

## **POLICY 6000.1: STUDENT PROGRESSION PLAN**

### **Middle School Procedural Guide**

**THE SCHOOL BOARD'S MISSION IS TO MEET THE EDUCATIONAL NEEDS OF ALL STUDENTS IN A SAFE LEARNING ENVIRONMENT. THIS POLICY AND THE RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, ENSURING NO CHILD IS LEFT BEHIND.**

**The purpose of this manual is to help guide school personnel in the proper implementation of the Student Progression Plan.**

#### **I. MIDDLE GRADES (GRADES 6-8)**

##### **A. MIDDLE SCHOOL ENTRANCE AND ATTENDANCE REQUIREMENTS**

**1. Health requirements for initial entry (F.S. 1003.22)**, including immunization requirements is included in SBBC Policy 5.1: Enrollment and Withdrawal.

- For more information contact the Health Education Department.

**2. Placement of transfer students for initial entry** is included in Policy 5.1: enrollment and Withdrawal.

- There are 4 different possibilities for placement of students who transfer in from out-of-state or out-of-country into a Broward County middle school.

1. Students who present official documentation of their previous grade level should be placed according to their educational records.
2. If the school subsequently receives records for a student who presented NO documentation, withdraw the student immediately from the wrong subject or grade and place the student in the grade level commensurate with those records. Be sure to inform parents.
3. Students who present unofficial documentation should be placed provisionally. If, upon receipt of official documentation, students have been placed in error in the wrong subject or grade, they will be withdrawn immediately and re-enrolled in the appropriate grade or subject. Be sure to inform parents.
4. With NO documentation, students should be placed age-appropriate as the first consideration and/or in accordance with demonstrated skills as a subsequent action. Schools should provide additional services to those students who are found to be deficient in reading and/or math and inform parents through a written letter that the student is likely to be retained. Parents should be asked to sign this letter to confirm they have been notified.

- No student can be assigned to a grade level based solely on age or other factors that constitute social promotion. (Explanatory Note: Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the appropriate State mandated assessments. **Placement does not constitute promotion.** Requiring counseling about possible retention for not meeting standards and requiring extra support are not inconsistent with the law but are in the best interest of children).

**3. Attendance requirements (F.S. 1003.20)**, including absences for religious reasons, are included in SBBC Policy 5.5: Attendance.

- For more information contact Student Support Services.

**4. Student withdrawal** information is included in SBBC Policy 5.1: Enrollment and Withdrawal.

- For more information contact Student Support Services.

**5. Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is

not offered at the assigned school, the parent would be responsible for providing transportation. (F.S. 1003.05)

- For more information contact Student Support Services.

## **B. MIDDLE SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT**

- 1. Middle School Curriculum:** Students shall receive instruction in language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of the standards adopted by the State Board of Education. (F.S. 1003.41)
  - Students and their parents should receive an explanation of high school graduation requirements with information regarding the advantages of registering for the most rigorous courses while in middle school and the importance of setting academic and career goals to increase the relevancy and the opportunities for students at the high school level.
- 2. Character Education:** The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
- 3. Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition, Celebrate Freedom Week, and Disability History and Awareness Week** (F.S. 1003.42(2)). Students shall receive instruction in:
  - a. The Holocaust
  - b. African and African American History
  - c. Hispanic Contributions
  - d. Women's Contributions
  - e. Veteran's Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.
  - f. "Celebrate Freedom Week" (F.S. 1003.421)
  - g. "Disability History and Awareness Week" (F.S. 1003.4205). Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding, and awareness of individuals with disabilities including the history of the disability and the disability rights movement.
    - **Constitution Day**  
In accordance with federal legislation passed in 2004, the Federal Government requires that all schools that receive Federal funding must provide a course on the Constitution on Constitution Day, September 17th. This is H.R. 4818. (Louise Ball: 754.31-1873)
- 4. Suspension of Curriculum (F.S. 1008.22(4))**
  - a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
  - b. Distributing to students the sample test books and answer keys published by the Department of Education

- c. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment.
  - d. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed.
  - e. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
  - f. Administering a practice test or engaging in other test-preparation activities for the statewide assessment which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment as set forth in the rules adopted by the State Board of Education.
5. **Physical Education:** Beginning in 2009-2010, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455):
- a. The student is enrolled or required to enroll in a remedial course.
  - b. The student's parent indicates in writing to the school that:
    - (1) The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
    - (2) The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
6. **Health Education:** The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
7. **Outside Activities:** Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
8. **Family Life/Human Sexuality Instruction:** Materials, resources, and speakers used in the Family Life / Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice. Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).
9. **HIV and Sexually Transmitted Diseases Instruction:** Materials, resources, and speakers used in the HIV/sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component. (F.S. 1003.42(3)).

