX, 23XX					-
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Liabilities		<u>441,441</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>441,441</u>
Fund Balance						
Nonspendable	2710	225,221				225,221
Restricted	2720					-
Committed	2730					-
Assigned	2740	146,271				146,271
Unassigned	2750	706,255				706,255
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Total Fund Balance</b>		<u>1,077,747</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,077,747</u>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>		<u>1,519,188</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,519,188</u>

**South Tech Academy with MSID Number 1571**  
**Palm Beach County, Florida**  
**Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)**  
**For the Month Ended October 31, 2016 and For the Year Ending June 30, 2017**

	FTE Projected									
	FTE Actual	1116							1118	100% Percent of Projected
		General Fund				Special Revenue				
	Account Number	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	
<b>Revenues</b>										
FEDERAL SOURCES										
		3100	-	-	-	%	-	-	614,656	0%
		3200								
STATE SOURCES										
		3310	539,527	2,162,562	6,406,566	34%				
		3397	9,728	38,767	115,703	34%				
		3355	86,865	346,149	1,030,740	34%				
		3361								
		33XX	45,737	221,552						
LOCAL SOURCES										
		3430								
		3413								
		34XX	12,024	96,897	1,162,150	8%				
<b>Total Revenues</b>			693,881	2,865,927	8,715,159	33%	-	-	614,656	0%
<b>Expenditures</b>										
Current Expenditures										
		5000	436,977	1,863,885	4,649,902	40%			444,976	0%
		6000	42,916	265,467	741,653	36%			103,500	0%
		7100	7,087	40,446	112,152	36%				
		7200	19,304	68,233	182,501	37%				
		7300	84,786	305,981	903,542	34%				
		7400								
		7500	16,422	67,124	192,580	35%				
		7600								
		7700	22,682	99,522	257,266	39%				
		7800	45,909	144,036	567,445	25%			5,200	0%
		7900	69,101	273,674	685,200	40%				
		8100	2,341	7,329	55,705	13%				
		8200	10,418	48,129	112,817	43%				
		9100			250,000	0%				
		9200								
<b>Total Expenditures</b>			757,943	3,183,826	8,710,763	37%	-	-	553,676	0%
<b>Excess (Deficiency) of Revenues Over Expenditures</b>			(64,062)	(317,899)	4,396		-	-	60,980	0%
<b>Other Financing Sources (Uses)</b>										
		3600								
		9700								
<b>Total Other Financing Sources (Uses)</b>			-	-	-		-	-	-	
<b>Net Change in Fund Balances</b>			(64,062)	(317,899)	4,396				60,980	0%
Fund balances, beginning			1,154,005	1,395,646	1,344,376					
Adjustments to beginning fund balance			(12,196)							
<b>Fund Balances, Beginning as Restated</b>			1,141,809	1,395,646	1,344,376		-	-	-	
<b>Fund Balances, Ending</b>			\$ 1,077,747	\$ 1,077,747	\$ 1,348,772		\$ -	\$ -	\$ 60,980	0%

Debt Service				Capital Outlay				Total Governmental Funds			
Month/ Quarter			% of YTD	Month/ Quarter			% of YTD	Month/ Quarter			% of YTD
Actual	YTD Actual	Annual Budget	Actual to Annual Budget	Actual	YTD Actual	Annual Budget	Actual to Annual Budget	Actual	YTD Actual	Annual Budget	Actual to Annual Budget
\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%	-	-	614,656	0%
								-	-	-	
								539,527	2,162,562	6,406,566	34%
								9,728	38,767	115,703	34%
								86,865	346,149	1,030,740	34%
								-	-	-	
								45,737	221,552	-	
								-	-	-	
								-	-	-	
								12,024	96,897	1,162,150	8%
								693,881	2,865,927	9,329,815	31%
								436,977	1,863,885	5,094,878	37%
								42,916	265,467	845,153	31%
								7,087	40,446	112,152	36%
								19,304	68,233	182,501	37%
								84,786	305,981	903,542	34%
								-	-	-	
								16,422	67,124	192,580	35%
								-	-	-	
								22,682	99,522	257,266	39%
								45,909	144,036	572,645	25%
								69,101	273,674	685,200	40%
								2,341	7,329	55,705	13%
								10,418	48,129	112,817	43%
								-	-	250,000	0%
								-	-	-	
								757,943	3,183,826	9,264,439	34%
								(64,062)	(317,899)	65,376	
								-	-	-	
								-	-	-	
								-	-	-	
								(64,062)	(317,899)	65,376	
								1,154,005	1,395,646	1,344,376	
								(12,196)	-	-	
								1,141,809	1,395,646	1,344,376	
\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%	\$ 1,077,747	\$ 1,077,747	\$ 1,409,752	

**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
E-1**

**Motion:**

I recommend that the Board approve Policy 1.02 Governing Board revisions to reflect the election results of the Officers and Directors at the Annual Meeting.

**Summary Information:**

This item reflects the outcome of the Annual Meeting election of Officers and re-election of Directors, as well as the addition of a new Board member.

Attachments: Policy 1.02 Governing Board

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact for this item.



**GOVERNING BOARD**

The By-laws of SouthTech Charter Academy, Inc. specify that the Governing Board of SouthTech Charter Academy, Inc. be no less than nine (9) members and no more than fifteen members (15). These limits may be changed by revising the By-laws. The By-laws also specify that members are elected for a period of three (3) years, with one-third of the members elected each year. There are no term limits specified, except for the positions of Chairperson and Vice-Chair.

To accomplish staggered terms, The Founding Board established terms defined below at it's meeting of October 16, 2003. Board members elected subsequent to that meeting assume the term of the Board member they replaced.

BOARD MEMBER		TERM ENDS
James Notter	Chair	September 30, 2019
Aram Bloom	Vice Chair	September 30, 2017
Dan Heller	Treasurer	September 30, 2017
Donna Baize	Secretary	September 30, 2018
Robert M. Kesten		September 30, 2019
Carl McKoy		September 30, 2017
Roger Dunson		September 30, 2018
Nancy Ernst		September 30, 2019
Russ Feldman		September 30, 2018
Diane Heinz		September 30, 2018
Suzanne Nicolini		September 30, 2019
Vacant		September 30, 2018
Vacant		September 30, 2017
Vacant		September 30, 2017
Vacant		September 30, 2019

Authority: By-laws of SouthTech Charter Academy, Inc.

History: New: 11/18/2004, Revised: 04/07/05, 04/21/05, 07/07/05, 9/22/05, 12/01/05, 01/12/06, 02/02/06, 03/02/06, 09/21/06, 11/02/2006, 12/11/2006, 04/12/07,07/12/07, 09/20/2007, 09/25/08, 12/11/08, 04/06/09, 07/01/09, 9/3/09, 9/24/09, 12/10/09, 4/08/2010, 5/13/2010, 7/01/2010, 9/23/2010, 10/15/10, 11/11/10, 1/13/11, 3/10/11, 4/14/11, 6/09/11, 08/11/11, 09/22/11, 10/13/11; 03/08/12; 05/10/12; 09/27/12; 12/13/12; 10/10/13; 04/10/14; 6/26/14; 10/09/14; 07/31/15; 08/13/15; 11/12/15; 12/8/16

SOUTHTECH PREPARATORY ACADEMY  
CONSENT AGENDA

**SOUTHTECH PREPARATORY ACADEMY, INC.**  
**CONSENT AGENDA**  
**December 8, 2016**

**Old Business**

**None.**

**Administrative Items**

**PA-1** I recommend that the Board approve the SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan 2016-2017.

**PA-2** I recommend that the Board approve the Five Year Strategic Plan.

**Personnel Items**

**None.**

**Financial Items**

**PC-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending October 31, 2016 as required by the Sponsor.

**PC-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending October 31, 2016 as required by the Sponsor.

**PC-3** I recommend that the Board approve and ratify the monthly financial statements for month ending October 31, 2016 as required by the Sponsor.

**Emergency Items**

**PE-1** I recommend that the Board approve Policy 1.02 Governing Board revisions to reflect the election results of the Officers and Directors at the Annual Meeting.

**Revised: 12-7-16**

**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PA-1**

**Motion:**

I recommend that the Board approve the SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan 2016-2017.

**Summary Information:**

The Student Progression Plan requires an annual review after Florida statutes and State Board of Education rules are finalized. The SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan reflects statutory and rule revisions.

Attachments: SouthTech Charter Academy/SouthTech Preparatory Academy Grades 6-12 Student Progression Plan 2016-2017

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact associated with this item.



Two schools, **one purpose...**  
... **student success.**



# Grades 6 - 12

## Student Progression Plan

Entry, Promotion, Retention, and Graduation

2016-2017

James R. Kidd, President  
John-Anthony Boggess, Principal  
Nicole Handy, Principal

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# Introduction

## PURPOSE OF THE PLAN

In accordance with [Florida Statute § 1008.25\(1\)\(2\)](#), the purpose of the 6-12 Student Progression Plan is that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies; that district school board policies facilitate student achievement; that each student and his or her parent be informed of the student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to [Florida Statute § 1002.3105](#).

This Student Progression Plan strives to ensure that the required program of study, placement, promotion, reporting, retention, and special programs are equitable and comprehensive for all students. It is the responsibility of the Governing Board of SouthTech <sup>1</sup> and SouthTech Administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

## PLAN FORMAT

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

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

This Student Progression Plan Includes:

- standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education;
- specific levels of performance in reading, writing, mathematics, and science for each grade level (including the levels of performance below which a student must receive remediation or be retained in an intensive program); and
- alternative placement options for students who have been retained two or more years.

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

- the process for parent(s)<sup>2</sup> and students to request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) and the additional options available at the student's school;
- advising parent(s) and students to contact the principal regarding student eligibility and participation requirements for these options, including virtual instruction in higher grade level subjects;
- advising parent(s) and students of early and accelerated graduation options; and
- reference all Dual Enrollment courses available within the Dual Enrollment Articulation Agreement.

---

<sup>1</sup> Throughout the Student Progression Plan, "STA" will be used to refer to SouthTech Academy and "STPA" will be used to refer to SouthTech Preparatory Academy.

<sup>2</sup> Throughout the Student Progression Plan, when the word "parent(s)" is used, it also refers to "legal guardian(s)" and persons acting as a parent.

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

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

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

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

Through implementing the problem-solving framework, Florida's Multi-Tiered System of Supports (MTSS) provides high-quality instruction and intervention matched to student needs. According to the Florida Department of Education<sup>3</sup>, MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students.

The core characteristics that underpin the MTSS model are:

- high-quality, research-based instruction provided to students in all settings;
- continuous monitoring of student performance;
- screening of all students for academic and behavioral problems;
- multiple levels or tiers of instruction that are progressively more intense and based on the student's response to instruction; and
- implementation of a problem-solving method across all levels or tiers.

## **Academic Standards**

The Plan herein incorporates the Florida Standards, Next Generation Sunshine State Standards (NGSSS), and ACCEL options that provide academically challenging coursework or accelerated instruction to students in 6th through 12<sup>th</sup> grade.

## **Responsibilities**

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

The principal of a school is responsible for making and maintaining required records/reports and providing leadership for instruction that meets the needs of all students. [\[Florida Statutes §§ 1001.54 & 1012.281\]](#)

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

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<sup>3</sup>The publication, [MTSS Implementation Components: Ensuring Common Language and Understanding](#), is available through the Bureau of Exceptional Education and Student Services, Florida Department of Education. The Guide is designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. This document

## ENTRY REQUIREMENTS

### Initial Entry Requirements

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

1. valid Birth Certificate or other documentation of birth as stated above<sup>5</sup>;
2. Certification of a Physical/Health Examination<sup>6</sup> (submitted within 30 school days, if not available at the time of registration);
3. proof of residence<sup>7</sup>; and
4. Florida Certificate of Immunization. (Refer to *Immunization Requirements* section)

According to [Florida Statute § 1003.01\(12\)](#) and [State Board of Education Rule 6A-6.03411\(l\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence, are considered children and youths who are experiencing homelessness. Pursuant to the [McKinney-Vento Homeless Education Assistance Improvements Act of 2001](#) (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student, school, and grade level placement, as well as completion of required immunizations and physical examination, shall occur within 30 school days of enrollment. Refer to [School Board Policy 5.74](#) entitled *Students Experiencing Homelessness* and [Florida Statute § 1003.21\(l\)\(f\)](#) for procedures relating to the enrollment of these students.

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

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

The STA [New and Returning Student Registration Form \(STAI10636\)](#), must be completed by the parent(s), signed, and returned to school at the beginning of each school year or when the student enters STA. This form is available in English, Spanish, Haitian Creole, and Portuguese. Parent(s) needing additional language assistance can contact the School or the [Department of Multicultural Education](#) at: (561) 434-8620. Additionally, schools must meet the language needs of parent(s) at all relevant stages of the registration process in a timely manner to ensure meaningful access to their students' educational opportunities

<sup>5</sup> If a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

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

<sup>7</sup> For a student assigned to a school based on the student's residence under [School Board Policy 5.01\(1\)\(b\)](#), parent(s) must provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, as required by [School Board Policies 5.01](#) and [5.011\(5\)](#), such as lease, mortgage, or utility bill.

## **Maximum Age Limit For Enrollment**

A person who is involved in a continuous program of study may be enrolled in a regular high school program through the end of the semester in which he/she reaches 21 years of age. A person is deemed in a continuous program of study even though such program was interrupted by military service, illness, or other extenuating circumstances as deemed by the principal or designee. A person who has not been enrolled in a continuous program of study and who has attained the age of 20 years of age on or before the opening of the school year shall not be enrolled in any regular high school program. A 19 year-old person who has had a break in enrollment (see exception above), who will reach 20 years of age during the school year, may enroll in a regular high school program and remain enrolled until the end of that school year.

## **Students with Disabilities (SWD) Program**

Students with a disability who began 9th grade in the 2013-2014 school year or prior 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 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 22nd birthday, or until he/she earns a Standard Diploma, whichever comes first. Graduation with a Standard Diploma, regardless of age, constitutes cessation of FAPE and a change in placement, requiring written prior notice. Students with disabilities continue to be eligible for FAPE through the end of the school year in which the student turns age 22 if they have not earned a Standard Diploma, even if they have earned a General Education Development (GED) credential. Beginning with students who began 9th grade in the 2014-2015 school year, who's IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diploma. Parents and students must be notified in writing by January 30th of the year in which the student is expected to meet all graduation requirements. Parents must respond to accept graduation or defer, by district deadline. In addition, once a student defers, he/she must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar Diploma Designation requirements or a structured work-study, internship or pre-apprenticeship program in order to continue to receive FAPE ([State Board of Education Rule 6A-1.09963\(6\)](#), F.A.C. and [Florida Statute § 1003.4282\(11\)\(c\)](#)) [[Title 34, Code of Federal Regulations \(CFR\) Section, 300.102\(a\)\(3\)](#)] and [State Board of Education Rule 6A-6.03028](#)]

## **Students with Active Section 504 Accommodation Plans**

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

## **Students Who Qualify for ESOL**

Students who qualify for ESOL services may be enrolled in a regular high school program through the end

of the semester in which he/she reaches 21 years of age, regardless of previously interrupted schooling. ELL students may not be withdrawn solely due to lack of credits.

### **Students Who Attain Age 16**

Students who attain age 16 during the school year are not subject to compulsory school attendance beyond the date that they attain 16 years of age if the student files a formal declaration of intent. Refer to [Student Exit Interview \(PBSD 1055\)](#). At the bottom of the form, "Intent to Terminate" must be checked and the form must be signed by the student in order to terminate school enrollment with the School District. The School District must notify the student's parent(s) of receipt of the student's intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including but not limited to, Adult Education and high school equivalency examination preparation.

## HEALTH REQUIREMENTS

### Physical Examination and Immunization Requirements

All pre-K, Kindergarten, 7<sup>th</sup> grade, and new students seeking entrance into a public school in Palm Beach County must meet the requirements of [School Board Policy 5.06](#) and [Florida Statute § 1003.22](#) and present, at the time of entry, a valid Florida Certificate of Immunization Form (DH 680) and a valid health examination preferably documented on State of Florida School Entry Health Exam Form (DH 3040) performed within one year prior to enrollment. [[State Board of Education Rule 6A-1.0985](#)]

In accordance with State [Board of Education Rule 6A-1.0985](#) and [Fla. Admin. Code 64D-3.046](#), students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. However, it is permissible to allow 30 school days for the transfer of records.

### 2016-2017 explanation of physical examination requirements

STUDENTS	PHYSICAL EXAMINATION
All SDPBC students	School Health Entry Exam on Form DH 3040* required for pre-K, Kindergarten, and 7 <sup>th</sup> grade
All transfer students within the SDPBC 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 at least Kindergarten and/or 7 <sup>th</sup> grade documentation
All transfer students from another state or country	School Health Entry Exam 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 Form DH 3040* and have the physician's signature and office stamp. Physicals must have been performed within one year of enrollment, unless exemption is based on a written request for religious reasons.

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

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

### Required Immunization Forms

The following DOH forms **must** be completed, as applicable:  
Immunization Form (DH 680 or Florida SHOTS printed DH 680)

[The Certificate of Religious Exemption \(DH 681\)](#) is available only through the Florida Department of health. Only an original DH 681, generated by The Florida SHOTS Program for the Health Department, will be accepted at school sites.

**NOTE:** Homeless students and students entering a juvenile justice program without immunization and physical exam documentation must be enrolled and receive a 30 school-day exemption. Follow-up with these students on temporary exemptions is required prior to the expiration of the exemption.



According to the [Florida Department of Health Immunization Program](http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html) and [Department of Health Rule 64D-3.046](http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/enrollment.html), the required immunizations and dosages for elementary, middle, and high school students are as follows:

### **Middle School/Grades 6-8 Immunization Requirements**

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

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

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

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

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

## **PLACEMENT OF TRANSFER STUDENTS**

The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in [Florida Statute 1003.25](#)

**Enrollment and placement of children of active duty military families is under the guidelines of the [Interstate Compact on Educational Opportunity for Military Children](#).**

### **ST MIDDLE SCHOOL (6-8) TRANSFER STUDENTS**

A student who transfers to a SouthTech school must submit an official transcript. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if required by the receiving school's accreditation. (More information on AdvancED® validation, including AdvancED® accredited agencies, is located at <http://www.advanc-ed.org>.) In accordance with [State Board of Education Rule 6A-1.09942](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period.

#### **Validation Process for Middle School (6-8)**

As stated in [State Board of Education Rule 6A-1.09942](#), validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in the next subsection of this Plan.

#### **Alternative Validation Procedure for Middle School (6-8)**

As stated in [State Board of Education Rule 6A-1.09942](#), if validation based on performance as good cause described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent(s):

1. portfolio evaluation by the School District Superintendent/designee;
2. demonstrated performance in courses taken at other public or private accredited schools;
3. demonstrated proficiencies on nationally-normed standardized subject area assessments;
4. demonstrated proficiencies on the statewide assessments; **or**
5. written review of the criteria utilized for a given subject provided by the former school.

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

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

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

A student who transfers to STA must submit an official transcript. Grades earned and offered for acceptance shall be accepted at face value subject to validation, if required by the receiving school's accreditation. (More information on AdvancEd validation, including AdvancEd Accredited Agencies, is located at <http://www.advanc-ed.org>.) In accordance with [State Board of Education Rule 6A-1.09941](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period the student is enrolled.

In accordance with [Florida Statute § 1003.4282\(7\)](#), transfer students must pass the Algebra 1 EOC as a graduation requirement, unless the student earns a comparative score on the PERT or submits proof of an approved Algebra 1 EOC passing score from another state. In all other EOC courses, if a student previously earned 1.0 credit, the student does not need to take the EOC.

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

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

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

### **High School Validation Process for High School (9-12)**

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

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

### **Alternative Validation Procedure for High School (9-12)**

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

1. portfolio evaluation by the Principal/designee;
2. written recommendation by a Florida certified teacher selected by the parent(s) and approved by the principal;

3. satisfactory performance in courses taken through Dual Enrollment or at other public or private accredited schools;
4. satisfactory proficiencies on nationally-normed standardized subject area assessments;
5. satisfactory proficiencies on a Florida Standards Assessment (FSA); or
6. written review of the criteria utilized for a given subject provided by the former school.

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

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

CREDITS NEEDED FOR GRADUATION	GRADE PLACEMENT
20 or more	9 <sup>th</sup> Grade
14.5 to 20.5	10 <sup>h</sup> Grade
7.5 to 14	11 <sup>th</sup> Grade
7.0 or less	12 <sup>th</sup> Grade

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

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

**Transfer Students Placement for Graduation**

Students transferring in from outside of the STA will be placed on a schedule to graduate with their cohort, based on the number of credits needed to graduate.

## **ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS**

In accordance with [State Board of Education Rules 6A-6.0900](#) and [6A-6.0905](#), the [School District of Palm Beach County Plan for Services to English Language Learners](#) is available at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>. During registration, the initial date a student first entered a school in the United States, Date Entered United States School (DEUSS), is collected. An ELL is identified and assessed to determine eligibility for services, in accordance with [State Board of Education Rule 6A-6.0902\(1\)\(2\)](#).

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

Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented on the [English Language Learners Programmatic Assessment and Academic Placement Review \(PBSD 1764\)](#) and filed in the ELL folder. Community Language Facilitators assist the students and their families when necessary, to ensure proper program/course placement.

An ELL in Grades 6-8 is placed into academic classes based on age/grade appropriateness. When an ELL student provides records that show enrollment in school (excluding any of the 50 states and the District of Columbia) but not grade level appropriate for his/her age, the student needs to be placed in the age-appropriate grade and provided opportunities to learn key skills according to the ELL Plan to enhance the likelihood of success in the current grade in which he/she is placed.

