

Progress**ASSIGNMENT TO GROUPS--SPECIFIC REGULATIONS**

- I. Transfer Students
  - A. A student transferring from another Miami-Dade County public school or from any state, regionally, or nationally accredited school to a Miami-Dade County public school will not be subject to change of grade placement by reasons of the transfer. (See also Rule 6Gx13- 5A-1.03 (Section IV), Placement of Underage Students in Second Grade).
  - B. If a student transfers to a Miami-Dade County public school from an instructional situation constituted in lieu of school attendance but within the intent of Section 232.01 F.S. and achieved by regular attendance with a private tutor who meets all requirements outlined in **Rules of the Florida State Board of Education**, 6A-1.0951, the principal of the receiving school will make placement according to the professional recommendation of the tutor and other available evidence. Change in placement, if such is indicated by further observation and/or testing, will be to the grade or level best suited to the student's academic, social, and emotional development.
  - C. If a student transfers to a Miami-Dade County public school from a nonaccredited school within Miami-Dade County or elsewhere, or from a program established in lieu of school attendance and conducted by a private tutor(s) who does not meet all requirements prescribed by law for private tutors, as outlined in **Rules of the Florida State Board of Education**, 6A-1.0951, the principal of the receiving school will make temporary placement in view of the principal's best judgment and available evidence, with permanent placement to be at the grade or level best suited to the student's academic, social, and emotional development, as indicated by further observation and testing.
  - D. If a student within the compulsory school attendance ages of six and eighteen (sixteen with parent=s permission) who has not been in regular attendance in any of the instructional situations described in preceding items A., B., or C., seeks admission to a Miami-Dade County public school, the principal of the receiving school will make temporary placement in view of the last official school records, but permanent placement will

be at the grade or the level best suited to the student's academic, social, and emotional development, as indicated by additional observation and testing.

- E. If a student beyond the compulsory school attendance age of eighteen (sixteen with parent=s permission) who has not been in regular attendance at any of the instructional situations described in preceding items A., B., or C., seeks admission to a Miami-Dade County public school, the principal will first determine that the student is eligible for admission. Once eligibility has been established, the principal of the receiving school will utilize last official school records and the recommendations of the school's guidance department in making temporary placement, with permanent placement to be in the school center and at the grade or the level best suited to the student's academic, social, and emotional development, as indicated by additional observation and testing.

## II. Grouping for Special Instructional Needs

The prime consideration in grouping is that an individual student will be able to receive the type and level of instruction needed, according to present achievement and ability levels, and the resources available to the school.

Individual classes should be racially integrated as much as possible. The curricular program of a school should be racially integrated as much as possible.

### A. Opportunities for Exceptional Student Education

1. Assignment of exceptional students to classes or groups will be made by an Individual Educational Plan (IEP) committee. Such classes or groups may be multigraded and may consist of students of more than one exceptionality. Provision is made for individual participation in regular class activities during the school day to the extent that this is both beneficial and possible.
2. The IEP committee will place exceptional students in the least restrictive environment (LRE) after addressing previous placements and modifications, current performance levels, goals and objectives, behavior, and any other factors which will impact a student=s ability to derive educational benefit.

B. Opportunities for High Ability Students

A variety of opportunities appropriate to the age and interest levels should exist for high ability students. These will include, but are not limited to, programs such as independent study, Advanced Placement, International Baccalaureate, International Studies, dual enrollment, honors courses, individualized instruction, pilot district programs for the gifted; a rearrangement or extension of the curriculum offerings within a school; and varied organizational patterns, such as nongraded schools.

C. Special Instructional Groupings

1. English for Speakers of Other Languages classes will be developed where needed to provide instruction in English as a second language for students of other language backgrounds whose lack of command of English prevents them from participating in regular English classes.
2. Special groupings in reading or in other areas of the curriculum will be planned to achieve stated goals or to accommodate differences.

(See also School Board Rule 6Gx13- 6A-1.21; 6Gx13-5A-1.03)

Specific Authority: 230.22(2) F.S.

Law Implemented, Interpreted, or Made Specific: 230.23(4); 232.01; 232.02; 232.03 F.S.; 6A-1.0951 FAC

**History: THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA**

Repromulgated: 12-11-74

Amended: 8-26-98