**10. Gifted Education:** See SBBC Policy 6000.5.

**11. Assessment:** Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. When a student is enrolled in a course that includes an End of Course Assessment (EOC), the student will not be required to take the corresponding FCAT. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process. (F.S. 1008.25(4)).

- Allowable accommodations must be documented and provided for English Language Learners (ELLs). When providing Flexible Setting, a letter must be sent home to parents in the native language.
- The School Board of Broward County has developed systems to assess proficiency of standards and align instruction and remediation for students with deficiencies in reading and mathematics. The benchmark assessment instruments and struggling reader matrix provide schools with the mechanisms necessary to diagnose and assist students in attaining grade level achievement when employed properly and consistently.
- Students enrolled in Algebra I or Geometry in Middle School will not take the Mathematics portion of the FCAT during the school year that they take the Algebra I or Geometry EOC.
- Students enrolled in High School Biology in eighth grade will not take the Science portion of the FCAT during the school year that they take the Biology EOC.

**12. High School Courses in Middle School:** All middle schools shall offer Algebra I, or its equivalent (F.S. 1003.4156(1)(a)(2)), Geometry, and Spanish I and are encouraged to offer high school courses whereby students may earn high school credit.

- High School courses taken in Middle School will impact all High School Grade Point Averages.

**13. Parent Meeting:** All middle schools shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities (F.S. 1003.4156(1)(a)(5)).

**14. Information about High School Graduation Options:** On an annual basis, students in grades six through nine and their parents must be provided with information concerning the three-year and four-year high school graduation options, including the respective curriculum requirements for those options so that students and their parents may select the program that best fits their needs. Selection of one of the graduation options is exclusively up to the student and parent. Information to parents of students with disabilities must also be provided with information about the FCAT and End-of-Course (EOC) waiver.

- Students and their parents should receive an explanation of high school graduation requirements with information regarding the advantages of registering for the most rigorous courses while in middle school and the importance of setting academic and career goals to increase the relevancy and the opportunities for students at the high school level. They should learn about each of the diploma options (24 credit, 18 credit college preparatory, 18 credit career preparatory). They should also learn about EOC requirements, Florida Bright Futures and all acceleration mechanisms. Students can choose a diploma option at any time during the high school career.

## **C. MIDDLE SCHOOL STUDENTS' RIGHT TO INSTRUCTION**

Remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)). Each student who does not

meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met. (F.S. 1008.25 (4)(c)).