A student who is age appropriate for high school must be placed in at least the 9<sup>th</sup> grade. High school placement procedures can be found in Section 5 of the [SDPBC ESOL Procedures Manual](#). ELLs are scheduled into classes that fulfill graduation requirements and the District's Student Progression Plan, as well as granted credit for completed academic coursework, regardless of the language in which the coursework was completed.

Refer to the [age-appropriate placement chart](#) for guidance when determining K-12 grade-level placement.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age; or there is a lack of information about prior schooling (no transcript or report card); or prior schooling does not meet grade level requirements. An administrator must participate in the ELL Committee and placement process. In accordance with [State Board of Education Rule 6A-6.0902\(3\)\(d\)](#), parent(s) have the right to choose the ESOL Instructional Model (sheltered, support, or dual language) in which the child is served.

Reevaluation of ELL student placement can be made at the request of any member of the ELL committee. Due diligence should be taken to make placement decisions in the best interest of the student [[Code of Ethics of the Education Profession in Florida 6A-10.080\(2\)](#)].

## **Students with Disabilities (SWD) TRANSFER STUDENTS**

The [State Board of Education Rules 6A-6.0331.6A-6.0361 School Board Policy 5.725](#) and the SDPBC's [Exceptional Student Education Policies and Procedures \(SP&P\)](#) address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the SDPBC within Florida and students who transfer from outside of Florida.

### **SWD Students who Transfer Within Florida**

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

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

### **SWD Students who Transfer From Outside Florida**

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

- conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the SDPBC); and
- develops, adopts, and implements a new IEP/EP, if appropriate, that meets the applicable requirements of [State Board of Education Rules 6A-6.03011 through 6A-6.0361](#)<sup>8</sup>.

### **Students in Florida with 504 plans are most often not classified in the ESE programs**

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

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<sup>8</sup>State Board of Education Rules are located at: <https://www.flrules.org/default.asp>

## ATTENDANCE AND ABSENTEEISM

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

### ATTENDANCE POLICIES AND PROCEDURES

#### General Attendance Policies and Procedures

The [South Tech Student and Family Handbook](#) outline the attendance procedures. All school procedures conform to the following District-wide procedures.

- Parents are responsible for notifying the school when a child will be absent and for informing the school of the reason for the absence.
- Parents are expected to notify the school when their child is absent and inform the school of the reason for the absence within 24 hours by a written note. A verbal communication from the parent for the reason of the absence would also be acceptable.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.

#### Middle School Attendance Policies and Procedures

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

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

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

#### High School Attendance Policies and Procedures

As 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 percent of a semester must pass at least one 4.5-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.

If a student is absent more than 10 percent of the entire school year in an EOC Assessment course, the student must earn a passing grade in the fourth 4.5 weeks, in order to pass the course.

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

## **LATE ARRIVALS/TARDINESS POLICIES AND PROCEDURES**

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

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

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

## **ABSENCES POLICIES AND PROCEDURES**

### **Excused Absences**

Per [SouthTech Board Policy 5.09](#), the following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- medical appointment;
- death in the family;
- observance of a religious holiday or service;
- subpoena by a law enforcement agency or mandatory court appearance;
- suspension<sup>9</sup> (in-school and out-of-school);
- field trips which are authorized by the principal; and/or
- other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee).

### **Unexcused Absences**

An unexcused absence is any absence that does not fall into one of the above excused absence categories. [School Board Policy 5.09](#) mandates that each school in the SDPBC determine if an absence or tardiness is excused or unexcused according to the criteria established by the School Board within this Policy.

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<sup>9</sup>Suspension, in-school and out-of-school, is the temporary removal of the student from his or her regular school program or all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the Principal or designee, as defined by [Florida Statute § 1003.01\(5\)\(a\)&\(b\)](#), and provided for in the Student Code of Conduct, [School Board Policy 5.1812](#) or [School Board Policy 5.1813](#).



## **Make-Up Work**

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

- For excused or unexcused absences, the number of days allowed to make-up work shall be the same as the number of days the student was absent. Modifications to the time frame ' should be made at secondary schools on block schedule. It is the student's responsibility to contact his or her teacher(s) about the make-up assignments and to complete all make-up work in a **timely manner**.

## **Students with Section 504 Accommodation Plan Absence Policy**

When a student with an active 504 Accommodation Plan has excessive absences, the student must demonstrate mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness.

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

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

## **Exceptional Student Education (ESE) Absence Policy**

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

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

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

## **Hospital/Homebound Services**

If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a Hospital/Homebound Program. Complete information regarding the criteria for a Hospital/Homebound Program can be found in [State Board of Education Rule 6A-6.03020](#) and is available in [School Board Policy 5.725](#); [Exceptional Student Education Policies and Procedures \(SP&P\)](#); and [State Board of Education Rule 6A-6.03411](#). Additional information is provided by the Department of Exceptional Student Education at: <http://www.palmbeachschools.org/ese/hh.asp>

**NOTE:** In accordance with [Florida Statute 51003.33\(2\)](#), a student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

## **STUDENT WITHDRAWALS**

### **MIDDLE SCHOOL (6-8) PROCEDURES**

#### **Withdrawal During the School Year**

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

#### **Students Enrolled in High School Credit Courses**

Students enrolled in high school credit courses who leave prior to the last two weeks of any semester will not be granted credit in those courses, unless they enroll in another school and complete the course requirements including examinations, if applicable. Yet, pursuant to [Florida Statute § 1003.4295\(3\)](#), students enrolled in courses with an End-of-Course (EOC) Assessment who have earned a proficient score on the assessment will earn course credit through the Credit Acceleration Program (CAP). Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate. Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal.

### **HIGH SCHOOL (9-12) PROCEDURES**

#### **Withdrawal Prior to the Last Two Weeks of the Semester**

Except as stated above as provided by [Florida Statute § 1003.4295\(3\)](#), students who leave school prior to the last two weeks of any semester will not be granted credit unless they enroll in another school and complete the course requirements including examinations, if applicable. Principals are authorized to make arrangements for the administration of any tests, as appropriate.

#### **Withdrawal During the Last Two Weeks of the Semester**

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

Principals may determine that the requirements for early withdrawal are not required when unusual/extenuating circumstances preclude full compliance by the student. Student withdrawal must be approved by the school principal.

## HOME EDUCATION ENROLLMENT PROCEDURES

### Withdrawal for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the parent(s) must initiate the withdrawal process at the school and notify the School District Superintendent/designee in writing, of the intent to establish a Home Education Program for the student. The parent shall submit the Letter of Intent to the Home Education Office within 30 days of the establishment of the Home Education Program. Refer to the School District's [Home Education Office](#) for further information. Parent(s) can also obtain assistance by contacting (561) 434-8052. [[Florida Statute § 1002.41](#) & [School Board Policy 8.14\(3\)\(4\)\(5\)](#)]

Home Education correspondence should be mailed to:

School District of Palm Beach County  
Home Education Office  
3308 Forest Hill Boulevard, Suite C-124  
West Palm Beach, FL 33406-5813  
homeed@palmbeachschools.org Fax: (561) 434-  
8447

## **CURRICULUM**

SouthTech Curriculum Guidelines incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida Standards (for English Language Arts and Mathematics), Next Generation Sunshine State Standards (NGSSS), or Academically Challenging Curriculum to Enhance Learning (ACCEL) options, as applicable. FLDOE course descriptions can be accessed through CPALMS at: <http://www.cpalms.org/Public/>. [[State Board of Education Rule 6A-1.09401](#)]

### **MIDDLE SCHOOL (6-8) CURRICULUM**

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

- Arts Education
- Career Education
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

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

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

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

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

## **HIGH SCHOOL (9-12) CURRICULUM**

The curriculum includes standards for the following content areas:

- Arts Education
- Career Education
- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

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

High schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students. The School District shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet the State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, world languages, health and physical education, and the arts. [[Florida Statute § 1003.42\(1\)](#)]

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

## **CURRICULUM FOR SPECIAL PROGRAMS**

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

In accordance with [State Board of Education Rules 6A-6.0902](#), [6A-6.0903](#), [6A-6.0904](#); [6A-6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum, as defined by the SDPBC Curriculum Guidelines. The General Education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The student's Individual ELL Plan documents the instructional strategies required, ensuring the student an equal opportunity to master the General Education curriculum. For full explanation of services and models, refer to the [School District of Palm Beach County's ESOL Procedures Manual](#) (Section 2).

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

### **Exceptional Student Education (ESE)**

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

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include 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. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the General Education curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]

The IEP Team must draft benchmarks and short-term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short-term objectives for other students with disabilities. [[State Board of Education Rule 6A-6.03028](#)]

The IEP may specify whether accommodations<sup>11</sup>/modifications<sup>12</sup> are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)] In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily, [[Exceptional Student Education Policies and Procedures \(SP&P\)](#)]

SouthTech shall establish procedures that provide the opportunity for one or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

No later than the first IEP to be in effect when a student turns 14 or younger if determined appropriate by the IEP Team, the notice must also indicate that a purpose of the meeting will be identifying transition services needs of the student, and that the District will invite the student. [[State Board of Education Rule 6A-6.03028\(3\)\(b\)3.4](#)].

To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP Team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for the postsecondary goals and career goals to be identified and in place when the student attains the age of 16 years. This process must include, but is not limited to: consideration of the student's need for instruction in the area of self-determination and self-advocacy to assist the student's active and effective participation in an IEP meeting and preparation for the student to graduate from high school with a Standard High School Diploma pursuant to [Florida State Statute § 1003.4282](#) with a Scholar Designation unless the parent chooses a Merit Designation.

<sup>11</sup>Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing, or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and/or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

<sup>12</sup>Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. Modifications to basic or vocational courses may include: increased or decreased instructional time; varied use of methodology; special communications systems (which may be used by the teacher or the student); classroom or district test administration procedures; and other evaluation procedures (which may be modified, as specified in [State Board of Education Rule 6A-1.0943](#)) to accommodate the student's handicap. (See [State Board of Education Rule 6A-6.0312](#), for course modifications for Exceptional Students).

Beginning not later than the first IEP to be in effect when the student attains the age of 16 or younger, if determined appropriate by the parent and the IEP Team, the IEP must include the following statements that must be updated annually:

1. a statement of intent to pursue a Standard High School Diploma and a Scholar or Merit designation, pursuant to [Florida Statute § 1003.4285](#) or Special Diploma as determined by the parent;
2. a statement of intent to receive a Standard High School Diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements [in Florida State Statutes § 1003.4285](#) or [1003.4282](#), as applicable, including, but not limited to, a portfolio pursuant to [Florida State Statute § 1003.4282\(10\)\(b\)](#) which meets the criteria specified in State Board of Education Rule. The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP Team at the time of the student's graduation; and
3. a statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and if appropriate, independent living skills, and the transition services, including courses of study needed to assist the student in reaching those goals. [\[Florida Statute §1003.5716\]](#); and
4. any change in the IEP for the goals specified in subsection (2) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in [Florida Statute § 1003.572](#); and
5. if a participating agency is responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student that are specified in the IEP. However, this does not relieve any participating agency of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

With the consent of the parents or a student who has reached the age of majority, the District shall invite a representative of any participating agency that may be responsible for providing or paying for transition services. Parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. [\[State Board of Education Rule 6A-6.03028\(3\)\(c\)8\]](#)

Public school students with disabilities must be provided the opportunity to meet the graduation requirements for a Standard High School Diploma as set forth in [Florida Statute § 1003.4282](#) in accordance with the provisions of [Florida Statutes 5§ 1003.57 and 1008.22](#). Pursuant to [Florida Statute § 1003.438](#), certain public school students with disabilities may be awarded a Special Diploma upon high school graduation. [\[Florida Statute § 1002.20\(8\)\]](#)

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



## **Section 504 Accommodation Plans**

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

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

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

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

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

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

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

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

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

## **Virtual Instruction**

[Florida Statute § 1002.45](#) authorizes school districts to implement virtual instruction programs through district-operated or contracted providers approved by the Florida Department of Education. The SDPBC provides multiple options of full-time and part-time K-12 virtual instructional programs. [[Florida Statutes §§ 1002.37, 1001.42\(23\), State Board Education Rules 6A-6.0980. & 6A-6.0981](#)]

A student who is a full-time student attending a traditional public school in the SDPBC must have permission from his/her school counselor and/or principal/designee to enroll in Virtual Education courses.

For more information, including the required multiple virtual options, see program descriptions at: [www.palmbeachvirtual.org](http://www.palmbeachvirtual.org). Student eligibility for participation is determined by [Florida Statute § 1002.455](#), and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

## **SPECIAL PROGRAMS FOR HIGH SCHOOL**

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

Students at STA participate in Career & Technical Education Programs. Recent legislation and rule revisions have substantially changed many of these programs and have mandated placement and productivity standards as conditions for continued funding. [[Florida Statutes §§ 1003.491 & 1003.492](#); and [State Board of Education Rule 6A-6.0573](#)]

It is essential that parents, students, teachers, school counselors, and administrators be aware that individual CTE courses do not stand alone, but are part of a planned program of study leading to college and career readiness and industry certifications, where applicable. Not all CTE programs or academies are offered at all high schools. Students should take advantage of available career planning activities within their schools when selecting CTE programs of study.

To better prepare our students to be college and career ready, the Department of Choice and Career Options has developed a solid [Career Pathway System](#). This System includes rigorous Programs of Study to provide students with academic preparation, guidance, and career-related knowledge to help them prepare for their future career goals. Each program of study includes college credit earning opportunities through AP, Dual Enrollment, Gold Standard Statewide Articulation Agreements via industry certifications, as well as Articulation Agreements with local post-secondary institutions.

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

- communication;
- creativity and innovation;
- critical thinking and problem solving;

- global, social, and cultural awareness; and
- intellectual curiosity.

## **Core Credit for Career and Technical Education (CTE)**

A student who completes selected Career and Technical Education (CTE) Industry Certification courses, which lead to college credit, may elect to substitute the course for up to two mathematics courses and up to one science credit. However, CTE Industry Certification courses may not be substituted for Algebra 1, Geometry, or Biology credits. Course code waiver numbers have been added to the Course Code Directory (CCD) for student transcript purposes:

- Industry Certification Mathematics Waiver numbers are 1200998 and 1200999; and
- Industry Certification Science Waiver number is 2000999. (Refer to [Section 5](#) of the CCD).

For a listing of applicable industry certifications, please refer to the [Statewide Articulation Agreements-Industry Certification](#).

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

## **Career Academies**

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

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

Additional information is available at <http://www.palmbeachschools.org/9044ce/Index.asp>.

## **Career Education Program Completer Certificate**

A Career Education Program Completer Certificate is awarded to students who successfully complete all courses in a CTE Program or Academy, as set forth by the Florida Department of Education (FLDOE) and outlined in the District [Career and Technical Education Resource Manual](#) which is available on the District's CTE website: <http://www.palmbeachschools.org/9044ce/index.asp>.

Beginning in middle school, a student can begin a CTE Program of Study that includes proficiency in mathematics, communications, science, and a sequence of courses in a CTE Program or Academy, such as business, marketing, drafting, computer technologies, culinary, public service, early childhood education, and health science occupations, etc. This will provide preparation for careers that will have continued growth in the 21st Century. In addition, Articulation Agreements with postsecondary institutions are developed to provide students with the opportunity to receive college credit for certain secondary CTE courses upon matriculation. [[Florida Statute § 1007.22](#)]

Scholarships are available to eligible students who successfully complete a CTE Program of Study through the [Florida Bright Futures Scholarship Program](#).

### **ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)**

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

### **GENERAL ELEMENTARY AND MIDDLE SCHOOL ACCEL OPTIONS**

According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to, the following:

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

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

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

## **GENERAL HIGH SCHOOL ACCEL OPTIONS**

According to [Florida Statute § 1002.3105](#), ACCEL options include, but are not limited to, the following:

- Credit Acceleration Program (CAP);
- Advanced Placement (AP) Program;
- Career Academy Courses; and
- Virtual Courses

### **CREDIT ACCELERATION PROGRAM (CAP)**

- The CAP Program allows a student to earn high school credit in courses required for high school graduation through passage of an End-of-Course assessment administered under s. 1008.22 (Algebra 1, Geometry, Algebra 2, United States History, and Biology 1), an Advanced Placement Examination, or a College Level Examination Program (CLEP).
- Notwithstanding s. 1003.436, course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding End-of-Course assessment, Advanced Placement Examination, or CLEP.
- Students are responsible for all fees associated with CLEP exams. Students who take an Advanced Placement exam without being enrolled in the corresponding course are responsible for all fees.

### **High School Eligibility Criteria for CAP**

The School District shall permit a student who is not enrolled in the course, to take the assessment during the regular administration of the assessment. Students requesting participation in CAP should take the Palm Beach County Diagnostic EOC Assessment. Students who score the equivalent of a predicted Level 3 or higher on the Diagnostic EOC Assessment shall be permitted to take the statewide EOC Assessment.

## MIDDLE SCHOOL ACCELERATION REQUIREMENTS

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

For subject area<sup>13</sup> acceleration to occur, all of the following indicators must be met:

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

### Middle School Requirements

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

1. Acceleration for specific core courses should be considered.
2. Gifted program eligibility should be considered.
3. Recommendation supported by School Based Team, school counselor, two of the student's current or former core curriculum teachers and approval from the school principal, as noted on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#). Area Superintendent Recommendation is required if there is a change in school.
4. Student must be in attendance in the school of requested ACCEL for a minimum of 30 consecutive school days. If acceleration will result in the student attending a different school, a designee from that school should be included in developing the ACCEL Plan.
5. Student must demonstrate regular attendance and punctuality during the previous nine academic months.
6. Student must demonstrate all "3"s and "4"s in conduct on report card from the previous nine academic months.
7. Student must demonstrate an overall high academic performance by report card ratings of all "A"s in all classes (core and elective).

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<sup>13</sup> Schools should continue to follow the suggested District Mathematics Pathways for placing students in Algebra 1. Schools should continue their current practice and eligibility criteria for placing students in Earth Space Science and general high school electives. The ACCEL procedures and plan is not needed for those courses.

8. Students requesting promotion to Grade 9 must demonstrate an overall high academic performance by earning at least four academic high school credits with grades of "A" or "B". High school World Language courses may be included. Grade of "A" is required for middle school courses.
9. Student must demonstrate an overall high academic performance (i.e., the highest level for each applicable test) on all standardized tests midyear and end-of-year as applicable, including, but not limited to FCAT Reading and Mathematics, EOC Assessments and/or Florida Standards Assessments (FSA). Mastery levels must reflect scores in the 9th stanine or equivalent.
10. Student must meet all expectations of Characteristics of Proficient Learners. Checklist located on the [Middle School Acceleration Plan and Performance Contract \(PBSD 2501\)](#).

## **High School Requirements**

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

## **RECOMMENDED ASSESSMENTS FOR SUBJECT AREA ACCELERATION**

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

All available data must be considered. Mastery levels for eligibility reflect scores in the 9th stanine, highest level, or equivalent. The following data/assessments must be considered, if available:

- Current available FCAT scores, FSA scores, or comparable statewide standardized assessments
- Most recent SDPBC diagnostic scores
- Psycho-educational assessment
- Midyear and end-of-year assessments, as appropriate for ACCEL request
- Work samples of products

## **PROCEDURES FOR REQUESTING ACCELERATION**

### **Middle School (6-8) Procedures for Requesting Acceleration**

1. Parent submits written request for ACCEL option to the principal. Requests for the next school year should be submitted prior to the end of the third quarter. Requests for midyear promotion should be submitted prior to the end of the first quarter of the current school year. The principal may also initiate student participation in ACCEL. If the principal initiates the student's participation in an ACCEL option, the parent(s) must be notified.
2. School principal prescreens initial student eligibility in accordance with acceleration guidelines outlined above and refers to SBT.
3. The principal and SBT determine student eligibility in accordance with Acceleration guidelines outlined above.
4. The principal and SBT, in conjunction with parent(s) and student, complete the Middle School Acceleration Plan and Performance Contract (PBSD 2501), which includes an Acceleration Plan and timeline.

5. Once the Plan is implemented, the student's progress will be monitored throughout the first semester of acceleration. If at any time during the progress monitoring semester, there are student, teacher, parent, or principal concerns, the Plan will be reviewed by the SBT and appropriate placement will be made. Any change of placement must be made prior to the end of the first semester of acceleration, before the student takes final exams. After successful completion of one semester, the student should remain on the accelerated track.

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

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

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

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

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

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

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

**MATHEMATICS NOTE:** Three of the four mathematics credits required for graduation must be earned in Grades 9-12 unless conditions listed under number 2 of the Mathematics Requirements for Four-Year 24-Credit Option section are met.

**SCIENCE NOTE:** The 1.0 credit in physical science requirement may be met prior to high school; however, three additional science credits (Biology 1 and two equally rigorous courses) will be required in Grades 9-12.



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

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

Middle school students enrolled in high school Geometry or Algebra 2 must take the corresponding EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students must meet satisfactory performance or earn a Level 3 or higher on the EOC Assessment in order to earn a Standard High School Diploma Scholar Designation. Middle school students who do not take the EOC Assessment will receive an "F" in the course. After the student makes up the EOC, the final grade will be recalculated. [[Florida Statute § 1003.4156, 1003.4282\(3\)\(b\), 1003.4285\(1\)\(a\)](#)]

The requirements for out-of-country, out-of-state, private school, or Home Education Program students who transfer into a Florida public school with a transcript that indicates Algebra 1 course credit, must meet satisfactory performance or earn a Level 3 or higher on the Algebra 1 EOC Assessment in order to earn a Standard Diploma unless the student met one of the following requirements:

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

If a transfer student's transcript shows a final course grade and credit in Geometry or Algebra 2, the transferring final grade and credit must be honored without the student taking the requisite EOC Assessment and without the results constituting 30 percent of the student's final course grade. However, a student must earn a proficient score on the Algebra 1 EOC Assessment in order to earn a Standard Diploma. To qualify for a Scholar Diploma designation, the student must earn a proficient score on the EOC Assessment in Geometry (2014-2015 Grade 9 cohort and forward), and Algebra 2 (2014-2015 Grade 9 cohort and forward). [[Florida Statutes §§ 1003.4282 & 1003.4285\(1\)\(a\)](#)]

## COURSES TAKEN THROUGH NON-DISTRICT EDUCATIONAL PROVIDERS

Students who participate in enrichment programs will not receive school credit. Courses taken through other educational providers will be awarded credit, so long as the provider is accredited by AdvancED®. All courses must be preapproved by a school designee. For rules pertaining to transfer students, refer to [State](#)

## **CREDIT BY EXAMINATION**

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

## **ADVANCED PLACEMENT (AP)**

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit may be awarded to students who score a minimum of three on a five-point scale on the corresponding postsecondary institution AP Exam. Students shall be exempt from any fees for administration of the examination, regardless of whether or not the student achieves a passing score on the examination. [[Florida Statute §1007.27\(5\)](#)]

## **DUAL ENROLLMENT PROGRAM**

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

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

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. Dual Enrollment credit can be earned at Palm Beach State College. Course credit earned in these courses with a grade of "C" or better, shall transfer as college-level credit to a state college/university in Florida. College credit is transferable to other colleges according to the individual college guidelines and requirements. Where sufficient numbers of qualified students have been identified, a college course may be offered at the local high school.

Some college courses equate to a 0.5 high school credit, while others equal one credit. All Dual Enrollment grades shall receive the same weight as an Advanced Placement (AP) course. The Dual Enrollment Articulation Agreement lists Dual Enrollment courses and credits meeting specific subject area credit toward graduation. College courses equivalent to less than three credit hours do not qualify for high school credit. Certain Dual Enrollment courses may be used to satisfy specific required courses for graduation. (See the Florida Department of Education's *Dual Enrollment Equivalency List* at: <http://www.fldoe.org/poicv/articulation/dual-enrollment-agreements.stml>.)

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

1. Students must be enrolled in Grades 6-12). Students in grades 6-9 must have earned four high school credits with at least a 3.0 GPA, two of which must be an English Language Arts and a mathematics course. Grade 10 includes the summer upon completion of grade 9.

2. Students must have a minimum 3.0 GPA for all courses except career/technical courses, for which a minimum 2.0 GPA is required. [[Florida Statute § 1007.271\(3\)](#)]
3. Students must earn college ready scores on either the SAT, ACT, Postsecondary Education Readiness Test (P.E.R.T.) or Florida College Entry-Level Placement Test (FCELPT), as specified in the Dual Enrollment Articulation Agreement. Students must earn college ready scores on all sections of the above named tests, as specified in the Dual Enrollment Articulation Agreement, to enroll in any course except career/technical courses at Palm Beach State College.
4. Students enrolling in a career/technical course must earn passing scores on the Test of Adult Basic Education (TABE) required by the individual vocational program.
5. Students must limit enrollment to no more than eight total college credit hours per semester, regardless of the number of institutions they attend (per Dual Enrollment Articulation Agreement).
6. Students are limited to earning a maximum of sixty credit hours through dual enrollment.
7. Students are only eligible for undergraduate courses.
8. Students must contact the school counseling office to begin the Dual Enrollment application process.
9. Students must receive approval of the high school principal/designee.
10. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule.
11. Students must satisfy any course prerequisites.
12. The college/university must have space available in the requested course.
13. Students must maintain a minimum 3.0 cumulative GPA [[Florida Statute § 1007.271\(3\)](#)] per semester and earn a grade of "C" or better in any college-level course, in order to continue in the Dual Enrollment Program. A student will no longer be eligible for the Dual Enrollment Program if he/she earns a grade of "D", "F" or "W" These grades will be reflected on the high school and college transcripts.
14. Seniors are eligible for dual enrollment courses through the spring semester of their senior year, and may NOT take summer dual enrollment courses regardless of their graduation date.

Students may not enroll in vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, or physical education courses that focus on the physical execution of a skill, rather than the intellectual attributes of the activity. [[Florida Statute §1007.271\(7\)](#)]

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

Career Dual Enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. It is the intent of the legislature that Career Dual Enrollment provides a comprehensive academic and Career Dual Enrollment Program within the career center or community college. [[Florida Statute §1007.271\(41\)\(21\)](#)]

Per [Florida Statute § 1007.271\(2\)\(10\)\(11\)\(16\)](#), there are no tuition, registration, laboratory fees, or textbook costs to students participating in either the Advanced Placement (AP) Program or the Dual Enrollment Program. Students are responsible for textbooks that must be returned to the vendor. Fees will be charged to students who lose or damage textbooks. Students will be responsible for parking permits, identification

card fees, late fees, library fees, special course fees, etc. or other course-related materials.

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

### **Enrollment in Schools without Dual Enrollment Agreements**

With principal's permission, students may dual enroll in colleges or universities other than those that have Dual Enrollment Agreements with the SDPBC. Students must adhere to the Dual Enrollment Agreement Guidelines set up by the school. Participation in Dual Enrollment is subject to the school's schedule. Students must meet the Dual Enrollment eligibility criteria set forth by the District. The parent(s) and/or student will be responsible for payment of fees and instructional materials. Excluding the required fees, all other rights and privileges will be afforded these students as those under Dual Enrollment Agreements (Dual Enrollment Articulation Agreement SDPBC Student Progression Plan 2016-2017 Page 67 between the School District, Palm Beach State College, and Florida Atlantic University). All courses that are not on the Dual Enrollment Course Equivalency List will be awarded a 0.5 elective credit. (Refer to Dual Enrollment Equivalency List at: <http://www.fldoe.org/policy/articulation/1516dual-enrollment-agreements.shtml>)

## PROMOTION AND RETENTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in [Florida Statute § 1008.25\(6\)\(a\)](#). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida Standards, as set forth in [State Board of Education Rule 6A-1.09401](#).

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

In accordance with [Florida Statute § 1003.4156](#), promotion from a school composed of middle Grades 6-8 requires that the student must successfully complete academic courses as follows:

#### Middle School English Language Arts (ELA) Requirements

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

#### Middle School Mathematics Requirements

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

## Social Studies Middle School Requirements

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

### Middle School Social Studies Courses

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

- Students who transfer into STP may substitute social studies units earned at their previous school for M/J World History and/or M/J United States History if the units are deemed acceptable per the district accreditation policy.
- Beginning with students entering 6th grade in the 2012-2013 school year, per Florida Statute § 1003.4156(1)(c), one of the courses must be at least a one semester civics education course that a student successfully completes and that includes: o the roles and responsibilities of federal, state, and local governments; o the structures and functions of the legislative, executive, and judicial branches of government; and o the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
- Transfer students who completed a social studies course at their previous school may have that course evaluated to determine if it meets the criteria listed above to count as a civics education course.
- Each student's performance on the statewide, EOC Assessment in civics education constitutes 30 percent of the student's final course grade. Middle school students who do not take the Civics EOC Assessment will receive an "F" in the course. After the student makes-up the EOC, the final grade will be recalculated. (Refer to Florida Statute § 1008.22.)

**NOTE:** A middle school student who transfers into the State's public school system from out of country, out-of-state, a private school/or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. [[Florida Statute § 51003.4156\(1\)\(c\)](#)]

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

2106010  
2106015  
2106016  
2106020  
2106025  
2106026  
2100045

## Science Middle School Requirements

- Per [Florida Statute § 1003.4156\(1\)\(d\)](#), a student must successfully complete three middle school or higher courses in science. Successful completion of a high school level Biology 1 course is not contingent on the student's performance on the EOC Assessment.
  - All students enrolled in Biology 1 must take the Biology 1 EOC Assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. Middle school students who do not take the Biology 1 EOC Assessment will receive an "F" in the course. After the students make up the EOC, the final grade will be recalculated. [[Florida Statute § 1008.22\(3\)\(bH2\)](#)].

## CAREER AND EDUCATION PLANNING REQUIREMENTS

A student must complete one course in career and education planning, which is generally offered in the 7th grade. At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. The course may be taught by any member of the instructional staff; must result in a completed personalized Academic and Career Plan for the student; must emphasize the importance of entrepreneurship skills; and must emphasize technology or the application of technology in career fields; and must include information from the Department of Economic Opportunity's economic security report as described in [Florida Statute § 445.07](#).

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

Each school must inform parent(s) about the course curriculum and activities. Each student must complete a personalized Academic and Career Plan, which must be signed by the student and the student's parent. [[Florida Statute § 1003.4156\(1\)\(e\)](#)]

## Suggested Enrollment for Grade 6

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FY16 FSA 2.0 Level 1 or Level 2, Reading Plus Benchmark Assessment data, FY16 Winter Diagnostic data, and/or teacher input) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
World History	1 year
Physical Education*** (includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

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

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

\*\*\* The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to [Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students Form \(PBSD 2301\)](#).

## Suggested Enrollment for Grade 7

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FY16 FSA Level 1 or Level 2, Reading Plus Benchmark Assessment data, FY16 Winter Diagnostic data, and/or teacher input) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics**	1 year
Civics and Career and Education Planning <sup>14</sup>	1 year
Physical Education*** (includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

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

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

\*\*\*The physical education requirement shall be waived for a student who meets the criteria outlined in [Florida Statute § 1003.455](#). Refer to [Physical Education Requirement, Parental Notification and Waiver for Elementary and Middle School Students \(PBSD 2301\)](#).



## Suggested Enrollment for Grade 8

Students are required to enroll in each of the following courses	Duration
Intensive Reading* (based on FY16 FSA Level 1 or Level 2, Reading Plus Benchmark Assessment data, FY16 Winter Diagnostic data, and/or teacher input) Certain students may be serviced through specific content area classes with appropriately certified/designated/endorsed teachers. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in statewide assessments will be determined by the appropriate Multi-Disciplinary Team.	As long as needed
Language Arts	1 year
Science	1 year
Mathematics-M/J Pre-Algebra; Algebra 1 Honors; Geometry Honors**	1 year
United States History	1 year
Physical Education (includes dance classes) ***	1 semester
Electives (various courses/subject areas)	As offered by each school

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

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

\*\*\*The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute 5 1003.455. Refer to [Physical Education Requirement Parental Notification and Waiver for Elementary and Middle School Students \(PBSD 2301\)](#).

<sup>14</sup> In accordance with [Florida Statute § 1003.4156\(1\)\(e\)](#), at a minimum, the Career and Education Planning course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields.

Course descriptions meet the requirements of [State Board of Education Rule 6A-1.09412](#) and this curriculum meets the student performance standards in [State Board of Education Rule 6A-1.09401](#). See [Florida Statute § 1003.4156](#) and [State Board of Education Rule 6A-6.054\(2\)](#).

## MIDDLE SCHOOL (6-8) PROMOTION AND RETENTION

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

### Conditional Promotion to Grade 7 and/or Grade 8

1. If a student fails one core course, the student should be conditionally promoted. The student must pass the failed course in a recovery program during the summer or the next school year.
2. If a student fails two core courses, the student may be conditionally promoted upon passing one core course in a recovery program during the summer and taking one course during the following school year.
3. If a student fails three core courses, the student will be retained at the same grade level or will be conditionally promoted upon passing two courses in a recovery program during the summer and taking one course during the following school year.
4. If a student fails more than three core courses, the student will be retained.

5. A retained student should not repeat a course he/she has already passed. The student may enroll in the next sequential course. This may result in the student being promoted during the school year.
6. Promotion in extraordinary circumstances: The Superintendent, upon recommendation by the Area Superintendent and the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance. This cannot be used to promote a student from 8th grade to 9th grade.

### **Course Recovery Options for Middle School Students**

1. Middle School Course Recovery Program (MSCR)
2. Virtual School
3. Tutoring services before or after school concurrently with the course to be used as evidence of demonstrating proficiency in skills taught during the previous terms.
4. Benchmark assessments: Florida Standards Quizzes (FSQs) and Unit Standards Assessments (USAs) for ELA and Mathematics, and Next Generation Standards Quizzes (NGSQs) and USAs for Civics and 8th grade science can be used to demonstrate mastery for a marking period. Winter Diagnostics Reports using the taught standards/benchmarks can be used to demonstrate mastery of the content of first and/or second quarters.
5. Nine-Week exams: Students may take a nine-week exam. Students must complete with 70 percent proficiency before recovery status is awarded.
6. Florida Standards Assessment (FSA)/State Science Assessment/Civics EOC: Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the statewide standardized assessment score.
7. Florida Alternative Assessment (FAA): Students who score proficient or above can receive credit for a recovered course based on demonstration of grade level skills as indicated by the FAA score.

## Promotion to Grade 9

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

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

\* The Career and Education Planning course is provided through Civics in Grade 7.  
Refer to specific course requirements at the beginning of this section.

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

## MIDDLE SCHOOL INTERVENTIONS

### 8.5 Placement Option (Only Students in Grade 8)

Assignment into an 8.5 Program, when available and appropriate, will be at a SDPBC alternative education high school.

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

## CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

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

### English Language Learners (ELLs)

In accordance with [State Board of Education Rules 6A-6.0902](#), [6A-6.0903](#), [6A-6.0904](#), and [6A-1.09432\(6\)](#) a student identified as an ELL must meet the District levels of performance, as indicated on the Student Progression charts. The SDPBC Plan for Services to English Language Learners (ELLs) is located at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. ELLs must demonstrate literacy skills on grade level in either English or their native language. ELLs may not be retained if they are substantially below grade level in reading in English, but can demonstrate grade level literacy skills in their native language. Retention of an ELL requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument.

An ELL Committee must meet to determine whether an ELL should be retained with documentation on the [English Language Learner \(ELL\) Report \(PBSD 1512\)](#).

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

## **Exceptional Student Education (ESE)**

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

A student who is enrolled in Exceptional Student Education (ESE) must meet the School District's performance standards, unless the student's demonstrated significant cognitive ability prevents the student from completing required class work and achieving the Next Generation Sunshine State Standards (NGSSS), Language Arts Florida Standards (LAFS), or Mathematics Florida Standards (MAFS), even with appropriate and allowable class work modifications and the IEP specifies that the student is working on Florida Standards Access Points.

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

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

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

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

State law prohibits social promotion for any public school student, including Students with Disabilities. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and State levels of performance for student progression. In accordance with Florida Statute § 1008.25(6)(a), no student may be assigned to a grade level based solely on age or other factors that

constitute social promotion.

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

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

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

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

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

### **HIGH SCHOOL GRADE CLASSIFICATION FOR PROMOTION AND RETENTION**

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

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

## **GRADUATION REQUIREMENTS**

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

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

### **GRADUATION REQUIREMENTS FOR A STANDARD DIPLOMA**

#### **Assessments for Standard Diploma**

In order to receive a Standard Diploma, students must achieve proficient scores on the required statewide assessments 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 Statutes §§ 1008.22\(3\), 1003.438](#), [State Board of Education Rules 6A-1.0995](#), & [6A-1.09961](#)]

Students must meet satisfactory performance or earn a Level 3 or higher on the Grade 10 FSA ELA. A student may satisfy the Grade 10 FSA ELA requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT, or SAT.

Students must meet satisfactory performance or earn a Level 3 or higher score on the Algebra 1 End-of-Course (EOC) Assessment or subsequently thereafter meet the comparative score of 97 on the Postsecondary Education Readiness Test (P.E.R.T.).

A student may satisfy the FCAT 2.0 Reading requirement by achieving an equivalent or concordant score on an alternate assessment, the ACT, or SAT.

The concordant/comparative scores for ACT, SAT, and P.E.R.T. updates are located at:  
<http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>

Students who have met all of the requirements for the Standard High School Diploma, except for earning a proficient score on the FCAT 2.0 Reading/FSA ELA/Algebra 1 EOC Assessment or an alternate assessment by the end of 12<sup>th</sup> grade, must be given the opportunity to participate in an accelerated High School Equivalency Diploma Preparation Program. This should include FCAT 2.0 Reading/FSA ELA/Algebra 1 EOC Assessment remediation and High School Equivalency Examination preparation. Students must also be allowed to take a college placement test and be admitted to remedial or credit courses at a state community college or participate in an adult general education program. [[Florida Statute § 1003.433\(2\)](#)]

## **Statewide Standardized Assessment Waivers for Students with Disabilities**

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

In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the School District, the end of the semester or school year in which the student turns age 22) or until they graduate with a Standard Diploma, whichever occurs first.

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

### **Statewide Standardized Assessment Waiver Eligibility Criteria for Students with Disabilities**

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

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term "student with a disability" means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

The IEP team may meet at any time to:

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

### **District Responsibilities:**

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

- Classroom work samples
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards

- Higher-level, related coursework (honors, advanced placement, etc.)
- Related postsecondary coursework through dual enrollment
- Other standardized academic assessments, such as the SAT, the ACT or Postsecondary Education Readiness Test (PERT).
- Portfolio

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

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

Beginning with students entering grade 9 in the 2014-15 school year...(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.



## **Course Credit for Standard Diploma**

In accordance with [Florida Statute § 1003.436\(2\)](#), credits are awarded in 0.5 credit increments per semester upon successful completion of course requirements, with the exception of courses with EOC Assessments that award one credit. See options below for specific credit requirements.

## **Online Learning for Standard Diploma**

Beginning with the 2011-2012 incoming Grade 9 students, the Digital Learning Now Act requires that all high school students graduating with a 24-Credit Standard Diploma (except those enrolled in the ACCEL Option, Special Diploma, International Baccalaureate (IB) Program, or the Advanced International Certificate of Education (AICE) Program) successfully complete at least one online course. The course has to be within the 24 credits required for high school graduation and must be passed. Courses may be either 0.5 credit or 1.0 credit in value. Online credit recovery or original credit courses may be used to satisfy this requirement. [[Florida Statute § 1002.45282\(4\)](#)] (Students may take these courses online, outside of, or as a part of the school day.)

In accordance with [Florida Statute § 1003.4282\(4\)](#), online high school credit courses successfully completed in Grades 6-8 may be used to fulfill this requirement. Student eligibility for participation in a Virtual Education Program is determined by [Florida Statute §1002.455](#) and participation requirements are set forth in [Florida Statute § 1002.45\(6\)](#).

This requirement does not apply to a student who has an IEP, which indicates that an online course would be inappropriate, or a student who is enrolled in a Florida high school and has less than one academic year remaining in high school. [[Florida Statute § 1002.4282\(4\)](#)]

## **Grade Point Average (GPA) for Standard Diploma**

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

Students must earn a minimum GPA of 2.0 on a 4.0 scale for all credits attempted, except for those replaced according to the Forgiveness Rule. [[Florida Statute § 1003.437](#)]

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

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

### **Virtual/Online Course Requirement for Four-Year 24-Credit Option**

Beginning with students entering Grade 9 in the 2011-2012 school years, at least one course within the 24 credits required in this subsection must be completed through online learning. An online high school credit course taken during Grades 6-8 fulfills this requirement. The requirement is met through an online course offered by the Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course. [[Florida Statute § 1003.4282\(4\)](#)]

The District School Board, as applicable, may offer students the following options to satisfy the online course requirements:

- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification funding list pursuant to s. 1008.44 or passage of the information technology certification examination without enrollment in or completion of the corresponding courses, as applicable.
- Passage of an online content assessment, without enrollment in or completion of the corresponding course or courses, as applicable, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.

### **English Requirements for Four-Year 24-Credit Option**

- Students must earn four English credits (English I, II, III, and IV).

### **Mathematics Requirements for Four-Year 24-Credit Option**

1. Students must earn four high school mathematics credits, which must include Algebra 1 and Geometry. [[Florida Statute § 1003.4282\(3\)\(b\)](#)]
2. Three of the four required mathematics credits must be earned in Grades 9-12. However, students who score a minimum of 550 on the mathematics portion of the old SAT (prior to March 2016), or a 570 on the mathematics portion of the new SAT, or a minimum score of 24 on the mathematics portion of the ACT, may be exempt from the requirement that the three credits be earned in Grades 9-12 and may use all high school mathematics credits earned at middle school toward the four-credit graduation requirement. (Students should be reminded that meeting only the minimum mathematics credit requirement might adversely impact college admission.)
3. The grades earned in high school courses, taken in middle school, will be included on the high

- school transcript.
4. Students enrolled in Algebra 1 in 2011-2012 and thereafter, must meet satisfactory performance or earn a Level 3 on the Algebra 1 EOC Assessment, in order to fulfill the graduation requirement. [\[Florida Statute § 1008.22\(3\)\(b\)1\]](#)
  5. Beginning with the 2011-2012 school year, all students enrolled in geometry must take the Geometry EOC Assessment. [\[Florida Statute § 1008.22\(3\)\(b\)1\]](#)
  6. Students, who enroll in Algebra 1 in the 2013-2014 school years and thereafter, must take the Algebra 1 EOC Assessment and pass the course. Student performance on the Algebra 1 EOC Assessment constitutes 30 percent of the student's final course grade. Students who do not take the Algebra 1 EOC Assessment will receive an "F" in the course. After the student makes up the EOC, the final grade will be calculated.
  7. A student must meet satisfactory performance on the Algebra 1 EOC Assessment to earn a Standard Diploma. A comparative score of 97 on the Postsecondary Education Readiness Test (P.E.R.T.) will satisfy this requirement.
  8. Students, who enroll in Geometry or Algebra 2 in the 2013-2014 school years and thereafter, must take the corresponding EOC Assessment and pass the course. Student performance on the EOC Assessment constitutes 30 percent of the student's final course grade. Students who do not take the EOC will receive and "F" in the course. After the student makes up the EOC, the final grade will be recalculated.
  9. A student must meet satisfactory performance or earn a Level 3 or higher on the Geometry and algebra 2 EOC Assessments to earn a Standard High School Diploma Scholar Designation.
  10. Industry certification courses that lead to college credit may substitute for up to two mathematics credits, not including Algebra 1 or Geometry.