#### **D. MIDDLE SCHOOL PROMOTION**

- 1. Promotion from Grades Six to Seven and Seven to Eight:** Student must pass a minimum of four subjects, two of which must be in English, mathematics, science or social studies. A passing grade for a full year will be computed based upon the student earning 4 points. Students who fail any of the 4 core courses will be given the opportunity to meet the requirements of the course(s) through school day or extended learning opportunities.
- 2. Promotion to 9<sup>th</sup> Grade will Require Passing (F.S. 1003.4156(1)(a)(1-5)):**
  - a. 3 middle school or higher, year-long courses in English,
  - b. 3 middle school or higher, year-long courses in mathematics. To earn high school credit for the Algebra I course, a middle school student must pass the Algebra I End-of-Course (EOC) assessment. Beginning with the 2012-13 school year, to earn high school credit for the Geometry course, a middle school student must pass the Geometry End-of-Course (EOC) assessment.
  - c. 3 middle school or higher, year-long courses in science. Beginning with the 2012-13 school year, to earn high school credit for the Biology I course, a middle school student must pass the Biology I End-of-Course (EOC) assessment.
  - d. 3 middle school or higher, year-long courses in social studies, one semester of which must include the study of state and federal government and civics education.
    - (1) Beginning in the 2012-13 school year, all seventh grade students will be enrolled in Civics.
    - (2) During school year 2013-14, all seventh grade students will take an End-of-Course (EOC) exam in Civics. The result of this test will count as 30% of the student's Civics grade.
    - (3) Beginning with school-year 2014-15, all students must pass the EOC in Civics for as a requirement for promotion to high school (F.S. 1008.22).
  - e. One course in career and education planning to be completed in 7<sup>th</sup> or 8<sup>th</sup> grade, which can be a stand-alone course or instruction integrated into an existing course or courses. This course shall result in the completion of a personalized academic career plan to be signed by the student and the student's parent. Completion of the personalized academic career plan is defined as planning a minimum of 24 high school credits that meets the minimum graduation requirements of a high school student on the 24-credit diploma option (F.S. 1003.3156(1)(5)). The required personalized education plan must inform students of high school graduation requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to a national industry certification.
    - Beginning in 2012-13, the ePEP will not longer be available. Presently, the Personal Academic Career Plan (PAC-Plan) will be a paper document created in grade 8. The PAC-Plan must indicate 24 credits and a career interest. District personnel are currently working on a Virtual Counselor version of the PAC-Plan (VC PAC-Plan), which will be available for the 2013-14 school-year.
- 3. Accelerated Middle School Promotion:** Mid- or full-year promotion may occur within the middle school at the principal's discretion when a student has completed the appropriate course work through an online learning environment. When a parent requests such acceleration, the

principal may implement an academic contract. Failure of the student to meet the conditions of said contract may result in the student being reassigned to the previous grade level.

A student may be mid-year promoted to high school only when the student has completed the first semester of at least four high school level courses in the content areas of: English, mathematics, science and one other subject.

- In order for a student to be accelerated to the next grade level in Middle School, the student must have completed one year-long course in each of the four core areas: Language Arts, Mathematics, Social Studies, and Science. For mid-year promotion, a student must have completed the first half of a year-long course in each of the four core academic areas. Recovery models cannot be used for accelerated promotion.
- **EXAMPLES:** For accelerated promotion from grade 6 to grade 8, the student must have completed two courses in each of the four core academic areas (2 Language Arts, 2 Mathematics, 2 Science and 2 Social Studies). For mid-year promotion from grade 6 to grade 8, a student must have completed one and one half year-long courses in each of the four core academic areas. Prior to beginning the second semester of grade 8, the first half of each of the four core courses must be complete.
- A student may be mid-year promoted to High School only when the student has completed the first half of at least four high school year-long courses in the areas of English, Mathematics, Science and one other course. In addition, the student must have completed all requirements for promotion to high school including Career Education, Personal Academic Career Plan, and as soon as Statute becomes active, Civics.

#### **4. Transfer Students**

##### **a. Uniform Transfer of Students in Middle Grades**

- (1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- (2) 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 subsection (3) of this rule.
- (3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
  - (a) Portfolio evaluation by the Superintendent or designee;
  - (b) Demonstrated performance in courses taken at other public or private accredited schools;
  - (c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
  - (d) Demonstrated proficiencies on the FCAT; or
  - (e) Written review of the criteria utilized for a given subject provided by the former school.
- (4) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in section (3) of this rule if required (State Board Rule 6a-1.09942).

- b. Course Requirements for 8<sup>th</sup> Grade Transfer Students:** Students who enter a Broward County public school after the first day of eighth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Broward County public school, in



order to meet the middle school course requirements for promotion to 9<sup>th</sup> grade, if the student has met all requirements of the state or county from which he or she is transferring. In addition, the student must pass all State required core courses in 8<sup>th</sup> grade. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.

- (1) All 8<sup>th</sup> grade students, regardless of the date of entry into a Broward County middle school, are required to complete an electronic personal education plan (ePEP) prior to promotion to 9<sup>th</sup> grade (F.S. 1003.4156.1(a)5)).
- (2) Transfer students entering on or prior to the first day of the second semester of 8<sup>th</sup> grade will also be required to complete the Career and Education Planning course. Students entering after the first day of the second semester of 8<sup>th</sup> grade will be required to enroll in a Career and Education Planning course.