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

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

Course	Course Code
Algebra 1	1200310
Algebra 1 Honors	1200320

All students who entered Grade 9 in the school year 2011-2012 or thereafter, who have previously scored non-proficient on the Algebra 1 EOC Assessment, unless they earned a comparative score of 97 on the PERT must take the Algebra 1 EOC Assessment.

## Geometry End-of-Course (EOC) Assessment Requirement

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

Course	Course Code
Geometry	1206310
Geometry Honors	1206320

## Algebra 2 End-of-Course (EOC) Assessment Requirement

All students enrolled in and completing any of the following courses must take the Algebra 2 EOC Assessment:

Course	Course Code
Algebra 2	1200330
Algebra 2 Honors	1200340

## Science Requirements for Four-Year 24-Credit Option

1. Three science credits must be earned during high school (Biology 1, physical science, and an equally rigorous science course). If a student earned a Biology and/or physical science credit in middle school, that course will meet the subject area requirement. However, an additional three science credits must be earned in grades 9-12.
2. Students who enter Grade 9 in the 2012-2013 school year or earlier, must earn three science credits, as follows:
  - 1.0 credit in Biology 1;
  - 1.0 credit in a physical science (Earth/Space, Chemistry, Astronomy or Physical Science); and
  - 1.0 credit in science.
3. Two courses must include a laboratory component. [[Florida Statute § 1003.4282 \(3\)\(c\)](#)]
4. Beginning with the 2011-2012 school year, all students enrolled in Biology 1 must take the Biology 1 EOC Assessment. [[Florida Statute § 1008.22\(3\)\(b\)2](#)]
5. Students, who enter Grade 9 and enroll in Biology 1 in the 2013-2014 school years or thereafter, must take the Biology 1 EOC Assessment and pass the course. Student performance on the EOC will constitute 30 percent of the final course grade. Students who do not take the EOC Assessment will receive an "F" in the course. After the student makes-up the EOC, the final grade will be

recalculated. [[Florida Statute § 1003.4282 \(3\)\(c\)](#)]

6. A student must meet satisfactory performance or earn a Level 3 or higher on the Biology 1 EOC Assessment to earn a Standard High School Diploma Scholar Designation.
7. Students who enter Grade 9 in the 2013-2014 school year or thereafter, must earn three science credits, as follows:
  - credit Biology 1;
  - credit in a physical science (must be an equally rigorous course: Earth/Space, Chemistry, Physics, Astronomy, or Physical Science courses); and
  - 1.0 credit in science (must be an equally rigorous course).
8. Students entering Grade 9 in the 2013-2014 school years and thereafter must earn a credit in Biology 1 and pass two equally rigorous courses as a requirement for graduation. An industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education or an identified computer science course with a related industry certification may substitute for up to one science credit, not including Biology 1. [[Florida Statute §1003.4282\(3\)\(c\)](#)]

**NOTE:** It is recommended that students enrolled in regular courses take Earth/Space Science Regular (R) in 9th grade; Biology 1 (R) in 10th grade; and Chemistry 1 (R), Environmental Science (R), Marine Science 1 (R), Anatomy and Physiology (R), or Physical Science (R) in 11th grade to fulfill the new graduation requirement. Physics 1 (R) can also be used for regular students to fulfill this new requirement, but it is not recommended until 12th grade. All of these courses except Biology 1 (R)] are equally rigorous courses and Earth/Space Science (R), Chemistry 1 (R), Physical Science (R), and Physics 1 (R) also count as a credit in the physical sciences. All other regular courses open in the SDPBC, which include but are not limited to Ecology (R) and Zoology (R), are not equally rigorous courses for 9th grade students entering the 2013-2014 school years and thereafter and will no longer count toward the three science credits needed to graduate.

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

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

Course	Course Code
Biology 1	2000310
Biology 1 Honors	2000320

## Social Studies Requirements for Four-Year 24-Credit Option

Students must earn three social studies course credits for graduation [[Florida Statutes § 1003.4282\(3\)\(d\)](#)], as follows:

- Grade 10 World History - 1.0 credit
- Grade 11 United States (US) History - 1.0
  - U.S. History students must take the U.S. History EOC Assessment and pass the course.
  - Student performance on the U.S. History EOC Assessment constitutes 30 percent of the student's final course grade.
  - Students who do not take the U.S. History EOC Assessment will receive an "F" in the course. After the student makes-up the EOC, the final grade will be recalculated.
  - A student must meet satisfactory performance or earn a Level 3 or higher on the U.S. History EOC Assessment to earn a Standard High School Diploma Scholar Designation.
- Grade 12 US Government - 0.5 credit
- Grade 12 Economics with Financial Literacy - 0.5 credit

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

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

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

## Physical Education requirements for Four-Year 24-Credit Option

- In accordance with [Florida Statute § 1003.4282\(3\)\(f\)](#), the school may not require that the one credit physical education requirement be taken during the 9<sup>th</sup> grade year.
- For students who entered Grade 9 in the 2007-2008 school year and thereafter, this requirement may be met by completing one of two options:
  - **Option 1:** 0.5 credit Personal Fitness/0.5 credit Physical Education Activity Elective; or
  - **Option 2:** 1.0 credit Health Opportunities through Physical Education (HOPE).

## Physical Education High School Waiver Options

Schools Choosing the Personal Fitness/ Physical Education Activity Elective Option	Schools Choosing the Health Opportunities through Physical Education (HOPE) Option
<p>Two seasons of an interscholastic sport at the junior varsity or varsity level <b>AND</b> a grade of "C" or better on the Personal Fitness competency test waives the 0.5 credit in Personal Fitness and the 0.5 credit requirement in a Physical Education activity elective.</p>	<p>Two seasons of an interscholastic sport at the junior varsity or varsity level <b>AND</b> a grade of "C" or better on the Personal Fitness competency test waives the full 1.0 credit Physical Education requirement. [<a href="#">Florida Statute § 1003.4282(3)(f)</a>]</p> <p>No credit will be earned when waiving the Physical Education requirement through interscholastic sports participation.</p>
<p>One semester of marching band with a grade of "C" or better, waives the 0.5 credit requirement of a Physical Education activity elective.</p> <p><b>NOTE:</b> Another option is to have this waive the performing arts requirement.</p> <p>The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	
<p>One semester of a dance class waives the 0.5 credit requirement of a Physical Education activity elective.</p> <p><b>NOTE:</b> Another option is to have this waive the performing arts requirement.</p> <p>The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	
<p>Two years in a JROTC* class waives the 0.5 credit Physical Education activity elective <b>AND</b> the full 1.0 credit performing arts requirement (Waiver #1500480). The student must still take the 0.5 credit Personal Fitness class to complete the requirement.</p>	<p>Two years in a JROTC* class satisfies the full 1.0 credit Physical Education requirement <b>AND</b> the full 1.0 credit performing arts requirement. [<a href="#">Florida Statute § 1003.4282(3)(f)</a>]</p>

\* Junior Reserve Officers' Training Corps

## Physical Education Waivers and Descriptions

Course Code for Waiver	Description of Waiver	Options Applied to:
1500410	INTERSCH SSN 1 - COM (Completion of interscholastic sport season 1)	Personal Fitness/Physical Education activity elective <b>AND HOPE</b>
1500420	INTERSCH SSN 2-COM (Completion of interscholastic sport season 2)	Personal Fitness/Physical Education activity elective <b>AND HOPE</b>
1500430	<b>INTERSCH SPTS Waiver (Personal Fitness Competency Test waiver)</b>	<b>Personal Fitness/Physical Education activity elective AND HOPE</b>
1500440	MCHG BAND PE WAIVER (Marching Band PE waiver)	Personal Fitness/Physical Education activity elective (Students must still take the Personal Fitness class. This waiver is for the half (54) credit requirement of a Physical Education activity elective).
1500445	DANCE WAIVER (Dance Waiver)	Personal Fitness/Physical Education activity elective (Students must still take the Personal Fitness class. This waiver is for the half (%) credit requirement of a Physical Education activity elective).
1500450	JROTC* PE YR 1 WAIVER (JROTC* Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education activity elective <b>AND HOPE</b> (Students under Personal Fitness/Physical Education activity elective option must still take the Personal Fitness class)
1500460	JROTC* PE YR 2 WAIVER (JROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education activity elective <b>AND HOPE</b> (Students under Personal Fitness/Physical Education activity elective option must still take the Personal Fitness class.
1500470	JROTC* PE WAIVER-COM (Completion of JROTC* year 1, JROTC* year 2, and the Personal Fitness course)	Personal Fitness/Physical Education activity elective
1500480	JROTC* PE/PERFORMING ARTS WAIVER	Personal Fitness/Physical Education activity elective <b>AND HOPE</b> (Students under Personal Fitness/Physical Education activity elective option must still take Personal Fitness course.)

\*Junior Reserve Officers' Training Corps

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

- Students entering Grade 9 in the 2007-2008 school year and thereafter must take one credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. [[Florida Statute S1003.4282\(3\)\(e\)](#)]
- Eligible practical arts courses shall be identified through the Florida Department of Education Course Code Directory. [[Florida Statute § 1003.4282\(3\)\(e\)](#)]



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

- two years of JROTC, a significant portion of which is drills; and
- 1.0 credit of JROTC satisfies the performing arts requirement and 1.0 credit of ROTC satisfies the HOPE requirement. [[Florida Statute §1003.4282\(3\)\(f\)](#)]

### **Electives Requirements for Four-Year 24-Credit Option**

1. Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships and college admission.
2. Elective credit may be earned for nonpaid voluntary community or school service (not including court ordered service). Voluntary Public Service and Voluntary School/Community Service each provide 0.5 credits for a minimum of 75 hours of service.
3. Elective credit may not be granted toward high school graduation for the following:
  - more than a total of nine elective credits in remedial/compensatory programs;
  - more than one credit in exploratory vocational courses;
  - more than three credits in practical arts, family, and consumer science (home economics) courses; and/or
  - any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Education Plan (IEP) or Progress Monitoring Plan (PMP), signed by the principal, the school counselor, and the parent(s) of the student, if the student is not 18 years or older, or by the student, if the student is 18 years of age or older.

### **World Language Options**

The successful completion of two sequential World Language courses is not a graduation requirement. However, a student must demonstrate World Language proficiency at a level equal to two years of high school World Language (in the same language) or American Sign Language coursework as a requirement for entry into the State University System (SUS), for a Florida College System Associate in Arts degree, and the Florida Bright Futures Scholarship Program. Students not completing this requirement while in high school must make up the credits at a postsecondary institution prior to graduation from a university.

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

1. complete two high school credits in the same language;
2. complete one high school World Language credit at second level (i.e., Spanish 2, French 2, etc.);
3. pass an AP, AICE (AS or A Level), or IB (Diploma Program Standard Level or Higher Level) World Language course;
4. complete a second post-secondary course (i.e., Elementary II), as long as the course is 4.0 semester credits; or
5. pass a third post-secondary course (i.e., Intermediate I), regardless of credit.

## World Language Waiver Options

There are two possible ways in which students can obtain a World Language Waiver.

### Option 1:

To qualify for a World Language Waiver, a student must earn, at the minimum, the scores indicated in the chart below on a CLEP, AP, SAT-II, or a Departmental Test.

Test	Minimum Score Required for Proficiency
CLEP*	For students entering college 2008-09 and later: French 59; German 60; and Spanish 63
AP*	3
SAT-II	If a college awards credit based on a SAT Subject test, documentation of the credits awarded must be given to the high school counselor.
Departmental Test	If a college awards credit based on the basis of their own World Languages Departmental Test, documentation of the credits awarded must be given to the high school counselor.

\*Scores approved by State Board of Education and posted in the Articulation Coordinating Committee's Credit-by-Exam Equivalencies document

### Option 2:

If a student's proficiency is in a language for which there is no test available to determine proficiency, a transcript documenting formal education equal to two years of high school coursework in that language, or in English in a non-English-speaking country, may be used. For current World Language policies, refer to the *Florida Counseling for Future Education Handbook* at: <https://www.flvc.org/advising-manuals/counseling-for-future-education-handbook>

Refer to the *2014-2015 Bright Futures Student Handbook* for current policies related to meeting the World Language requirement at: <http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf>.

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

## **Community Service for Four-Year 24-Credit Option Students**

All students must earn 20 hours of community service, using the honor system. Students must complete community service hours upon successful completion of 8<sup>th</sup> grade and by high school graduation.

## **Graduation Requirements for Transfer Students**

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

1. A student entering high school from another district, state, or country is required to satisfy the graduation requirements of his/her enrolled cohort.
2. The student must take a full schedule of courses to comply as closely as possible with the graduation requirements of the cohort, but shall not be required to spend additional time in school in order to meet these requirements. Unless prescribed by his/her Progress Monitoring Plan (PMP), no junior or senior will be required to take two required courses in the same discipline concurrently. A [Graduation Credit Waiver Request \(PBSD 2461\)](#) must be completed for any credits waived for transfer students.
3. Per [Florida Statute 1003.4282\(4\)](#), a student who is enrolled in a Florida high school and has less than one academic year remaining may waive the on-line course requirement.
4. A [Graduation Credit Waiver Request \(PBSD 2461\)](#) must be completed to waive this requirement.
5. A transfer student may not waive credits required for graduation if he/she will receive a Certificate of Completion.

## **COURSE MODIFICATIONS**

### **English Language Learners (ELLs) Course Modifications**

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

### **Active Section 504 Accommodation Plans Course Modifications**

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

In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008 (effective January 1, 2009). Congress declared that its

purpose in amending the ADA was to reinstate a broad scope of protection, to carry out its objectives of providing "a clear and comprehensive national mandate for the elimination of discrimination," and set forth "clear, strong, consistent, enforceable standards addressing discrimination."

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

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

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

The Multi-Disciplinary Team is responsible for deciding if any deviation and/or exemptions to the General Education content requirements should be included on the Section 504 Accommodation Plan. Thus, a student's Section 504 Accommodation Plan must document any modification to the General Education course content requirements necessary for the student to ensure an equal opportunity to master the General Education content requirements.

## HIGH SCHOOL DIPLOMAS

STA offers the following diploma option:

- 24-Credit Standard Diploma

### Diploma Designations

Students may earn one or more "designations" on their Standard Diploma. Students are not required to obtain a "designation." There is no deadline for choosing a "designation." There are three "designations;" the scholar diploma designation, the merit diploma designation, and the Seal of Biliteracy:

1. **Scholar Diploma Designation** - In addition to meeting the Standard Diploma requirements, the following criteria must be met.
  - Students must earn:
    - 1.0 credit in Algebra 2 (must earn a proficient score on the EOC Assessment beginning with students entering Grade 9 in school year 2014-2015);
    - 1.0 credit in statistics (or an equally rigorous mathematics course);
    - 1.0 credit in Chemistry or Physics;
    - 1.0 credit in a course equally rigorous to chemistry or physics; and
    - 2.0 credits in the same world language.
  - Students must earn a proficient score on the Geometry, Biology 1, and US History EOC Assessments.
  - Students must earn at least one credit in AP, IB, AICE, or a Dual Enrollment course.
2. **Merit Designation** - In addition to meeting the Standard Diploma requirements, students must attain one or more industry certifications from the list established, per [Florida Statute § 1003.492](#).
3. **Seal of Biliteracy** - The Seal of Biliteracy is an award in recognition of high school graduating students who have attained a high level of competency in listening, speaking, reading and writing in one or more languages in addition to English. The purpose of the Seal of Biliteracy is to encourage students to study languages, certify attainment of biliteracy skills, provide employers with a method of identifying an individual who has language and biliteracy skills, recognize and promote World Language instruction in public schools, strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.

To qualify for the Seal of Biliteracy, a student must meet the following requirements:

1. Earn a standard high school diploma
2. Demonstrate proficiency in English by earning a passing score on the statewide, standardized English Language Arts assessment or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (e.g. ACT or SAT)
3. Demonstrate proficiency in a world language by earning:
  - a. A score of three (3) or higher on an Advanced Placement (AP) assessment in a world language
  - b. A score of four (4) or higher on an International Baccalaureate (IB) assessment in a world language

- c. A score of (E) or higher on an Advanced International Certificate of Education (AICE) assessment in a world language
- d. An average score or higher for college-bound senior in the year the assessment was taken according to the College Board on a SAT II subject area assessment in a world language
- e. A score demonstrating proficiency on an alternative, district-approved world language assessment

## **CERTIFICATES OF COMPLETION**

In accordance with [State Board of Education Rule 6A-1.0995\(4\)](#), a Certificate of Completion shall be awarded in a form prescribed by the State Board of Education.

### **Standard Certification of Completion**

Standard Certification of Completion is awarded to students who meet all criteria established by the School Board and State law, except for earning a proficient score on the required state assessments and/or the required minimum 2.0 cumulative GPA. [[Florida Statute § 1003.4282\(7\)\(c\)](#)]

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 one additional year and receive special instruction designed to remedy his/her identified deficiencies, in accordance with [Florida Statute § 1003.4282\(7\)\(c\)](#).

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.

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

1. take the Florida Comprehensive Assessment Test (FCAT) 2.0/End-of-Course (EOC) Assessments;
2. take ACT or SAT and earn the scores concordant with FCAT 2.0/ EOC Assessments;
3. return to school for a 13<sup>th</sup> year to remediate the FCAT 2.0/EOC Assessment and/or GPA;
4. stay in school and enroll in a Performance-Based Exit Option Model;
5. enroll in an Adult GED Program or credit program; or
6. take the Postsecondary Education Readiness Test (P.E.R.T.) and attend Palm Beach State College while continuing to take the FCAT 2.0/EOC Assessment, if the only graduation deficiency is FCAT 2.0/EOC Assessments.

## **RECOGNITION OF VALEDICTORIAN/SALUTATORIAN**

To be eligible for valedictorian or salutatorian recognition, a student must have attended the STA public school for three complete years, two of which must be the junior and senior years. Students selecting an 18-Credit ACCEL Graduation Option or electing to complete the 24-Credit Option in three years will not be eligible for valedictorian/salutatorian. An early admission student enrolled full-time in a college or

university during any portion of his/her senior year will not be eligible for valedictorian/salutatorian.

### **Valedictorian/salutatorian Calculation**

1. The valedictorian/salutatorian award will be based on grades earned after promotion from 8<sup>th</sup> grade through the first semester of 12<sup>th</sup> grade.
2. The valedictorian will be the student with the highest HPA, carried to the ten-thousandth place.
3. The salutatorian will be the student with the second highest HPA, carried to the ten- thousandth place.
4. In the case of a tie for the highest HPA, co-valedictorians will be named, and the student with the third highest HPA will be designated as salutatorian. In the case of a tie for the second highest HPA, co-salutatorians will be named.

## **FLORIDA DEPARTMENT OF EDUCATION SCHOLARSHIPS**

### **Florida Bright Futures Scholarship Program**

Per [Florida Statute § 1009.53](#), the Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement, and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within three years of graduation from high school. For information regarding Bright Futures Scholarship recipients attending nonpublic institutions, refer to [Florida Statute §1009.538](#).

Additional information can also be obtained from the Florida Bright Futures Scholarship Program website located at: <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

The Florida Bright Scholarship Program consists of three awards:

- Florida Academic Scholars Award;
- Florida Medallion Scholars Award; and
- 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. The eligibility requirements are subject to change with each legislative session.

## **REMEDICATION AND RETENTION**

### **IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION**

The following sections identify performance levels as they relate to the Florida Comprehensive Assessment Test (FCAT) 2.0<sup>22</sup>, End-of-Course (EOC) Assessments, FCAT Writing, Scholastic Reading Interactive (SRI), and additional optional assessments. This permits decision-makers to identify the overall achievement of each child through District and statewide assessments and allows for a more narrow focus on student achievement for the purposes of remediation decisions. Teachers and administrators may examine the student's reading, writing, mathematics, and/or science performance to determine whether a student is in need of remediation in one or more of these areas.

### **MIDDLE SCHOOL (6-8) REMEDIATION REQUIREMENTS**

#### **Reading Remediation**

The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with state guidelines (House Bill 7069), STP uses the following determiners to decide the level of reading support for students. Students will be determined to be in need of reading intervention based on all available data, such as FY16 FSA ELA results, FY16 Winter Diagnostic results, and teacher input. The level of support necessary depends upon teacher input and the results of Reading Plus Benchmark Assessment or Reading Running Records (incoming 6th graders only).

1. If a student is two or more years below grade level as determined by an approved reading assessment, he/she must take either two periods of intensive reading or one period of intensive reading along with one of the following: a period of a content area class taught by a reading endorsed, reading certified teacher, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; or an AVID elective. Teacher input will determine which path is most appropriate.
2. If a student is not two or more years below grade level as determined by an approved reading assessment, but does have deficiencies in word decoding and/or text efficiency (as determined by an approved reading assessment), the student may take one period of intensive reading; one period of a content area class taught by a reading endorsed, reading certified, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; or an AVID elective taught by a CLS designated teacher. Teacher input will determine which path is most appropriate.
3. If a student is not two or more years below grade level as determined by an approved reading assessment, and does not have deficiencies in word analysis and/or text efficiency (as determined by an approved reading assessment), then he/she may take one period of intensive reading; one period of a content area class taught by a reading endorsed, reading certified, or NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; or an AVID elective. Teacher input will determine which path is most appropriate.
4. For Students with Disabilities, the IEP Team may recommend appropriate remediation.