#### **5. Promotion in Extraordinary Circumstances**

The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g., student with a terminal illness, student for whom the District has requested an assessment accommodation and the state has indicated they are unable to provide the District-requested accommodation, student whose assessment results are clearly not indicative of their classroom grade-level performance). This cannot be used to promote a student from 8<sup>th</sup> to 9<sup>th</sup> grade; statutory requirements as indicated above must be adhered to for promotion to high school.

#### **6. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Therefore, promotion for these students occurs on the date the student meets the promotion criteria as prescribed by School Board policy.**

**E. MIDDLE SCHOOL PROGRESS MONITORING PLAN (PMP) PROCESS:** Any student who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a PMP in reading and/or mathematics to assist the student that includes the components of the middle school success plan (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

- In order to facilitate this process, an electronic data management system (E-PMP) has been developed in conjunction with Virtual Counselor. The E-PMP automatically identifies students in need of a PMP, and then prompts the user in entering key assessment and intervention data. The system is designed to allow staff to develop a PMP in reading, mathematics, writing, and science. A Virtual Counselor login and password are required to access the E-PMP.
- The current teacher should develop a PMP at the beginning of the school year and by the middle of the first marking period, using the previous year's performance FCAT data. The PMP should be monitored on an on-going basis but at least twice a year and/or after major assessments. The PMP may be modified at any time.
- Students with disabilities require a separate PMP from the IEP. The PMP IS NOT A REPLACEMENT OF THE IEP. ESE students seeking a standard diploma and who meet PMP criteria must be given a PMP.

#### **1. Specific PMP Reading Requirements for Middle School Students**

If a middle school student scores at Level 2 or below on FCAT Reading, the PMP must identify:

- a. The student's specific area of deficiency in:
  - (1) Phonemic awareness
  - (2) Phonics
  - (3) Fluency
  - (4) Comprehension
  - (5) Vocabulary
- b. The desired level of performance in these areas.
- c. The instructional and support services to be provided to help the student achieve the desired levels of performance, including an intensive reading course for students who score at Level 1 and for students who score at Level 2 in reading, either an intensive reading course or a content area course in which reading strategies are delivered, in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).

**2. Specific PMP Mathematics Requirements for Middle School Students**

If a student scores at Level 2 or below on FCAT Mathematics, the student will be required to receive remediation through a PMP.

- 3. PMP Reviews:** Progress Monitoring Plans in reading will be reviewed at least annually to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District requirements (F.S. 1008.25(7)(b)1).

**F. MIDDLE SCHOOL RETENTION:** Students who are retained will receive an intensive program that is different from the previous year's program. Students who have been retained and are not making progress in the current program must undergo additional state or District-approved assessment to determine an appropriate intervention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and District policy (F.S. 1008.25(6)). Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance. Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency (F.S.1008.25(7)(b)3). Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree 1990).

1. ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree 1990) in which the parent must be invited.
  - Parents of ELL students must be invited to the ELL committee meeting when the student's retention is being discussed. Communication about the meeting and the retention must be in the parents' native language (FS 1008.25)
2. For students retained two or more years, appropriate alternative placements will be made.
3. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.
  - Schools should monitor the progress of all students from the beginning of the school year. Students who are deficient in credits should be issued an Individual Student



Success Plan (ISSP) that delineates a clear pathway to earning missed credits through approved recovery options. The ISSP must be signed by the parent to ensure that all stakeholders are aware of the student's status and that all are aware of their critical role in the success of the student.

- Students who are retained for failing to pass required subjects may remediate and be promoted by completing a district approved recovery curriculum, or by completing a course through an accredited in state, out-of-state, or virtual school. Such remediation must be validated through an official transcript, report card or other documentation provided by the institution that provides the name of the course, verification that the course met the standards adopted by The State Board of Education as outlined in the course curriculum, and an earned passing grade, or a "P" if Pass/Fail

**G. MIDDLE SCHOOL EXTENDED LEARNING OPPORTUNITIES:** Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

**1. Virtual Education**

- a. Schools may not limit student access to Florida Virtual School Courses. However, school counselors will determine if the course is academically appropriate for the student based on the student's academic history, grade level and age (F.S. 1002.37(3)(c)).
- b. Schools may not limit access to a Florida Virtual School course even if the school offers the same course.
- c. Students may not enroll in the same course at Florida Virtual School when concurrently enrolled in the course at the local school.
- d. Schools must provide student access to Florida Virtual School as part of the student's full day curriculum.