#### **Mathematics Remediation Requirements Based on Standardized Assessments**

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



## **MIDDLE SCHOOL (6-8) REMEDIAL INSTRUCTION**

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

STPA provides remedial instruction in reading, writing, science, and mathematics for those students identified as having substantially deficient skills in reading, writing, mathematics, and/or science as identified by teacher/principal recommendation, normreferenced tests, Florida Comprehensive Assessment Test (FCAT) 2.0, Florida Standards Assessment (FSA), and school-selected reading tests (i.e., Scholastic Reading Inventory (SRI), Diagnostic Assessment of Reading (DAR), and Oral Reading Fluency Measure). Remedial instruction shall be provided through implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s). (Refer to Progress Monitoring section.)

### **Middle School Reading Intervention Courses**

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

1. whole group explicit instruction;
2. small group differentiated instruction;
3. independent reading practice (utilizing classroom library materials, monitored by the teacher);
4. integration of Next Generation Sunshine State Standard (NGSSS) and/or Language Arts Florida Standards (LAFS) specific to the subject area if blocked with the intensive reading course (Biology, World History, etc.);
5. focus on informational text at a ratio matching Florida Standards Assessment (FSA); and
6. opportunities for accelerated achievement. [[State Board of Education Rule 6A-6.054\(2\)](#)]

Additional evaluations, portfolio reviews, and alternative District assessments beyond FCAT 2.0 are considered when placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Schools must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention.

### **Middle School Complementary Options for Remedial Instruction**

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

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

## **Middle School Course Recovery (MSCR)**

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

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

Schools may create a program that best suits its school student population within the MSCR Guidelines. All MSCR Program teachers must be currently certified as a teacher and be MSCR trained annually in order to qualify as a MSCR Program teacher.

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

### ***MSCR Content Areas Offered***

- Language Arts
- Mathematics
- Science
- Social Studies

## **HIGH SCHOOL (9-12) REMEDIATION REQUIREMENTS**

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

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

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

Credits earned in remedial instruction courses must be in addition to, but may not be in lieu of, English

and mathematics credits required for graduation. These courses will be considered elective credits. [[Florida Statute § 1003.4282\(5\)](#)]

Students who do not earn a proficient score on the required statewide assessments test are provided remedial instruction and must retake the test during regularly scheduled test administrations. Seniors who have not earned a proficient score on the required statewide assessments, or who do not have the required minimum 2.0 Grade Point Average (GPA), may elect to attend school for an additional year.

Remedial instruction is also provided for students who fall below standards for classification to the next grade level. Students identified as having below the credit or grade level requirements for classification, may take courses for forgiveness or credit accrual, by enrolling in and/or attending the following:

Summer School (if offered);

- Adult Education Center (AEC) Credit Lab;
- AEC Adult High School Credit Program and/or AEC Florida Comprehensive Assessment Test (FCAT) 2.0 remediation courses;
- various Adult Community School Programs;
- Edgenuity Credit Recovery; and
- Palm Beach Virtual Franchise.

Other credit programs may be developed by the School District to assist students toward meeting classification requirements.

## **High School Reading Remediation**

The goal of reading remediation is to provide students with the skills and strategies necessary to assist them in reading text that is on grade level. In compliance with state guidelines ([House Bill 7069](#)), the SDPBC follows the outlined criteria to determine the level of reading support provided for students.

Students in Grades 9-10 will be determined to be in need of reading intervention based on all available data, such as FY16 FSA Reading results, FY16 Winter Diagnostic results, and teacher input. Students in Grade 11 who did not meet proficiency standards on the FY16 ELA FSA must also receive intensive reading support. Students in Grade 12 who have not met proficiency standards on FSA ELA or FSA ELA Retake must also receive intensive reading support.

1. If a student is two or more years below grade level as determined by an approved reading assessment, he/she must take either two periods of intensive reading or one period of intensive reading along with one of the following: a period of a content area class, taught by a reading endorsed, reading certified teacher, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; an AVID elective; or one period of a college readiness skills course (Grades 11 and 12 only). Teacher input will determine which path is most appropriate.
2. If a student is not two or more years below grade level as determined by an approved reading

assessment, but does have deficiencies in word decoding and/or text efficiency (as determined by an approved reading assessment), the student may take one period of intensive reading; one period of a content area class taught by a reading endorsed, reading certified, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; an AVID elective taught by a CLS designated teacher; or one period of a college readiness skills course (Grades 11 and 12 only). Teacher input will determine which path is most appropriate.

3. If a student is not two or more years below grade level as determined by an approved reading assessment, and does not have deficiencies in word analysis and/or text efficiency (as determined by an approved reading assessment), then he/she must take one period of intensive reading; one period of a content area class taught by a reading endorsed, reading certified, NGCAR-PD certified or Content Literacy Strategies (CLS) designated teacher; an AVID elective; or one period of a college readiness skills course (Grades 11 and 12 only). Teacher input will determine which path is most appropriate.
4. For ESE students, the IEP Team may recommend appropriate remediation.

## **Algebra 1 Remediation**

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

If a student does not meet the minimum score of achievement Level 3 or above, the student may move on to the next higher mathematics course but must retake the Algebra 1 EOC Assessment. [[Florida Statute § 1003.4282\(5Mb\)](#)]

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

## **PROGRESS MONITORING**

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

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

- a federally-required student plan addressing specific needs, such as an Individual Education Plan (IEP);
- a school-wide system of progress monitoring for all students; or an
- individualized PMP.

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

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

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

The PMP should clearly identify the following:

- 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.

## **PROCEDURES FOR IMPLEMENTING THE PROGRESS MONITORING PLAN (PMP)**

Each Plan must outline an intensive remedial program in the area(s) of weakness designed to assist the

student in meeting State and/or District expectations for proficiency. Each student who does not meet the levels of performance, as determined by the District/State in reading, writing, mathematics, and science, and for each grade level or who scores below Level 3 ELA or Mathematics FSA, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [[Florida Statute § 1008.25\(4\)\(a\)](#)]

If the student has been identified as having a deficiency in reading, refer to the K-12 Comprehensive Reading Plan, which includes instructional and support services to meet the desired levels of performance.

- Data from the additional assessments are to be used to formulate the student's PMP.
- Diagnosis and remediation will occur as soon as possible, after a student has been identified as deficient in reading, writing, mathematics, and/or science or as needing mandatory remediation.

Diagnostic assessments may include:

- a portfolio of student work;
- teacher assessment;
- tests/placement tests; and/or
- diagnostic software results.

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

### **Additional PMP Requirements for Secondary School Students**

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

For each year in which a student scores at Level 1 or 2 on the FSA ELA, the student must be enrolled in and complete, at a minimum, an intensive reading course the following year. Placement of Level 1 or 2 readers in either an intensive reading course or a content area course in 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\(2\) & State Board of Education Rule 6A-6.054\(2\)](#)]

Middle school students who score a Level 1 or Level 2 on the FSA ELA are required to receive reading intervention, either in the form of an intensive reading course or a content area class with a reading endorsed teacher, depending on the student's FAIR results and teacher input.

Middle school students who score a Level 1 or Level 2 on FSA ELA and have intervention needs in the areas of decoding and/or text reading efficiency should have extended time for reading intervention. This extended time can include, but is not limited to, students reading on a regular basis before and after school with teacher support; or for students two or more years below grade level, two periods of reading to accelerate foundational skills. [[State Board of Education Rule 6A-6.054\(2V\)](#)]

For each year in which a high school student scores at Level 1 or Level 2 on the mathematics and/or

science statewide assessments, the student must have a PMP and must have received remediation. [[Florida Statute § 1008.25\(4\)\(a\)\(b\)](#)]

## **Middle School Data and Criteria for Progress Monitoring (PMP)**

Schools can use the following data/criteria for making the PMP decisions:

- data from screenings;
- progress monitoring and diagnostic assessments already in use in the District; and/or
- teacher recommendation.

Schools must identify and document specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0 Reading (or the FSA). Schools must also serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. This intervention course should include one or more of the above-mentioned interventions.

## **MIDDLE SCHOOL (6-8) PROGRESS MONITORING**

### **Progress Monitoring in Reading**

Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading or the FSA a minimum of three times per year as documented in the PMP. This includes a baseline, midyear, and an end-of-year assessment. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

### **Progress Monitoring in Mathematics**

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics (or the FSA), the student must receive remediation the following year, which may be integrated into the student's required mathematics course. [[Florida Statute § 1003.4156\(2\)](#)]

### **Progress Monitoring in Science**

A student who scores a Level 1 or 2 on the Statewide Science Assessment must receive remediation the following year, which may be integrated into the student's required science course.

## **HIGH SCHOOL (9-12) PROGRESS MONITORING**

### **English, Mathematics, and Science Progress Monitoring**

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

## **ENGLISH LANGUAGE LEARNERS (ELLs) PROGRESS MONITORING**

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

## **EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRESS MONITORING**

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

## **REPORTING STUDENT PROGRESS**

[Florida Statute § 1003.33](#) require that School District report cards clearly depict and report the following:

- the student's academic performance in each class or course (based upon examinations, as well as written papers and other academic performance criteria), and must include the student's performance or nonperformance at his/her grade level;
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

The student's final report card for a school year shall contain a statement indicating end-of- the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. [[Florida Statute § 1003.33\(2\)](#)]

## **EXCEPTIONAL STUDENTS EDUCATION (ESE) STUDENTS**

Parent(s) of students with disabilities enrolled in Exceptional Student Education (ESE) must also be informed of their child's progress toward his/her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive progress reports during each marking period. A statement specifying the method and frequency of the progress of an ESE student with a disability is reported and included in the student's IEP.

## **PARENT WRITTEN NOTIFICATION REQUIREMENTS**

As outlined in [Florida Statute § 1008.25\(8\)\(a\)](#), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency. All communication (written and



verbal) with parents must be in a language they understand unless clearly not feasible.  
(Refer to <http://www.fldoe.org/aala/lulac.asp>.)

1. Parent(s) must be notified in writing of the School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements.
2. All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.
3. School personnel will notify parent(s) in writing of student progression and/or promotion/graduation requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [[Florida Statute § 1008.251](#)]
4. For students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation instruction will be provided through the implementation of a student's IEP (e.g., PMP, IEP, ELL Plan, and Section 504 Accommodation Plan) developed in consultation with the parent(s). The student's IEP, with the signature of the parent(s), will serve as written notification as required by [Florida Statute § 1008.25](#).

### **Additional Middle School Requirements for Parent Notification**

1. The parent(s) of a middle school student who is failing two or more courses or not meeting promotion requirements must be notified in writing. The notification will provide the parent(s) with information regarding the Middle School Course Recovery (MSCR) Program. The parent is required to return to the sending school the designated portion of the notification. It is advisable that schools contact those parent(s) who have not responded to the notification by telephone. A telephone log of these calls should be kept to ensure that every identified child has been afforded the opportunity to receive course recovery through the MSCR Program.
2. A report card is issued to each middle school student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior, and attendance and promotion. (Refer to [Florida Statute § 1003.33\(2\)](#).)

### **Additional High School Requirements for Parent Notification**

1. Parent(s) of a student who is in danger of failing a course or not meeting promotion requirements must be notified in writing at mid-term or at any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.
2. At the end of each semester, parent(s) of students who do not meet promotion/graduation requirements will be notified in writing of the requirements for remediation and/or credit accrual programs.
3. A report card is issued to each student at the end of each 4.5 week marking period and serves as a written notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance as

required by [Florida Statutes §§ 1002.20\(14\), 1003.02\(1\), and 1003.33](#). The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior, and attendance and promotion. [[Florida Statute § 1003.33\(2\)](#)]

4. At the end of each semester, notification must be made to the parent(s) of each student who has a cumulative GPA of less than 0.5 above the cumulative GPA required for graduation. This notification shall include an explanation of the policies the School District has put in place to assist the student in meeting the GPA (e.g., homework hot-line, forgiveness rule, summer session, counseling, tutoring, DOP programs, and study skills courses).

### **Secondary Mid-Term Progress Reports**

Within each grading period, a mid-term progress report will be issued during the middle week of each grading period. Parent notification will be provided any time thereafter, if a student's grade/performance drops or is near to failing.

## **GENERAL GRADING RULES FOR MIDDLE AND HIGH SCHOOL STUDENTS**

Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State Standards (NGSSS), Florida Standards (FS), as applicable, the course frameworks, and/or course syllabus approved by the principal/designee.

1. 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 practical's, and demonstrations);
  - classroom assignments (paper and pencil assignments; reports, term or research papers, models, projects, exhibits, posters, and computer programs);
  - homework [[School Board Policy 8.161](#)];
  - examinations (paper and pencil tests including: essay, multiple choice and completion, oral tests, and skill tests requiring demonstration; and/or
2. alternative 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" for *Incomplete* and "N" for *No Credit*) may not be changed after report cards are printed, except for one of the following situations:
  - The change is initiated by the teacher and approved by the principal. **Signatures of both the teacher and the principal are required**; or
  - The teacher will be consulted prior to the initiation of grade change by the principal, if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return. Only in justified cases may a principal change a marking code without teacher consent .

- The grade change is a result of the student successfully completing the school's MSCR Program. Signatures by the MSCR instructor or MSCR Program Coordinator, and the principal are required.

For all cases, **any grade change** requires **two signatures** on the [Grade/Course Change Documentation \(PBSD 0797\)](#) indicating the change and the reason for the change. 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. [\[School Board Policy 8.16\]](#)

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

## **EXCEPTIONAL STUDENT EDUCATION (ESE) GRADING RULES**

Students enrolled in ESE program(s) must have the opportunity to earn grades that are equivalent to the grades earned by General Education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that are to have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities must be graded on the basis of their performance.

Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s) upon entry to the program and/or at the beginning of each grading period.

## **ENGLISH LANGUAGE LEARNER (ELL) GRADING RULES**

No English Language Learner (ELL) may be denied the opportunity to earn above average grades because of placement in the English for Speakers of Other Languages (ESOL) Program or due to the accommodations prescribed in the student's ELL Plan or the lack of English language proficiency.

## **DESCRIPTION AND DEFINITION OF HIGH SCHOOL GRADES**

The grading system and interpretation of letter grades for all middle and high schools must comply with the grade scale identified in [Florida Statute § 1003.437](#). These grades are used to measure student success in courses Grades 6-12.

<b>A (90-100)</b>	Outstanding Progress	Indicates thorough mastery of the subject
<b>B (80-89)</b>	Above Average Progress	Indicates above average mastery of the subject
<b>C (70-79)</b>	Average Progress	Indicates average mastery of the subject
<b>D (60-69)</b>	Lowest Acceptable Progress	Indicates below average master of the subject
<b>F (Below 60)</b>	Failure	Indicates lack of mastery of the subject

I	Incomplete	<p>Indicates a problem that causes the student's work to be incomplete. For example:</p> <ul style="list-style-type: none"> <li>• Student has not been enrolled in a class long enough to determine a grade.</li> <li>• Transfer student's grades from previous school have not been received.</li> <li>• Student's Dual Enrollment grade is delayed.</li> </ul> <p><b>All effort should be made to allow a student ample opportunity to make up work and/or exams in order to change the grade of "I".</b></p>
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Grade averages are calculated to two decimal places (with no rounding). When assigning letter grades, an average with 0.50 or higher **must** be rounded up (i.e., 79.50 is a "B", and 79.49 is a "C").

**NOTE:** The letter grades ("N", "M", "W", and "E") are used for report card purposes only. Unless changed, a grade of "N" or "I" will cause the semester average to be computed as an "F" on the student transcript.

#### Grade of "N": No Credit (Attendance Problem)

Grade of "N": Grade of "N" is applicable only to students enrolled in high school credit courses and indicates the student has exceeded the absence limits and has not met course mastery requirements.

- For courses that do not require an End-of-Course (EOC) Assessment, an "N" (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least 90 percent of the semester per course and has not demonstrated mastery, by passing at least one nine-week marking period and the semester exam.
- For courses that require an EOC Assessment, an "N" (no credit) is recorded as the fourth nine-weeks grade when the student has not been in attendance for at least 90 percent of the school year per course and has not demonstrated mastery, by passing the fourth nine-week marking period.
- For the purpose of grade calculation, a grade of "N" will result in a semester grade of "F"

#### Grade of "M": Valid Missing Work

Grades are not required for a student who enters a class within the last three weeks of the second or fourth marking period, but enrollment during this time should not preclude a student from earning semester grades if appropriate. With the principal's permission, a grade of "M"<sup>19</sup> may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated. All effort should be made to allow the student to complete a sufficient number of assignments in order to earn a grade for each course in which he/she is enrolled. Prior enrollment in school should be taken into consideration when recording a grade of "M" for the semester. The principal/designee can make an exception and award grades of "M" for a student who enrolls prior to the last 3 weeks of the semester. A grade of "M" should not be used for schedule changes.

#### Grade of "I": Incomplete

An "I" (Incomplete) in any marking period, unless changed, remains on the report card and the final semester average will compute to an "F". All effort should be made to allow the student to complete assignments in order to earn a grade for each course in which he/she is enrolled.

#### Grade of "P": Pass

The grade of "P" (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when "P" is specified on an official transcript. A grade of "P" is a transcripts grade only, not a report card grade. It results in credit for coursework, but does not affect the GPA. A grade of "P" is also awarded when credit is earned through the Credit Acceleration Program (CAP).

Grade of "W": Withdrawn

Indicate 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"

**NOTE:** A Dual Enrollment course that results in a grade of "W" will be entered on the student's high school transcript, as required by [Florida Statute § 1007.271\(20\)](#).

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<sup>19</sup>The "M" is for report card purposes only and does not appear on the final student transcripts. "M" does not compute as an "F" and does not provide credit.

Grade of "E":

Examination Exemption (High School Only) Indicates the student is exempt from the semester examination.

**REPORTING STUDENT CONDUCT**

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

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

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

**REPORTING ATTENDANCE**

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

**CALCULATION OF FINAL GRADES IN MIDDLE SCHOOL**

A final grade for a yearlong middle school course is calculated by averaging the grades from each of the four nine-week marking periods. The final grade is calculated on a 4.0 system and converted to a letter grade. The grade point value is based on quality points as follows:

4.0.....	<b>A</b>
3.0.....	<b>B</b>
2.0.....	<b>C</b>
1.0.....	<b>D</b>
0.....	<b>for any other grade</b>

When a student has attained a final average of 4.0, 3.0, 2.0, or 1.0, the final grade is determined by rounding to the nearest whole number and converting to the "A", "B", "C", or "D" as appropriate.

A student's performance on the statewide Civics EOC constitutes 30 percent of the student's final course grade in civics. Therefore, the final average for civics will be calculated by the average of the four marking periods counting as 70 percent and the Civics EOC counting as 30 percent. Students who do not take the Civics EOC will receive an "F" in the course. After the student makes-up the EOC, the final grade will be recalculated.

Students enrolled in a high school credit course may meet the promotion requirement for that course by earning one of the following:

- first and second semester grades of at least "D";
- final year-long grade of at least "D" for EOC courses;
- meeting satisfactory performance or earning a Level 3 or higher on the statewide EOC Assessment, if applicable; or
- an average of one quality point when adding the grades for each quarter and dividing by the number of quarters.

School wide quarterly assessments of the standards are optional for all middle school courses. Students who are absent more than 10 percent of class time may earn a passing grade by demonstrating mastery. Quarterly assessments may also be used to determine mastery of the content.

Mastery for students who are absent more than 10 percent is defined as follows:

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

## **CALCULATION OF GRADES FOR HIGH SCHOOL COURSES**

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

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

High school course grades are reported on student transcripts as semester grades with the exception of courses with EOC Assessments. Each marking period grade counts 40 percent of the semester grade. Semester examinations at the high school level count 20 percent of the final semester grade. High school

students are required to take a semester examination for each course excluding the exemptions noted below. Semester grades for each course are calculated electronically.

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\(2\)](#)]

## **Grading Procedures for Courses with an End-of-Course (EOC) Assessment**

A student's performance on the statewide EOC Assessment constitutes 30 percent of the student's final course grade. All high school courses with statewide EOC Assessments will be recorded as yearlong courses. The coursework portion of the grade will be comprised of each of the four quarter grades counting as 22% and the mid-term exam counting as 12%. Exception: If a student earns an "F" in all four quarters, he/she will receive an "F" in the course, unless a proficient score (Level 3-5) is earned on the EOC. Students who do not take the required EOC will receive an "F" in the course. After the student makes-up the EOC, the final grade will be recalculated.

## **Honors Level Points**

1. The School District uses a weighted system to calculate the student's Honor Point Average (HPA). The standard scale is based on 4.0 "A", 3.0 "B", 2.0 "C", 1.0 "D" and 0 for any other grade. The grade received in a course is weighted and awarded according to the Florida Course Code Directory or as determined by the SDPBC.
2. Regular-level courses use the standard scale.
3. Honors-level and gifted-level courses are weighted at 1.125 times the standard scale.
4. Advanced Placement (AP) courses or Advanced International Certification of Education (AICE) courses are weighted at 1.50 times the standard scale. In order to obtain the 1.50 weighting, a student must take the standardized AP or AICE examination in May; including students taking AP courses through Florida Virtual. Students who do not take the AP or AICE examination will not receive AP/AICE weighting for the course(s). The course code will remain the same; however, the weighting will be changed to honors level 1.125.
5. International Baccalaureate (IB) courses are weighted at 1.50 times the standard scale with the following exceptions:

All Dual Enrollment classes must be weighted the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certification of Education (AICE) courses (1.50 times the standard scale). [[Florida Statute § 1007.271\(16\)](#)]

## **Senior Exemptions from Semester Examinations**

A graduating senior who has received passing grades in each of the last two grading periods of each semester, and who has been in attendance for at least 90 percent of the semesters (no more than 3 absences), may, at his/her option, be exempt from the final examination. However, seniors are **not** exempt from any EOC Assessments. Should the graduating senior choose not to take the final examination, the semester grade will be determined by the average of the last two grading period grades.

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**

In accordance with [Florida Statute § 1003.4282\(6\)](#), the Forgiveness Rule applies to a middle school student who has earned either a grade of "C", "D", or "F" in a high school credit course taken during middle school. All other high school grade forgiveness rules in the subsequent section apply.

### **High School Courses Taken in High School**

1. In accordance with [Florida Statute § 1003.4282\(6\)](#), the following section addresses when courses can be forgiven: Students may repeat a course taken in Grades 9-12 for forgiveness if a grade of "F" or "D" ("D" on a space-available basis) is earned in a course.
2. A course may be forgiven only if a student receives a grade of "C" or higher on a subsequent attempt. However, a subsequent transfer grade of "P" (passing) may be used to forgive a "D" or "F" earned previously in the same course. Grade forgiveness cannot be done for a "P" earned through the Credit Acceleration Program (CAP).
3. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors, AP/IB/AICE, or dual enrollment level.
4. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
5. A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course.
6. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Physics may be forgiven by Ecology.
7. An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that course does not have to be taken during the same semester. Examples:
  - A second semester "F" in World Languages may be forgiven by a subsequent first semester "C" in Art.
  - An "F" in law studies (semester long course) taken first semester may be forgiven by a "C" in weight training (semester long course) taken second semester.
  - An "F" second semester in intensive reading (a yearlong course) may be forgiven by a "C" in law studies (a semester course) taken either semester.
8. 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.
9. In all cases of grade forgiveness, only the new grade, of "C" or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced, according to a district school board forgiveness policy, shall be included in the calculation of the cumulative Grade Point Average (GPA) required for graduation.
10. In all cases where courses are forgiven under the provisions above, the initial "F" or "D" grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on all courses attempted.

If the student's final average, with the EOC Assessment as 30 percent, results in a course grade of "D" or



"F", the options for the student include one of the following:

- taking a credit recovery version of the course (CR)
- retaking the entire course through a virtual program

If taking a credit recovery version of the course or retaking the entire course through a virtual program, results in a final course average of "C" or above, then this grade will replace the "D" or "F". If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA. "In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation." [[Florida State Statute § 1003.4282\(6\)](#)]

## **ASSESSMENTS**

### **ELEMENTARY, MIDDLE, AND HIGH SCHOOL ASSESSMENT PROGRAM**

Each student's progression from one grade to another is determined, in part, upon proficiency in English Language Arts (ELA), mathematics, social studies and/or science.

Information in the Student Progression Plan facilitates recognizing such proficiency. In accordance with [Florida Statute § 1008.25\(1\)](#) each student and his/her parent will be informed of the student's progress.

### **Florida Standards Assessments (FSA)/Next Generation Sunshine State Standards (NGSSS) Assessments**

In accordance with [Florida Statute § 1008.22\(3\)&\(6\)](#) and [State Board of Education Rule 6A-1.09422](#), all eligible students in 3rd grade and above must participate in all regular District and statewide assessments for accountability purposes, except as prescribed by the Commissioner of Education. The Florida Standards Assessment (FSA) is the current statewide assessment designed to measure student achievement of the Florida Standards in ELA (Grades 3-10), Writing (Grades 4-10), and Mathematics (Grades 3-8). The State Science Assessment measures student achievement of the Next Generation Sunshine State Standards (NGSSS) in Science (Grades 5 and 8). **End-of-Course (EOC) Assessments** The Florida Next Generation Sunshine State Standards (NGSSS) EOC Assessments and the Florida Standards (FS) EOC Assessments are designed to measure student achievement of the NGSSS and the FS for specific courses that include Algebra 1, Geometry, Algebra 2, Biology 1, Civics, and U.S. History, as outlined in the course descriptions. Any students enrolled in any of the courses that require an EOC Assessment shall participate in the EOC Assessment administration that is specific to that course.

### **End-of-Course (EOC) Assessments**

The Florida Next Generation Sunshine State Standards (NGSSS) EOC Assessments and the Florida Standards (FS) EOC Assessments are designed to measure student achievement of the NGSSS and the FS for specific courses that include Algebra 1, Geometry, Algebra 2, Biology 1, Civics, and U.S. History, as outlined in the course descriptions. Any students enrolled in any of the courses that require an EOC Assessment shall participate in the EOC Assessment administration that is specific to that course. Students who do not take

the required EOC Assessment will receive an “F” in the course. After the student makes-up the EOC, the final grade will be recalculated.

## **Statewide Assessment Program Schedule**

For more information on statewide assessments refer to the *Florida Statewide Assessment Program 2015-2016 Schedule* located at: <http://www.fldoe.org/asp/schedule.asp>.

## ***Assessing Comprehension & Communication in English State-to-State for English Language Learners (ACCESS for ELLs)***

Florida uses the ACCESS for ELLs test as a tool to measure the progress of English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically.

## **Postsecondary Education Readiness Test (P.E.R.T.)**

P.E.R.T is Florida's customized common placement test. The purpose of the P.E.R.T. is to determine accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes placement and diagnostic tests in mathematics, reading and writing.

**NOTE:** Each student who does not meet specific levels of performance in ELA, writing, mathematics, social studies, and science for each grade level, as determined by the School District and the Commissioner of Education on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [[Florida Statute § 1008.25\(4\)\(a\)](#)]

## **National and International Education Comparisons**

Pursuant to [Florida Statute § 1008.22 \(2\)](#), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, assessments.

## **Grade 6 through Grade 12 Assessments**

- Reading Plus Interim Benchmark (Grades 6-12)
- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- Advanced Placement (AP) Exams
- Advanced International Certificate of Education (AICE) Exams
- International Baccalaureate (IB) Exams

## STATEWIDE STANDARDIZED ASSESSMENTS

Pursuant to [Florida Statute § 1008.22\(3\)](#) and [State Board of Education Rule 6A-1.09422\(2\)&\(3\)](#) all eligible students in Grades 3 and above must participate in all State and District assessments for accountability purposes, except as prescribed by the Commissioner of Education or waived for medical reasons. The table below provides an overview of the Florida Standards Assessment (FSA), and the End-of- Course (EOC) Assessments and the grade levels in which they are administered.

### 2015-2016 Statewide Assessments

Assessment	Grades Assessed									
	3	4	5	6	7	8	9	10	11	12
Florida Standards Assessment in ELA Reading	X	X	X	X	X	X	X	X		
Florida Standards Assessment in ELA Writing		X	X	X	X	X	X	X		
State Science Assessment			X			X				
Florida Standards Assessment in Math	X	X	X	X	X	X				
Algebra 1 FSA EOC Assessment	Administered to students who complete specific course work									
Geometry FSA EOC Assessment										
Algebra 2 FSA EOC Assessment										
Biology 1 NGSSS EOC Assessment										
U.S. History NGSSS EOC Assessment										
Civics NGSSS EOC Assessment										

**KEY:** FSA = Florida Standards Assessment; NGSSS = Next Generation Sunshine State Standards; FCAT 2.0 = Florida Comprehensive Assessment Test 2.0; EOC = End-of-Course; ELA = English Language Arts

## REQUIRED ASSESSMENTS FOR GRADUATION DESIGNATIONS

Florida law requires that students meet all academic requirements, which include earning a proficient

score on the required statewide assessments in order to earn a Standard High School Diploma from a public school. Students who meet the academic course requirements but do not earn a proficient score on the required assessments will receive a Certificate of Completion, which is not equivalent to a Standard High School Diploma. Proficient scores for the statewide assessments are determined by the State Board of Education.

The assessments that students must earn proficient scores, in order to graduate with a Standard High School Diploma are determined by their year of enrollment in Grade 9. The table below lists the required assessments (FCAT 2.0 Reading/FSA and the Algebra 1 EOC Assessment) for each Grade 9 cohort. (See [Graduation Requirements](#) section for additional information.)

### Assessment Requirements by School Year

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessments(s) that Students Must Earn a Proficient in Order to Graduate
2010-2011	Grade 10 FCAT 2.0 Reading
2011-2012 to 2012-2013	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment
2014 to Present	Grade 10 FSA ELA Algebra 1 EOC Assessment

**NOTE:** As of 2009, the High School Competency Test (HSCT), which was the previous graduation testing requirement, was discontinued. Students, who earned a Certificate of Completion because they did not pass the HSCT prior to and during the 2001-2002 school year, are now required to pass the Florida Comprehensive Assessment Test (FCAT) 2.0 or meet the required SAT/ACT concordant scores in order to meet the Standard Diploma graduation testing requirement. [[State Board of Education Rule 6A-1.09421](#)]

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## DISTRICT/STATE ASSESSMENTS ACCOMMODATIONS/EXEMPTIONS

The following section specifies the accommodation requirements for special program students (i.e., ELLs and Students with Disabilities) when taking District/State assessments.

### **Accommodations for English Language Learners (ELLs)**

In accordance with School District Palm Beach County Plan for Service to English Language Learner (ELL). ELLs must take all required State and District assessments unless they have an IEP, which indicates otherwise. However, active ELLs (coded as LY) are eligible to receive accommodations during testing.

Permissible accommodations may include:

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

The School District of Palm Beach ELL Plan is located at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>.

In accordance with [State Board of Education Rule 6A-6.09091](#), 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 for ELL students in instructional settings. When a student qualifies for both ESOL and ESE programs, all accommodations listed on the IEP, as well as the ELL Plan must be offered. Parent(s) are notified in writing<sup>20</sup> of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

### **Assessments for Students with Disabilities**

The following section complies with [State Board of Education Rules 6A-1.0943 and 6A- 1.09422\(12\)](#).

Absent an exemption, as stated earlier in this plan, 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 student performance standards, pursuant to [State Board of Education Rule 6A-1.09401](#) without accommodations unless:

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

<sup>20</sup> Written notification must be provided in a language the parent(s) understand, unless clearly not feasible. SDPBC Student Progression Plan 2014-2015

### **Assessment Accommodations for Students with Disabilities (SWD)**

The following section complies with [Florida Statute § 1003.01\(3\)\(a\)](#) and [State Board of Education Rule 6A-1.0943](#) as well as [School Board Policy 5.725: Exceptional Student Education Policies and Procedures \(SP&P\)](#).

Accommodations are defined as:

- adjustments to the presentation of the statewide assessment questions;
- methods of recording examinee responses to the questions;
- scheduling for the administration of a statewide assessment to include amount of time for administration;
- settings for administration of a statewide assessment; and/or
- the use of assistive technology/devices.

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

Unique accommodations for use on a statewide assessment not outlined in the Statewide Assessment Test Administration Manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [[State Board of Education Rule 6A-1.0943\(3\)](#)]

District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [[State Board of Education Rule 6A-1.0943\(3\)\(d\)](#)]

## **Participation of SWD in the Statewide Assessments**

In accordance with [State Board of Education Rule 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 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, for all academic areas; and
- the student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Additionally, in accordance with [Florida Statute § 1003.5715](#), the SDPBC may not proceed with

administering to the student an alternate assessment without parental consent unless the SDPBC documents reasonable efforts to obtain the parent's consent and the child's parent has failed to respond or the SDPBC obtains approval through a due process hearing.

In accordance with [Florida Statute § 1008.212](#) (*Students with Disabilities; Extraordinary Exemption*), a student with a disability may be eligible for an exemption from participation in the statewide assessment.

1. Definitions:

- a. "Circumstance" means a situation in which accommodations allowable for use on the statewide standardized assessment, a statewide End-of-Course (EOC) Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide assessment, a statewide EOC Assessment, or an alternate assessment.
- b. "Condition" means impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide assessment, an EOC Assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide assessment, a statewide EOC Assessment, or an alternate assessment.

2. A student with a disability for whom the Individual Education Plan (IEP) Team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide assessment, a statewide EOC Assessment, or an alternate assessment pursuant to [Florida Statute § 1008.22\(3\)\(c\)](#) shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the Homebound or Hospitalized Program in accordance with [State Board of Education Rule 6A-6.03020](#), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

3. The IEP Team, which must include the parent, may submit to the School District Superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:

- a. a written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills;
- b. written documentation of the most recent evaluation data;
- c. written documentation, if available, of the most recent administration of the statewide standardized assessment, an EOC Assessment, or an alternate assessment;
- d. a written description of the condition's effect on the student's participation in the statewide standardized assessment, an EOC Assessment, or an alternate assessment;

- e. written evidence that the student has had the opportunity to learn the skills being tested;
  - f. written evidence that the student has been provided appropriate instructional accommodations;
  - g. written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP, which are allowable in the administration of the statewide assessment, an EOC Assessment, or an alternate assessment in prior assessments; and
  - h. written evidence of the circumstance or condition as defined in section 1.
4. Based upon the documentation provided by the IEP Team, the School District Superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the School District's procedural safeguards as required in [State Board of Education Rule 6A-6.03311](#) shall be provided to the parent. If the parent disagrees with the IEP Team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the Commissioner shall verify the information documented, make a determination, and notify the parent(s) and the School District Superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the Commissioner denies the exemption, the notification must state the reasons for the denial.
5. The parent of a student with a disability who disagrees with the Commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low- cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the department has the burden of proof.

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection. A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment. If the commissioner is provided written documentation of parental consent; School District Superintendent approval; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA. [\[Florida Statute § 1008.22\(9\)\]](#)



**Motion:**

I recommend that the Board approve the Five Year Strategic Plan.

**Summary Information:**

A Five Year Strategic Plan is an integral component of organizational planning. The SouthTech plan for SouthTech Schools has not been updated for some time, as there has been very little change in perceived needs. As part of the AdvancED Accreditation process, the Five Year Plan suddenly became an immediate necessity. The attached plan has been created as a collaborated effort between Board Chair Jim Notter, Mr. Boggess and Mr. Kidd. It has not been previously presented to the SouthTech Strategic Plan Committee due to time constraints, but it is certainly open to revision, either as a discussion item during the meeting or at any time in the future that the committee cares to meet.

Attachments: Five Year Strategic Plan

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

The is no financial impact for this item.

## FIVE YEAR STRATEGIC PLAN-FY17-FY22

- Facilities\*:
  - STA:
    - § Initiate Improved Maintenance and Facility upgrades
    - § Identify Property with Intent to Acquire for Relocation of School(s)
    - § Identify and Seek Commitment(s) for Practical Public or Private Facility Solutions
  - STP:
    - § Identify Funding Sources and Purchase Currently Leased Property or Alternates
    - § Expand Facilities to Accommodate Program Expansions
  - STSC:
    - § Incubate School on STA Campus
    - § Relocate School to Permanent Facilities
- Program Expansion\*:
  - Expand Middle School to Incorporate Grades K-5 Expansion
  - Expand Career Academy Offerings:
    - § Evaluate and Update Existing Programs for Demand, Relevancy, and Currency Consistent with Identified Needs
    - § Initiate New Programs, Technology, Equipment, and Resources to Assure Program Relevancy and Marketability
    - § Expand Current Programs to Meet Market Demands
  - Expand Post-Secondary Adult Possibilities (PSAV):
    - § Complete Planning Phase for Opening a Tech College Model
    - § Expand Dual-Enrollment Opportunities for Academics and Career Ed. With Colleges and Universities
    - § Expand Advanced Placement Program Offerings
    - § Increase PSAV Articulation Agreements
    - § Expand Internship/Externship Opportunities
    - § Expand Transition/Special Needs Program Offerings
- Maintain Focus on Continuous Self-Improvement\*:

- Implement a Formal Continuous and On-Going Self-Study Initiative
- Conduct “Field Trips” to Other Systems/Districts/Schools to Harvest and Implement Identified Best Practices into Individual ST Schools or the STS System
- Maintain an Ongoing Awareness of Innovative Instructional Methodology and Technology
- Implement Innovative Instructional Methods, Technology, Etc. in Relationship with Budget Capacity
- Seek Grants and Other Financial Opportunities to Enhance Operational and Capital Budget Limitations
- Expand Government Relations\*:
  - Increased Involvement with Local, County, and State Governmental Agencies
  - Expand Involvement into Levels of Federal Government Consistent With Supporting the LEA and Federal Grants
  - Expand Staff Involvement by Encouraging all Staff Members and Appropriate Students to Become Involved in Government and Government Relations

\* Each Component of the Strategic Plan will be considered a priority item when planning the Annual Budget, and funded according to a finalized priority list

**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PC-1**

**Motion:**

I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending October 31, 2016 as required by the Sponsor.

**Summary Information:**

The Charter school is required to submit to the Sponsor district several financial documents on an ongoing basis. Monthly bank reconciliations are one such requirement.

The Charter school maintains several accounts in order to maximize the earnings potential of the funding provided while maintaining liquidity to meet day-to-day operations. Review of these accounts takes place on a daily basis by the Charter business staff. Monthly reconciliations are performed as good accounting practice and published here to fulfill Sponsor requirements.

Attachments: Reconciliation Spreadsheets and Bank Statements

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact related to this item.

1:20 PM  
11/09/16

**South Tech Prep**  
**Reconciliation Summary**  
**1111 · South Tech Prep 9852918542, Period Ending 10/31/2016**

	<u>Oct 31, 16</u>
<b>Beginning Balance</b>	<b>129,824.79</b>
<b>Cleared Transactions</b>	
<b>Checks and Payments - 57 Items</b>	<b>-333,143.86</b>
<b>Deposits and Credits - 7 Items</b>	<b>294,457.38</b>
<b>Total Cleared Transactions</b>	<b>-38,686.58</b>
<b>Cleared Balance</b>	<b>91,138.21</b>
<b>Uncleared Transactions</b>	
<b>Checks and Payments - 22 Items</b>	<b>-89,124.85</b>
<b>Deposits and Credits - 1 Item</b>	<b>50,000.00</b>
<b>Total Uncleared Transactions</b>	<b>-49,124.85</b>
<b>Register Balance as of 10/31/2016</b>	<b>42,013.36</b>
<b>New Transactions</b>	
<b>Checks and Payments - 12 Items</b>	<b>-36,090.66</b>
<b>Deposits and Credits - 1 Item</b>	<b>11,421.00</b>
<b>Total New Transactions</b>	<b>-24,669.66</b>
<b>Ending Balance</b>	<b>17,343.70</b>