**H. REPORTING MIDDLE SCHOOL PROGRESS**

**1. Progress Reports (Report Cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

**2. Interim Reports:** No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students.

- If a student experiences difficulties after the interim report period, a report may still be generated to inform the parent. Interim reports can be issued at any time.
- **Grading for Grades 6, 7 and 8 (F.S. 1003.437):** Student performance will be evaluated and reported based upon mastery of standards. The symbols to be used are:

|    |                            |        |
|----|----------------------------|--------|
| A  | Superior Progress          | 90-100 |
| B+ | Outstanding Progress       | 87-89  |
| B  | Commendable Progress       | 80-86  |
| C+ | Above Average Progress     | 77-79  |
| C  | Average Progress           | 70-76  |
| D+ | Below Average Progress     | 67-69  |
| D  | Lowest Acceptable Progress | 60-66  |
| F  | Failure                    | 0-59   |
| I  | Incomplete                 |        |

- Middle school students do receive a GPA; however, the GPA information is provided only to accustom middle school students and their parents as to what they can expect in high school. The GPA does not carry over to high school. While the GPA is calculated quarterly just for the purpose of showing progress, the cumulative GPA is calculated only once per year.

- To calculate a yearly GPA, assign the following values to the **FINAL** grades and divide by the number of courses attempted for that year combined with the number of courses attempted from the previous years, if applicable, e.g. 7<sup>th</sup> and 8<sup>th</sup> grade.
- Middle school students taking High School level courses do earn a High School Grade Point Average.
- In order to pass a course, a Middle School student must earn four points (A=4 points, B=3 points, C=2 points, D=1 point, F=0 points) during the school year. At least one of these points must be earned during the last marking period of the year. A student who does not earn four points including one point during the final marking period will need to complete a district-approved recovery program. If the student is retained, then the student will repeat the course in its entirety.

**4. Grading Students Who Earn High School Credit in Grades 6-8:**

- a. High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Students may also receive credit for courses successfully completed in a virtual environment. Courses taken may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).
  - b. Letter grades (A-F, I) will be assigned for any high school course taken by a middle school student and will be counted toward the student's high school grade point averages.
  - c. For grades earned of a C, D, or F by middle school students taking high school courses, the forgiveness policy allows the replacement of the first grade with a grade of C or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student's grade point average for graduation (F.S. 1003.428(4)(d)). Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given.
- Middle Schools should use care in entering high school courses on a Middle School student's record. A flag of "9" should always be used to indicate a high school course taken during while in grades 6-8.
  - When a student repeats a course (High School course with a grade of B or B+) to increase skills and knowledge, the student will AUDIT the course. A flag of U and grade of NG will become a part of the student's permanent academic history.
  - Note that when a Middle School student retakes a High School level core course for forgiveness, that student will also need to take a Middle School recovery course so that the student does not fall into a credit deficit. (Example: Student fails Algebra I in 7<sup>th</sup> grade. Student may take Algebra I again in 8<sup>th</sup> grade, but the student must also recover Grade 7 mathematics in order to ensure that he/she has earned three separate math credits in grades 6-8).
  - Students taking Algebra I, Geometry or Biology in Middle School must pass the corresponding End-of-Course (EOC) assessment in order to earn High School credit in the course.
  - A student who passes the EOC, but fails the course will earn High School credit, but will not earn Middle School credit.
  - A student who fails the EOC, but passes the course, will earn Middle School credit but will not earn High School credit.

- 5. Taking courses on a high school campus:** A middle school student, whose unique academic needs cannot be met at the middle school level, as determined by the principal, may take the courses in an accredited virtual environment or, upon approval of the area superintendent, be permitted to attend a high school for the necessary course. However, no middle school student may attend a high school campus when a course is available through the middle school level or when the course sought at the high school requires successful completion of the middle school

curriculum. Transportation must be provided by the parents and will be reimbursed at the standard rate.