## South Tech Prep Reconciliation Detail

1111 · South Tech Prep 9852918542, Period Ending 10/31/2016

Type	Date	Num	Name	Clr	Amount	Balance
<b>Beginning Balance</b>						<b>129,824.79</b>
<b>Cleared Transactions</b>						
<b>Checks and Payments - 57 items</b>						
BIII Pmt -Check	08/25/2016	3928	Remy, Girthma	X	-27.09	-27.09
BIII Pmt -Check	08/23/2016	3985	E-Rate Advantaga	X	-1,414.22	-1,441.31
BIII Pmt -Check	08/23/2016	3986	Florida Transformat...	X	-877.25	-2,318.56
BIII Pmt -Check	08/23/2016	3971	Scholastic	X	-362.98	-2,681.54
BIII Pmt -Check	08/23/2016	3994	Williams, Brandwyn	X	-250.00	-2,931.54
BIII Pmt -Check	08/23/2016	3978	Faber, Sheri	X	-250.00	-3,181.54
BIII Pmt -Check	08/23/2016	3976	Brown, Chimere	X	-250.00	-3,431.54
BIII Pmt -Check	08/23/2016	3975	Brown Nicole	X	-250.00	-3,681.54
BIII Pmt -Check	08/23/2016	3982	Mensah, Ngozi	X	-250.00	-3,931.54
BIII Pmt -Check	08/23/2016	3985	Rehkamp, Connie	X	-250.00	-4,181.54
BIII Pmt -Check	08/23/2016	3987	Shaddid, Nafeesa	X	-250.00	-4,431.54
BIII Pmt -Check	08/23/2016	3988	Sherry, William	X	-250.00	-4,681.54
BIII Pmt -Check	08/23/2016	3989	Solomon, Alexander	X	-250.00	-4,931.54
BIII Pmt -Check	08/23/2016	3980	Sonneborn, Rozanne	X	-250.00	-5,181.54
BIII Pmt -Check	08/23/2016	3961	Alvah M Squibb Co...	X	-24.80	-5,206.34
BIII Pmt -Check	08/29/2016	3997	Certification Partners...	X	-5,050.00	-10,256.34
BIII Pmt -Check	08/29/2016	3998	FPL	X	-4,317.04	-14,573.38
BIII Pmt -Check	08/29/2016	4001	Jan Cleaning and M...	X	-3,510.00	-18,083.38
BIII Pmt -Check	08/29/2016	4005	American Express...	X	-2,126.27	-20,209.65
BIII Pmt -Check	08/29/2016	4002	McCullough, Keefe	X	-1,220.00	-21,429.65
BIII Pmt -Check	08/29/2016	4003	Scholastic	X	-631.95	-22,061.60
BIII Pmt -Check	08/29/2016	3989	GIII Electronics	X	-370.00	-22,431.60
BIII Pmt -Check	08/29/2016	4000	Great American Fin...	X	-283.55	-22,715.15
BIII Pmt -Check	08/29/2016	3985	American Express...	X	-271.73	-22,986.88
BIII Pmt -Check	08/29/2016	4004	Staples Advantage	X	-54.63	-23,041.51
BIII Pmt -Check	08/30/2016	4006	1325 Gateway, LLC	X	-33,687.00	-56,728.51
General Journal	10/14/2016	239	Payroll	X	-51,057.75	-107,786.26
General Journal	10/14/2016	239	Payroll	X	-15,252.69	-123,038.95
General Journal	10/14/2016	239	Payroll	X	-212.43	-123,251.38
General Journal	10/14/2016	239	Payroll	X	-81.90	-123,333.28
BIII Pmt -Check	10/17/2016	4007	A & S Transportatio...	X	-53,043.23	-176,376.51
BIII Pmt -Check	10/17/2016	4012	Blue Cross/ Blue S...	X	-15,346.97	-191,723.48
BIII Pmt -Check	10/17/2016	4017	Florida School Boo...	X	-5,619.88	-197,343.36
BIII Pmt -Check	10/17/2016	4018	GIS Benefits	X	-1,695.97	-199,039.33
BIII Pmt -Check	10/17/2016	4024	Palm Beach County...	X	-1,130.00	-200,169.33
BIII Pmt -Check	10/17/2016	4021	Jason H. Klein, CPA	X	-1,000.00	-201,169.33
BIII Pmt -Check	10/17/2016	4025	Spectrum Public Re...	X	-890.00	-202,139.33
BIII Pmt -Check	10/17/2016	4020	Jan Cleaning and M...	X	-588.00	-202,727.33
BIII Pmt -Check	10/17/2016	4016	FL Consortium of P...	X	-600.00	-203,327.33
BIII Pmt -Check	10/17/2016	4014	City of Boynton Bea...	X	-455.47	-203,782.80
BIII Pmt -Check	10/17/2016	4023	Mads 360	X	-450.00	-204,232.80
BIII Pmt -Check	10/17/2016	4010	American Security ...	X	-354.00	-204,586.80
BIII Pmt -Check	10/17/2016	4008	all Metro Health Care	X	-224.75	-204,811.55
BIII Pmt -Check	10/17/2016	4026	Staples Advantage	X	-187.87	-204,999.42
BIII Pmt -Check	10/17/2016	4015	Dex Imaging	X	-176.79	-205,176.21
BIII Pmt -Check	10/17/2016	4013	Charter School Ser...	X	-150.00	-205,326.21
BIII Pmt -Check	10/17/2016	4011	Armand	X	-125.00	-205,451.21
BIII Pmt -Check	10/17/2016	4022	John Wiley & Sons	X	-108.81	-205,560.02
BIII Pmt -Check	10/17/2016	4019	GovConnection Inc	X	-53.35	-205,613.37
BIII Pmt -Check	10/17/2016	4009	American Express...	X	-15.88	-205,629.25
General Journal	10/27/2016	239	Payroll	X	-49,079.63	-254,708.88
General Journal	10/27/2016	239	Payroll	X	-14,537.99	-269,246.87
BIII Pmt -Check	10/27/2016	4027	U S Postal Service	X	-2,500.00	-271,746.87
General Journal	10/27/2016	239	Payroll	X	-212.43	-271,959.30
General Journal	10/27/2016	239	Payroll	X	-79.95	-272,039.25
BIII Pmt -Check	10/28/2016	4047	South Tech Academy	X	-61,203.93	-333,243.18
Check	10/31/2016			X	-2.90	-333,246.08
<b>Total Checks and Payments</b>					<b>-333,143.86</b>	<b>-333,143.86</b>

## South Tech Prep Reconciliation Detail

1111 - South Tech Prep 9852918542, Period Ending 10/31/2016

Type	Date	Num	Name	Clr	Amount	Balance
<b>Deposits and Credits - 7 Items</b>						
Deposit	10/05/2016			X	11,420.00	11,420.00
Deposit	10/07/2016			X	119.73	11,539.73
Deposit	10/07/2016			X	281,247.73	292,787.46
Deposit	10/13/2016			X	475.00	293,262.46
Deposit	10/20/2016			X	870.00	294,132.46
Deposit	10/21/2016			X	292.88	294,425.32
Deposit	10/31/2016			X	32.06	294,457.38
<b>Total Deposits and Credits</b>					<b>294,457.38</b>	<b>294,457.38</b>
<b>Total Cleared Transactions</b>					<b>-38,888.58</b>	<b>-38,888.58</b>
<b>Cleared Balance</b>					<b>-38,888.58</b>	<b>91,138.21</b>
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 22 Items</b>						
Bill Pmt -Check	08/23/2016	3983	Newman, Robert		-250.00	-250.00
Bill Pmt -Check	08/23/2016	3974	Anselowitz, Betty		-250.00	-500.00
Bill Pmt -Check	08/23/2016	3991	Stair, Brandon		-250.00	-750.00
Bill Pmt -Check	10/28/2016	4029	A & S Transportatio...		-40,413.88	-41,163.88
Bill Pmt -Check	10/28/2016	4028	1325 Gateway, LLC		-33,667.00	-74,830.88
Bill Pmt -Check	10/28/2016	4037	Florida School Boo...		-12,442.36	-87,273.24
Bill Pmt -Check	10/28/2016	4038	FPL		-3,710.45	-90,983.69
Bill Pmt -Check	10/28/2016	4030	Academic Planner ...		-1,705.60	-92,689.29
Bill Pmt -Check	10/28/2016	4041	Jason H. Klein, CPA		-1,000.00	-93,689.29
Bill Pmt -Check	10/28/2016	4031	Citation Communic...		-940.00	-94,629.29
Bill Pmt -Check	10/28/2016	4034	EMC Publishing		-922.35	-95,551.64
Bill Pmt -Check	10/28/2016	4040	Jan Cleaning and M...		-756.00	-96,307.64
Bill Pmt -Check	10/28/2016	4036	Expose Yourself		-572.50	-96,880.14
Bill Pmt -Check	10/28/2016	4032	Comcast		-447.55	-97,327.69
Bill Pmt -Check	10/28/2016	4043	NEELD Paper & Su...		-433.34	-97,761.03
Bill Pmt -Check	10/28/2016	4046	Thyssenkrupp Elev...		-355.00	-98,116.03
Bill Pmt -Check	10/28/2016	4039	Great American Fin...		-283.55	-98,399.58
Bill Pmt -Check	10/28/2016	4042	Mads 360		-250.00	-98,649.58
Bill Pmt -Check	10/28/2016	4033	De Mattia, Annmarie		-168.27	-98,817.85
Bill Pmt -Check	10/28/2016	4035	ESRN Communicati...		-114.00	-98,931.85
Bill Pmt -Check	10/28/2016	4044	Staples Advantage		-99.80	-99,031.65
Bill Pmt -Check	10/28/2016	4045	Sun Sentinel		-85.10	-99,116.75
<b>Total Checks and Payments</b>					<b>-99,124.85</b>	<b>-99,124.85</b>
<b>Deposits and Credits - 1 Item</b>						
Transfer	10/28/2016				50,000.00	50,000.00
<b>Total Deposits and Credits</b>					<b>50,000.00</b>	<b>50,000.00</b>
<b>Total Uncleared Transactions</b>					<b>-49,124.85</b>	<b>-49,124.85</b>
<b>Register Balance as of 10/31/2016</b>					<b>-87,811.43</b>	<b>42,013.38</b>
<b>New Transactions</b>						
<b>Checks and Payments - 12 Items</b>						
Bill Pmt -Check	11/09/2016	4050	Blue Cross/ Blue S...		-14,134.96	-14,134.96
Bill Pmt -Check	11/09/2016	4058	Speech Rehab Serv...		-9,848.50	-23,983.46
Bill Pmt -Check	11/09/2016	4049	American Express-...		-5,486.48	-29,469.94
Bill Pmt -Check	11/09/2016	4052	Florida School Boo...		-2,100.84	-31,570.78
Bill Pmt -Check	11/09/2016	4053	GIS Benefits		-1,481.25	-33,052.03
Bill Pmt -Check	11/09/2016	4056	Palm Beach County...		-1,130.00	-34,182.03
Bill Pmt -Check	11/09/2016	4057	Pro Tech		-800.00	-34,982.03
Bill Pmt -Check	11/09/2016	4054	Jan Cleaning and M...		-385.00	-35,367.03
Bill Pmt -Check	11/09/2016	4059	Verizon Wireless		-315.70	-35,682.73
Bill Pmt -Check	11/09/2016	4055	Mads 360		-200.00	-35,882.73
Bill Pmt -Check	11/09/2016	4051	Charter School Ser...		-150.00	-36,032.73
Bill Pmt -Check	11/09/2016	4048	American Express-...		-59.83	-36,092.56
<b>Total Checks and Payments</b>					<b>-36,090.66</b>	<b>-36,090.66</b>
<b>Deposits and Credits - 1 Item</b>						
Deposit	11/10/2016				11,421.00	11,421.00
<b>Total Deposits and Credits</b>					<b>11,421.00</b>	<b>11,421.00</b>
<b>Total New Transactions</b>					<b>-24,669.66</b>	<b>-24,669.66</b>
<b>Ending Balance</b>					<b>-112,481.09</b>	<b>17,343.70</b>



P.O. Box 521599 Miami, FL 33152-1599

Page: 1
Statement Date: October 31, 2016
Account Number: \*\*\*\*\*8542

>001792 6916136 0001 008229 10Z
SOUTH TECH PREPARATORY ACADEMY, INC.
OPERATING
1300 SW 30TH AVENUE
BOYNTON BEACH FL 33426

Customer Service Information

Client Care Center: 877-779-BANK (2265)
Web Site: www.bankunited.com
Mailing Address: BankUnited
P.O. Box 521599
Miami, FL 33152-1599

Special Information

A new look to your BankUnited statement is coming in November.

COMMUNITY INT BUSINESS CKG Account \*\*\*\*\*8542

Account Summary

Table with 4 columns: Description, Code, Amount, and Balance. Rows include Statement Balance as of 09/30/2016, Deposits and Other Credits, Withdrawals, Checks, and Other Debits, Service Charge, Interest Paid, and Statement Balance as of 10/31/2016.

Activity By Date

Table with 5 columns: Date, Description, Withdrawals, Deposits, and Balance. Lists transactions from 10/03/2016 to 10/07/2016, including checks and direct pay payments.

NOTE: SEE REVERSE SIDE FOR IMPORTANT INFORMATION

BankUnited, N.A.



### HOW TO BALANCE YOUR BANKUNITED ACCOUNT

#### Start with your checkbook register

- 1. List your checkbook register balance here. \$ \_\_\_\_\_
- 2. Subtract service charge or other deductions listed on this statement that were not previously recorded in your register. \$ ( \_\_\_\_\_ )
- 3. Add any credits that are listed on this statement but not previously recorded in your register (ex. Interest Paid). \$ \_\_\_\_\_
- 4. This is your NEW CHECKBOOK REGISTER BALANCE. \$ \_\_\_\_\_

#### Use your current statement

- 5. List the account balance shown on the statement. \$ \_\_\_\_\_
- 6. Add any deposits not shown on the statement. \$ \_\_\_\_\_
- 7. Subtract all outstanding checks, ATM, CheckCard, and other electronic withdrawals (use chart below to total). \$ ( \_\_\_\_\_ )
- 8. This balance should equal the balance listed in step 4. \$ \_\_\_\_\_

#### List and then total all outstanding checks, ATM, CheckCard, and other electronic withdrawals:

Date/Check #	Amount	Date/Check #	Amount

SUBTOTAL \$ \_\_\_\_\_ SUBTOTAL \$ \_\_\_\_\_  
TOTAL \$ \_\_\_\_\_ (use this total in step 7 above)

#### If your account does not balance please check the following carefully:

- Have you entered the amount of each check in your checkbook register?
- Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?
- Have you checked all additions and subtractions in your checkbook register?
- Have you carried the correct balance forward when starting a new page in your checkbook register?

#### IN CASE OF QUESTIONS OR ERRORS ABOUT YOUR STATEMENT:

PLEASE CALL (TOLL FREE) 1-877-779-BANK (2265) OR WRITE US AT:

BankUnited Operations / EFT Error  
7815 NW 148th ST, Miami Lakes, FL 33016

#### For Consumer Customers Only

Please contact us if you think your statement is wrong or if you need additional information about a transaction. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

- 1. Tell us your name and account number.
- 2. Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe there is an error or why you need further information.
- 3. Tell us the dollar amount of the suspected error.

You may be required to put your request in writing. We will investigate your complaint and will correct any error promptly.

**For Electronic Funds Transfers,** if we take more than 10 business days to investigate and correct the error, (20 business days if you are a new customer for electronic funds transfers occurring during the first 30 days after the first deposit is made to your account), we will recredit your consumer account for the amount you think is in error (plus interest if your account earns interest), so that you will have the use of the money during the time it takes us to complete our investigation.

**For Substitute Checks,** if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.



**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
	15023			
	SOUTH TECH PREPATORY A			
10/11/2016	CHECK #3964	\$1,414.22		\$366,800.83
10/11/2016	CHECK #3999	\$370.00		\$366,430.83
10/12/2016	CHECK #3988	\$250.00		\$366,180.83
10/13/2016	Customer Deposit		\$475.00	\$366,655.83
10/13/2016	5CDS13TN SOUTH T IMPOUND DD IMPOUND	\$51,057.75		\$315,598.08
10/13/2016	5CDS13TN SOUTH T IMPOUND BILLING IMPOUND	\$81.90		\$315,516.18
10/13/2016	5CDS13TN SOUTH T IMPOUND TRUST IMPOUND	\$212.43		\$315,303.75
10/13/2016	5CDS13TN SOUTH T IMPOUND TAX IMPOUND	\$15,252.69		\$300,051.06
10/20/2016	Customer Deposit		\$870.00	\$300,921.06
10/21/2016	THE EARLY LEARNI PAYMENTS 15023		\$90.03	\$301,011.09
10/21/2016	SOUTH TECH PREPATORY A THE EARLY LEARNI PAYMENTS 15023		\$202.83	\$301,213.92
10/21/2016	SOUTH TECH PREPATORY A			
10/21/2016	CHECK #3987	\$250.00		\$300,963.92
10/24/2016	CHECK #4009	\$15.96		\$300,947.96
10/24/2016	CHECK #4011	\$125.00		\$300,822.96
10/24/2016	CHECK #4015	\$176.79		\$300,646.17
10/24/2016	CHECK #4016	\$500.00		\$300,146.17
10/24/2016	CHECK #4017	\$5,619.68		\$294,526.49
10/24/2016	CHECK #4020	\$588.00		\$293,938.49
10/24/2016	CHECK #4021	\$1,000.00		\$292,938.49
10/24/2016	CHECK #4022	\$106.81		\$292,831.68
10/24/2016	CHECK #4026	\$187.87		\$292,643.81
10/25/2016	CHECK #4008	\$224.75		\$292,419.06
10/25/2016	CHECK #4010	\$354.00		\$292,065.06
10/25/2016	CHECK #4012	\$15,346.97		\$276,718.09
10/25/2016	CHECK #4019	\$53.35		\$276,664.74
10/25/2016	CHECK #4025	\$990.00		\$275,674.74
10/26/2016	CHECK #4013	\$150.00		\$275,524.74
10/26/2016	CHECK #4014	\$455.47		\$275,069.27
10/26/2016	CHECK #4023	\$450.00		\$274,619.27
10/27/2016	CHECK #3928	\$27.09		\$274,592.18
10/27/2016	CHECK #4018	\$1,695.97		\$272,896.21
10/27/2016	CHECK #4024	\$1,130.00		\$271,766.21
10/28/2016	CHECK #4047	\$61,203.93		\$210,562.28
10/28/2016	5CDS13TN SOUTH T IMPOUND DD IMPOUND	\$49,079.63		\$161,482.65
10/28/2016	5CDS13TN SOUTH T IMPOUND BILLING IMPOUND	\$79.95		\$161,402.70
10/28/2016	5CDS13TN SOUTH T IMPOUND TRUST IMPOUND	\$212.43		\$161,190.27
10/28/2016	5CDS13TN SOUTH T IMPOUND TAX IMPOUND	\$14,537.99		\$146,652.28
10/31/2016	CHECK #4007	\$53,043.23		\$93,609.05
10/31/2016	CHECK #4027	\$2,500.00		\$91,109.05
10/31/2016	Interest Paid		\$32.06	\$91,141.11
10/31/2016	Service Charge	\$2.90		\$91,138.21

**Check Transactions**

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
3928	10/27	\$27.09	3997*	10/04	\$5,050.00	4013	10/26	\$150.00
3961*	10/03	\$24.80	3998	10/03	\$4,317.04	4014	10/26	\$455.47
3964*	10/11	\$1,414.22	3999	10/11	\$370.00	4015	10/24	\$176.79
3966*	10/03	\$877.25	4000	10/06	\$283.55	4016	10/24	\$500.00
3971*	10/03	\$362.98	4001	10/04	\$3,510.00	4017	10/24	\$5,619.68
3975*	10/05	\$250.00	4002	10/04	\$1,220.00	4018	10/27	\$1,695.97
3976	10/03	\$250.00	4003	10/06	\$631.95	4019	10/25	\$53.35
3978*	10/03	\$250.00	4004	10/03	\$54.63	4020	10/24	\$588.00
3982*	10/03	\$250.00	4005	10/04	\$2,126.27	4021	10/24	\$1,000.00
3985*	10/04	\$250.00	4006	10/05	\$33,667.00	4022	10/24	\$106.81
3987*	10/21	\$250.00	4007	10/31	\$53,043.23	4023	10/26	\$450.00
3988	10/12	\$250.00	4008	10/25	\$224.75	4024	10/27	\$1,130.00
3989	10/03	\$250.00	4009	10/24	\$15.96	4025	10/25	\$990.00
3990	10/04	\$250.00	4010	10/25	\$354.00	4026	10/24	\$187.87
3994*	10/04	\$250.00	4011	10/24	\$125.00	4027	10/31	\$2,500.00
3995	10/04	\$271.73	4012	10/25	\$15,346.97	4047*	10/28	\$61,203.93

Items denoted with an "\*" indicate processed checks out of sequence.

**Interest Summary**

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$32.06
Interest Paid Year to Date	\$244.38

**Rates by Date**

Date	Rate
09/30	0.15%

**Balances by Date**

Date	Balance	Date	Balance	Date	Balance	Date	Balance
09/30	\$129,824.79	10/07	\$368,215.05	10/21	\$300,963.92	10/28	\$146,652.28
10/03	\$123,188.09	10/11	\$366,430.83	10/24	\$292,643.81	10/31	\$91,138.21
10/04	\$110,260.09	10/12	\$366,180.83	10/25	\$275,674.74		
10/05	\$87,763.09	10/13	\$300,051.06	10/26	\$274,619.27		
10/06	\$86,847.59	10/20	\$300,921.06	10/27	\$271,766.21		

**Other Balances**

Minimum Balance this Statement Period	\$86,847.59
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**Statement Messages**

Watch your money grow! Ask about our hot deposit products today!

1:08 PM

11/09/16

**South Tech Prep**  
**Reconciliation Summary**  
**1112 - South Tech Internal 8666, Period Ending 10/31/2016**

	<u>Oct 31, 16</u>
<b>Beginning Balance</b>	<b>57,183.81</b>
<b>Cleared Transactions</b>	
Checks and Payments - 3 Items	-3,019.81
Deposits and Credits - 6 Items	1,957.02
<b>Total Cleared Transactions</b>	<u>-1,062.79</u>
<b>Cleared Balance</b>	<u><b>56,121.02</b></u>
<b>Uncleared Transactions</b>	
Checks and Payments - 2 Items	-242.00
<b>Total Uncleared Transactions</b>	<u>-242.00</u>
<b>Register Balance as of 10/31/2016</b>	<u><b>55,879.02</b></u>
<b>New Transactions</b>	
Checks and Payments - 2 Items	-200.73
Deposits and Credits - 1 Item	337.00
<b>Total New Transactions</b>	<u>136.27</u>
<b>Ending Balance</b>	<u><u><b>56,015.29</b></u></u>

1:07 PM

11/09/16

## South Tech Prep Reconciliation Detail

1112 · South Tech Internal 8666, Period Ending 10/31/2016

Type	Date	Num	Name	Clr	Amount	Balance
<b>Beginning Balance</b>						57,183.81
<b>Cleared Transactions</b>						
<b>Checks and Payments - 3 Items</b>						
Bill Pmt -Check	09/29/2016	200145	EmbroidMe	X	-2,612.20	-2,612.20
Bill Pmt -Check	09/29/2016	200144	American Express...	X	-407.56	-3,019.76
Check	10/31/2016			X	-0.05	-3,019.81
<b>Total Checks and Payments</b>					<u>-3,019.81</u>	<u>-3,019.81</u>
<b>Deposits and Credits - 6 Items</b>						
Bill Pmt -Check	08/04/2016	200136	Baez, Virginia	X	0.00	0.00
Deposit	10/13/2016			X	438.00	438.00
Deposit	10/14/2016			X	30.00	468.00
Deposit	10/20/2016			X	814.00	1,282.00
Deposit	10/31/2016			X	7.02	1,289.02
Deposit	10/31/2016			X	668.00	1,957.02
<b>Total Deposits and Credits</b>					<u>1,957.02</u>	<u>1,957.02</u>
<b>Total Cleared Transactions</b>					<u>-1,062.79</u>	<u>-1,062.79</u>
<b>Cleared Balance</b>					-1,062.79	56,121.02
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 2 Items</b>						
Bill Pmt -Check	10/28/2016	200146	Hosa		-154.00	-154.00
Bill Pmt -Check	10/28/2016	200147	Baez, Virginia		-89.00	-242.00
<b>Total Checks and Payments</b>					<u>-242.00</u>	<u>-242.00</u>
<b>Total Uncleared Transactions</b>					<u>-242.00</u>	<u>-242.00</u>
<b>Register Balance as of 10/31/2016</b>					-1,304.79	55,879.02
<b>New Transactions</b>						
<b>Checks and Payments - 2 Items</b>						
Bill Pmt -Check	11/09/2016	200149	American Express...		-188.37	-188.37
Bill Pmt -Check	11/09/2016	200148	American Express...		-14.36	-200.73
<b>Total Checks and Payments</b>					<u>-200.73</u>	<u>-200.73</u>
<b>Deposits and Credits - 1 Item</b>						
Deposit	11/03/2016				337.00	337.00
<b>Total Deposits and Credits</b>					<u>337.00</u>	<u>337.00</u>
<b>Total New Transactions</b>					<u>136.27</u>	<u>136.27</u>
<b>Ending Balance</b>					<u><u>-1,168.52</u></u>	<u><u>56,015.29</u></u>



P.O. Box 521599 Miami, FL 33152-1599

Page: 1  
Statement Date: October 31, 2016  
Account Number: \*\*\*\*\*8666

>000650 6916136 0001 008229 10Z  
SOUTH TECH PREPARATORY ACADEMY, INC.  
INTERNAL  
1300 SW 30TH AVENUE  
BOYNTON BEACH FL 33426

Customer Service Information

Client Care Center: 877-779-BANK (2265)  
Web Site: www.bankunited.com  
Mailing Address: BankUnited  
P.O. Box 521599  
Miami, FL 33152-1599

Special Information

A new look to your BankUnited statement is coming in November.