6. **Alternative Progress Report:** A District-approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report or for other District-approved programs that the standard progress report does not address adequately.
  7. **Grade Placement:** Principals shall have the final authority for appropriate grade placement of students, within the limitations of School Board Policy.
    - No student can be assigned to a grade level based solely on age or other factors that constitute social promotion (FS 1008.25). (Explanatory Note: Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the State mandated assessment. Placement does not constitute promotion. Requiring counseling about possible retention for not meeting standards and requiring extra support are not inconsistent with the law but are in the best interest of children.
  8. **The IEP Annual Goal(s) Progress Report** must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.
  9. **The EP (Gifted Education Plan) Goals Progress Report** must be completed and sent home with each report card for all gifted students.
- I. **MIDDLE SCHOOL GUIDANCE SERVICES:** All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national counseling standards (F.S. 1006.025).
- Each school is required to prepare an annual comprehensive guidance plan that ensures every student receives guidance services. This plan is to be submitted through the Electronic Annual Guidance Plan (eAGP), which shall be signed by the counselor and the principal and submitted to the District Guidance Coordinator by October 1. The plan shall be evaluated at the end of the fourth quarter, through data aimed at improving student achievement. The end-of-year report shall be submitted to the District Guidance Coordinator by June 1 each year. The foundation for the guidance plan must be the national standards adopted by the American School Counseling Association. The standards support the development of academic skills, career skills, and personal/social skills. The guidance plan must support the school's School Improvement Plan and focus on results-oriented outcomes, with data being collected to demonstrate the outcomes. Both proactive and reactive guidance interventions are to be logged through the Behavioral Academic Support and Instruction System (BASIS). Counselors are expected to use a variety of methods to provide services including classroom guidance lessons, small groups for targeted issues or behaviors, and individual counseling and consultation. It should be noted that heavy reliance on one-to-one methods almost always results in some students not receiving any guidance services. Special attention should be given to addressing the needs of students retained to provide ongoing support as they progress to other grade levels.
- J. **MIDDLE SCHOOL STUDENT DAY:** A student day shall consist of a minimum of:
- |               |             |
|---------------|-------------|
| Middle School | 348 minutes |
| ESE Centers   | 360 minutes |

- **The information below comes from the high school portion of the manual, but applies to grade changes in Middle School as well:**

**Changes to Student Grades:** Changes to student grades shall be properly documented using a Change of Grade Form to be signed by the principal and the teacher of record. The appropriate grade change code shall be documented in TERMS. When the teacher of record is unavailable or not applicable, the Change of Grade Form shall be signed by the principal and by the subject area Department Chairperson. Changes to a student grade may be made for the following reasons.

- (1) Forgiveness when an EOC Course belongs to the 30% of grade rule.
  - (2) Technical/Input error.
  - (3) Incomplete grade changed to the appropriate letter grade.
  - (4) Grade averaging.
  - (5) Unforeseen extenuating circumstances.
- When a grade change is performed, the Change of Grade form should be maintained in the student's cumulative record. The grade change on TERMS must reflect the reason for the change and this reason must be the same as the reason on the change form.
  - The following grade change reason codes are unique to the courses that have a state required End of Course exam that accounts for 30% of the student's grade:
    - G - STUDENT RE-TOOK ONE SEMESTER OF EOC COURSE
    - H - STUDENT RE-TOOK TWO SEMESTERS OF EOC COURSE
    - I -STUDENT RE-TOOK ONE SEMESTER AND THE EOC EXAM OF EOC COURSE
    - J-STUDENT RE-TOOK TWO SEMESTERS AND THE EOC EXAM OF EOC COURSE
    - K - STUDENT RE-TOOK ONLY THE EOC EXAM
    - O - ESE/EOC GRADE CHANGE
  - The following grade change reason codes apply to all courses, as applicable:
    - L -TECHNICAL/ INPUT ERROR
    - M-INCOMPLETE GRADE CHANGED TO LETTER GRADE
    - N-UNFORESEEN EXTENUATING CIRCUMSTANCES
    - P-GRADE AVERAGING

Updated: July 5, 2012