COMMUNITY INT BUSINESS CKG Account \*\*\*\*\*8666

Account Summary

Statement Balance as of 09/30/2016			\$57,183.81
Plus	4	Deposits and Other Credits	\$1,950.00
Less	2	Withdrawals, Checks, and Other Debits	\$3,019.76
Less		Service Charge	\$0.05
Plus		Interest Paid	\$7.02
Statement Balance as of 10/31/2016			\$56,121.02

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
10/04/2016	CHECK #200144	\$407.56		\$56,776.25
10/05/2016	CHECK #200145	\$2,612.20		\$54,164.05
10/13/2016	Customer Deposit		\$438.00	\$54,602.05
10/14/2016	Customer Deposit		\$30.00	\$54,632.05
10/20/2016	Customer Deposit		\$814.00	\$55,446.05
10/27/2016	Customer Deposit		\$668.00	\$56,114.05
10/31/2016	Interest Paid		\$7.02	\$56,121.07
10/31/2016	Service Charge	\$0.05		\$56,121.02

Check Transactions

Check #	Date	Amount	Check #	Date	Amount
200144	10/04	\$407.56	200145	10/05	\$2,612.20

Items denoted with an "\*" indicate processed checks out of sequence.

Interest Summary

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$7.02
Interest Paid Year to Date	\$49.08

Rates by Date

Date	Rate
09/30	0.15%

NOTE: SEE REVERSE SIDE FOR IMPORTANT INFORMATION

BankUnited, N.A.

**HOW TO BALANCE YOUR BANKUNITED ACCOUNT**

**Start with your checkbook register**

1. List your checkbook register balance here. \$ \_\_\_\_\_
  2. Subtract service charge or other deductions listed on this statement that were not previously recorded in your register. \$ ( \_\_\_\_\_ )
  3. Add any credits that are listed on this statement but not previously recorded in your register (ex. Interest Paid). \$ \_\_\_\_\_
  4. This is your NEW CHECKBOOK REGISTER BALANCE. \$ \_\_\_\_\_
- Use your current statement**
5. List the account balance shown on the statement. \$ \_\_\_\_\_
  6. Add any deposits not shown on the statement. \$ \_\_\_\_\_
  7. Subtract all outstanding checks, ATM, CheckCard, and other electronic withdrawals (use chart below to total). \$ ( \_\_\_\_\_ )
  8. This balance should equal the balance listed in step 4. \$ \_\_\_\_\_

**List and then total all outstanding checks, ATM, CheckCard, and other electronic withdrawals:**

Date/Check #	Amount	Date/Check #	Amount

SUBTOTAL \$ \_\_\_\_\_ SUBTOTAL \$ \_\_\_\_\_  
 TOTAL \$ \_\_\_\_\_ (use this total in step 7 above)

**If your account does not balance please check the following carefully:**  
 Have you entered the amount of each check in your checkbook register?  
 Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?  
 Have you checked all additions and subtractions in your checkbook register?  
 Have you carried the correct balance forward when starting a new page in your checkbook register?

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 7815 NW 148th ST, Miami Lakes, FL 33016

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**For Substitute Checks**, if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.



**BankUnited, N.A.**





Page: 3  
Statement Date: October 31, 2016  
Account Number: \*\*\*\*\*8666

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**Balances by Date**

<i>Date</i>	<i>Balance</i>	<i>Date</i>	<i>Balance</i>	<i>Date</i>	<i>Balance</i>	<i>Date</i>	<i>Balance</i>
09/30	\$57,183.81	10/05	\$54,164.05	10/14	\$54,632.05	10/27	\$56,114.05
10/04	\$56,776.25	10/13	\$54,602.05	10/20	\$55,446.05	10/31	\$56,121.02

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**Other Balances**

Minimum Balance this Statement Period \$54,164.05

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**Statement Messages**

Watch your money grow! Ask about our hot deposit products today!





1:08 PM  
11/09/16

**South Tech Prep**  
**Reconciliation Summary**  
**1113 - ST Prep MM 8690, Period Ending 10/31/2016**

	<u>Oct 31, 16</u>
<b>Beginning Balance</b>	<b>281,512.36</b>
<b>Cleared Transactions</b>	
<b>Deposits and Credits - 1 Item</b>	<u><b>77.52</b></u>
<b>Total Cleared Transactions</b>	<u><b>77.52</b></u>
<b>Cleared Balance</b>	<u><u><b>281,589.88</b></u></u>
<b>Uncleared Transactions</b>	
<b>Checks and Payments - 1 Item</b>	<u><b>-50,000.00</b></u>
<b>Total Uncleared Transactions</b>	<u><b>-50,000.00</b></u>
<b>Register Balance as of 10/31/2016</b>	<u><u><b>211,589.88</b></u></u>
<b>Ending Balance</b>	<u><u><b>211,589.88</b></u></u>

**South Tech Prep**  
**Reconciliation Detail**  
1113 · ST Prep MM 8690, Period Ending 10/31/2016

<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Clr</u>	<u>Amount</u>	<u>Balance</u>
<b>Beginning Balance</b>						281,512.38
<b>Cleared Transactions</b>						
<b>Deposits and Credits - 1 Item</b>						
Deposit	10/31/2016			X	77.52	77.52
<b>Total Deposits and Credits</b>					<u>77.52</u>	<u>77.52</u>
<b>Total Cleared Transactions</b>					<u>77.52</u>	<u>77.52</u>
<b>Cleared Balance</b>					77.52	281,589.88
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 1 Item</b>						
Transfer	10/28/2016				-50,000.00	-50,000.00
<b>Total Checks and Payments</b>					<u>-50,000.00</u>	<u>-50,000.00</u>
<b>Total Uncleared Transactions</b>					<u>-50,000.00</u>	<u>-50,000.00</u>
<b>Register Balance as of 10/31/2016</b>					<u>-49,922.48</u>	<u>211,589.88</u>
<b>Ending Balance</b>					<u><u>-49,922.48</u></u>	<u><u>211,589.88</u></u>



P.O. Box 521599 Miami, FL 33152-1599

Page: 1  
Statement Date: October 31, 2016  
Account Number: \*\*\*\*\*8690

>003435 6913398 0001 006229 10Z  
SOUTH TECH PREPARATORY ACADEMY, INC.  
MONEY MARKET  
1300 SW 30TH AVENUE  
BOYNTON BEACH FL 33426

**Customer Service Information**

Client Care Center: 877-779-BANK (2265)  
Web Site: www.bankunited.com  
Mailing Address: BankUnited  
P.O. Box 521599  
Miami, FL 33152-1599

**Special Information**

A new look to your BankUnited statement is coming in November.

**BUSINESS MONEY MARKET Account \*\*\*\*\*8690**

**Account Summary**

Statement Balance as of 09/30/2016			\$261,512.36
Plus	0	Deposits and Other Credits	\$0.00
Less	0	Withdrawals, Checks, and Other Debits	\$0.00
Less		Service Charge	\$0.00
Plus		Interest Paid	\$77.52
Statement Balance as of 10/31/2016			\$261,589.88

**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
10/31/2016	Interest Paid		\$77.52	\$261,589.88

**Interest Summary**

Beginning Interest Rate	0.35%
Interest Paid this Statement Period	\$77.52
Interest Paid Year to Date	\$761.74

**Rates by Date**

Date	Rate
09/30	0.35%

**Balances by Date**

Date	Balance	Date	Balance
09/30	\$261,512.36	10/31	\$261,589.88

**Other Balances**

Minimum Balance this Statement Period	\$261,512.36
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NOTE: SEE REVERSE SIDE FOR IMPORTANT INFORMATION

**BankUnited, N.A.**

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- 4. This is your NEW CHECKBOOK REGISTER BALANCE. \$ \_\_\_\_\_

**Use your current statement**

- 5. List the account balance shown on the statement. \$ \_\_\_\_\_
- 6. Add any deposits not shown on the statement. \$ \_\_\_\_\_
- 7. Subtract all outstanding checks, ATM, CheckCard, and other electronic withdrawals (use chart below to total). \$ ( \_\_\_\_\_ )
- 8. This balance should equal the balance listed in step 4. \$ \_\_\_\_\_

**List and then total all outstanding checks, ATM, CheckCard, and other electronic withdrawals:**

Date/Check #	Amount	Date/Check #	Amount

SUBTOTAL \$ \_\_\_\_\_ SUBTOTAL \$ \_\_\_\_\_  
 TOTAL \$ \_\_\_\_\_ (use this total in step 7 above)

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Page: 3  
Statement Date: October 31, 2016  
Account Number: \*\*\*\*\*8690

### Statement Messages

Watch your money grow! Ask about our hot deposit products today!



**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PC-2**

**Motion:**

I recommend that the Board approve and ratify the Charter school monthly Disbursement Reports for the month ending October 31, 2016 as required by the Sponsor.

**Summary Information:**

The Charter school is required to provide several financial documents on an ongoing basis. Monthly records of disbursements are a requirement that must be provided by the President to the Board.

The Charter school maintains several accounts in order to maximize the earnings potential of the funding. Each school account is listed separately along with a disbursement record of activity. Disbursements are made by warrant, wire transfer, account transfer and use of direct debit card. Processing of disbursements takes place on a daily basis by the Charter business staff. All disbursements are reviewed and approved by the President. All warrants have two signatories.

Attachments: Disbursement Report

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact related to this item.

## South Tech Prep Account QuickReport As of October 31, 2016

Date	Num	Name	Amount
<b>1111 · South Tech Prep 9852918542</b>			
10/28/2016	4047	South Tech Academy	-61,203.93
10/17/2016	4007	A & S Transportation Inc	-53,043.23
10/14/2016	239	Payroll	-51,057.75
10/27/2016	239	Payroll	-49,079.63
10/28/2016	4029	A & S Transportation Inc	-40,413.88
10/28/2016	4028	1325 Gateway, LLC	-33,667.00
10/17/2016	4012	Blue Cross/ Blue Shield	-15,346.97
10/14/2016	239	Payroll	-15,252.69
10/27/2016	239	Payroll	-14,537.99
10/28/2016	4037	Florida School Book Deposito...	-12,442.36
10/17/2016	4017	Florida School Book Deposito...	-5,619.68
10/28/2016	4038	FPL	-3,710.45
10/27/2016	4027	U S Postal Service	-2,500.00
10/28/2016	4030	Academic Planner Plus	-1,705.60
10/17/2016	4018	GIS Benefits	-1,695.97
10/17/2016	4024	Palm Beach County School D...	-1,130.00
10/17/2016	4021	Jason H. Klein, CPA	-1,000.00
10/28/2016	4041	Jason H. Klein, CPA	-1,000.00
10/17/2016	4025	Spectrum Public Relations	-990.00
10/28/2016	4031	Citation Communications	-940.00
10/28/2016	4034	EMC Publishing	-922.35
10/28/2016	4040	Jan Cleaning and Maintenanc...	-756.00
10/17/2016	4020	Jan Cleaning and Maintenanc...	-588.00
10/28/2016	4036	Expose Yourself	-572.50
10/17/2016	4016	FL Consortium of Public Char...	-500.00
10/17/2016	4014	City of Boynton Beach Utilitie...	-455.47
10/17/2016	4023	Maxis 360	-450.00
10/28/2016	4032	Comcast	-447.55
10/28/2016	4043	NEELD Paper & Supplies	-433.34
10/28/2016	4046	Thyssenkrupp Elevator Corp	-355.00
10/17/2016	4010	American Security & Fire Alar...	-354.00
10/28/2016	4039	Great American Financial Ser...	-283.55
10/28/2016	4042	Maxis 360	-250.00
10/17/2016	4008	all Metro Health Care	-224.75
10/14/2016	239	Payroll	-212.43
10/27/2016	239	Payroll	-212.43
10/28/2016	4033	De Mattia, Annmarie	-196.27
10/17/2016	4026	Staples Advantage	-187.87
10/17/2016	4015	Dex Imaging	-176.79
10/17/2016	4013	Charter School Services Corp	-150.00
10/17/2016	4011	Armand	-125.00
10/28/2016	4035	ESRN Communications LLC	-114.00
10/17/2016	4022	John Wiley & Sons	-106.81
10/28/2016	4044	Staples Advantage	-99.90
10/14/2016	239	Payroll	-81.90
10/27/2016	239	Payroll	-79.95
10/28/2016	4045	Sun Sentinel	-65.10
10/17/2016	4019	GovConnection Inc	-53.35
10/17/2016	4009	American Express-21007	-15.96
10/31/2016			-2.90
Total 1111 · South Tech Prep 9852918542			-374,810.30
<b>1112 · South Tech Internal 8666</b>			
10/28/2016	200146	Hosa	-154.00
10/28/2016	200147	Baez, Virginia	-88.00
10/31/2016			-0.05
Total 1112 · South Tech Internal 8666			-242.05
<b>TOTAL</b>			<b>-375,052.35</b>

**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PC-3**

**Motion:**

I recommend that the Board approve and ratify the monthly financial statements for month ending October 31, 2016 as required by the Sponsor.

**Summary Information:**

The State statutes and the Palm Beach County School District require charter schools to provide financial statements on a monthly basis in the format that School Districts are required to follow. This format is prescribed by the Governmental Accounting Standards Board (GASB).

The monthly statements include:

1. Statement of Revenues, Expenditures and Changes in Fund Balance Budget to Actual
2. The combined Statement of Revenues, Expenditures and Changes in Fund Balance
3. A Combined Balance Sheet – All Fund Types

Quarterly, a Statement of Net Assets is also required. This is provided in March, June, September and December.

Attachments: Monthly Financial Statements

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact for this item.



**Governmental Accounting Standards Board (GASB) Monthly Financial Form**  
**South Tech Prep Academy with MSID Number (3441)**  
**Palm Beach County, Florida**  
**Balance Sheet (Unaudited)**  
**October 31, 2016**

	<u>Accounts</u>	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Debt Service</u>	<u>Capital Outlay</u>	<u>Total Governmental Funds</u>
<b>ASSETS</b>						
Cash and cash equivalents	1110	\$ 309,482	\$ -	\$ -	\$ -	\$ 309,482
Investments	1160					-
Grant receivables	1130					-
Other current assets	12XX	90,998				90,998
Deposits	1210					-
Due from other funds	1140					-
Other long-term assets	1400					-
		<u>\$ 400,480</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 400,480</u>
<b>LIABILITIES AND FUND BALANCE</b>						
Liabilities						
Accounts payable	2120	\$ 32,898	\$ -	\$ -	\$ -	\$ 32,898
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	61,373				61,373
Deferred revenue	2410					-
Notes/bonds payable	2180, 2250, 2310, 2320					-
Lease payable	2315					-
Other liabilities	21XX, 22XX, 23XX					-
		<u>94,271</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>94,271</u>
Fund Balance						
Nonspendable	2710	90,998				90,998
Restricted	2720					-
Committed	2730					-
Assigned	2740	33,898				33,898
Unassigned	2750	181,313				181,313
		<u>306,209</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>306,209</u>
<b>Total Fund Balance</b>		<u>\$ 400,480</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 400,480</u>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>		<u>\$ 400,480</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 400,480</u>

**South Tech Prep Academy with MSID Number (3441)  
Palm Beach County, Florida  
Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)  
For Month Ended October 31, 2016 and For the Year Ending June 30, 2017**

FTE Projected  
FTE Actual

500  
488

98% Percent of Projected

	General Fund				Special Revenue				
	Account Number	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
<b>Revenues</b>									
FEDERAL SOURCES									
Federal direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%
Federal through state and local	3200						274,727		0%
STATE SOURCES									
FEFP	3310	246,822	792,514	2,846,315	28%				
Capital outlay	3397	11,420	34,560	125,000	28%				
Class size reduction	3355	41,213	129,734	463,847	28%				
School recognition	3361								
Other state revenue	33XX								
LOCAL SOURCES									
Interest	3430								
Local capital improvement tax	3413								
Other local revenue	34XX	3,825	46,686	70,000	67%				
<b>Total Revenues</b>		<b>303,280</b>	<b>1,003,494</b>	<b>3,505,162</b>	<b>29%</b>	<b>-</b>	<b>-</b>	<b>274,727</b>	<b>0%</b>
<b>Expenditures</b>									
Current Expenditures									
Instruction	5000	113,235	411,147	1,431,131	29%			274,727	0%
Instructional support services	6000	5,946	30,165	186,842	16%				
Board	7100	597	7,286	15,409	47%				
General administration	7200	7,319	44,933	140,833	32%				
School administration	7300	52,069	208,847	466,315	45%				
Facilities and acquisition	7400								
Fiscal services	7500	2,511	11,556	31,922	36%				
Food services	7600								
Central services	7700	2,811	24,499	52,501	47%				
Pupil transportation services	7800	40,414	126,293	225,000	56%				
Operation of plant	7900	51,419	214,638	636,767	34%				
Maintenance of plant	8100		5,851	1,000	585%				
Administrative technology services	8200	3,739	14,585	77,067	19%				
Community services	9100	3,870	28,635	70,000	41%				
Debt service	9200								
<b>Total Expenditures</b>		<b>283,930</b>	<b>1,128,435</b>	<b>3,334,787</b>	<b>34%</b>	<b>-</b>	<b>-</b>	<b>274,727</b>	<b>0%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>		<b>19,350</b>	<b>(124,941)</b>	<b>170,375</b>	<b>-73%</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Other Financing Sources (Uses)</b>									
Transfers in	3600								
Transfers out	9700								
<b>Total Other Financing Sources (Uses)</b>		<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>-</b>	<b>-</b>	
<b>Net Change in Fund Balances</b>		<b>19,350</b>	<b>(124,941)</b>	<b>170,375</b>		<b>-</b>	<b>-</b>	<b>-</b>	
Fund balances, beginning		286,859	431,150	462,923					
Adjustments to beginning fund balance									
<b>Fund Balances, Beginning as Restated</b>		<b>286,859</b>	<b>431,150</b>	<b>462,923</b>		<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fund Balances, Ending</b>		<b>\$ 306,209</b>	<b>\$ 306,209</b>	<b>\$ 633,298</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>%</b>



**Board Meeting  
December 8, 2016**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PE-1**

**Motion:**

I recommend that the Board approve Policy 1.02 Governing Board revisions to reflect the election results of the Officers and Directors at the Annual Meeting.

**Summary Information:**

This item reflects the outcome of the Annual Meeting election of Officers and re-election of Directors, as well as the addition of a new Board member.

Attachments: Policy 1.02 Governing Board

**Presented By:**

Jim Kidd, President & Chief Executive Officer

**Financial Impact:**

There is no financial impact for this item.

**GOVERNING BOARD**

The By-Laws of South Tech Preparatory Academy, Inc. specify that the Governing Board of South Tech Preparatory Academy, Inc. be no less than nine (9) members and no more than fifteen (15) members. These limits may be changed by revising the By-laws. The By-Laws also specify that members are elected for a period of three (3) years, with one-third of the members elected each year. There are no term limits specified, except for the positions of Chairperson and Vice-Chair.

To accomplish staggered terms, The Founding Board established terms defined below at its meeting of July 30, 2012. Board members elected subsequent to that meeting assume the term of the Board member they replaced.

BOARD MEMBER		TERM ENDS
James Notter	Chair	September 30, 2019
Aram Bloom	Vice Chair	September 30, 2017
Dan Heller	Treasurer	September 30, 2017
Donna Baize	Secretary	September 30, 2018
Robert M. Kesten		September 30, 2019
Carl McKoy		September 30, 2017
Roger Dunson		September 30, 2018
Nancy Ernst		September 30, 2019
Russ Feldman		September 30, 2018
Diane Heinz		September 30, 2018
Suzanne Nicolini		September 30, 2019
Vacant		September 30, 2018
Vacant		September 30, 2017
Vacant		September 30, 2017
Vacant		September 30, 2019

Authority: By-laws of South Tech Preparatory Academy, Inc.

History: New: 7/31/2012; 11/12/15; 12/8/16

SOUTHTECH SUCCESS CENTER  
CONSENT AGENDA

**SOUTHTECH SUCCESS CENTER FOUNDING BOARD  
CONSENT AGENDA  
December 8, 2016**

**Old Business**

**None.**

**Administrative Items**

**None.**

**Personnel Items**

**None.**

**Financial Items**

**None.**

**Emergency Items**

**Item SCE-1                      Possible forthcoming item.**