

*The purpose of this procedural manual is to provide school personnel and other interested parties with both the current Student Progression Plan policy as well as the related procedural guidelines. The information in black type is the policy as approved by the School Board on February 3, 2009. The information in red is related procedural information that is intended to assist in clarifying and implementing the policy. The policy cannot be changed without School Board approval. The procedural information will be updated periodically by the Division of Curriculum & Instruction/Student Support. Suggestions and questions are welcomed and should be sent to one of the following Executive Directors:*

*Diane Carr, Core Curriculum*

*Leah Kelly, Student Support Services*

*Sayra Velez Hughes, Multicultural, ESOL, and Program Services*

*Leslie Brown, Educational Programs*

## **II. MIDDLE SCHOOLS (GRADES 6-8)**

### **A. MIDDLE SCHOOL ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S. 1003.21)**

- **Health requirements for initial entry (F.S.1003.22)**, including immunization requirements, are included in Policy 5.1: Enrollment and Withdrawal.
- **Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in Policy 5.1: Enrollment Withdrawal.

*The following are guidelines provided by the Florida Department of Education regarding the transfer of students that transfer into a Florida school from outside of Florida. This does not apply to intrastate (within Florida) transfer students.*

*6A-1.09942 State Uniform Transfer of Students in the Middle Grades.*

*The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:*

*(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.*

*Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required.*

*Specific Authority 1003.4156(3), 1003.25(3) FS. Law Implemented 1003.25(3) FS. History—New 10-20-08.*

- **Attendance requirements (F.S.1003.23)**, including absences for religious reasons, are included in Policy 5.5: Attendance.
- **Student withdrawal** information is included in Policy 5.1: Enrollment Withdrawal.

*The counselor assigned to the withdrawing student should complete an exit survey before the student is withdrawn. All data from the exit survey should be entered into TERMS the day of the withdrawal.*

- 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. (FS 1003.05)

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

### **Middle school curriculum**

1. 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 Sunshine State Standards. (F.S. 1003.41)
2. **Character education:** Same as elementary

*For assistance with Character Education, call (754) 321-2568.*

- 3. Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week:** Same as elementary requirement

*For assistance with these curriculum areas call (754) 321-1873, or (754) 321-2968 .*

- 4. Suspension of curriculum:** Same as elementary, excluding physical 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:

- 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:
  - i. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
  - ii. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

*Who is required to provide the one-on-one counseling that must be made available to students (e.g. physical education teacher, guidance counselor)?*  
*The legislation does not require counseling for all students, just that counseling be available. This counseling should be provided by the physical education teacher.*

*How often must each district school board notify parents of the options available to waive their child out of the physical education requirements?*  
*District school boards will be required to notify parents of the waiver options annually prior to the scheduling of classes for the following school year, beginning with 2009-2010.*

*For further assistance call (754) 321-1863.*

- 6. Outside activities:** Same as elementary
- 7. Family life/human sexuality:** Same as elementary

*For further assistance call (754) 321-2273.*

8. **HIV and sexually transmitted diseases instruction:** Same as elementary  
*For further assistance call (754) 321-2273.*
9. **Gifted education:** See Policy 6000.5.  
*For further assistance call (754) 321-2861.*
10. **Assessment:** Same as elementary
11. **All middle schools** shall offer Algebra I, its equivalent, (F.S. 1003.4156(1)(a) 2), Geometry, and Spanish I for which students may earn high school credit.
12. **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)
13. 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 the 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. If the student and parent fail to select a graduation option prior to the end of grade 9, the student shall be considered to have selected the general requirements for the four-year high school graduation option (F.S.1003.429(3)(4)). Information to parents of students with disabilities must also be provided with information about the FCAT waiver.

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

Same as elementary

#### D. MIDDLE SCHOOL PROMOTION

1. **Student Performance Levels for Reading, Writing, Mathematics and Science:**

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account a student's proficiency in writing (3.5 or higher on the FCAT Writing Assessment or the district equivalent) and science (based on proficiency levels to be provided by the district and/or the State Department of Education) (F.S. 1008.25(2)). The evaluation of each student's progress must be based upon classroom work,

observations, tests, district and state assessments and other relevant information.

**Promotion criteria: Reading and Math:**

<b>Grade &amp; Subject</b>	<b>Passing Classes</b>	<b>Criteria #1:</b>	<b>Or</b>	<b>Criteria #2:</b>
6 - 8 Reading	Pass a minimum of *four subjects plus meet:	Level 2 or higher on FCAT-SSS Reading	or	At a proficient level on a District-Approved Reading Assessment
and	criteria #1	and		and
6 - 8 Math		Level 2 or higher on FCAT-SSS Mathematics	or	At a proficient level on a District-Approved Mathematics Assessment

2. To be promoted, students in grades six, seven and eight must meet FCAT Promotion Criteria and pass a minimum of four subjects. Starting with the 2007-08 school year, a passing grade for a full year will be computed based on grades received for the year and not points. In addition to the specific promotion criteria for reading and mathematics, promotion decisions must take into account student's proficiency in writing and science.

\*3. For students entering 6<sup>th</sup> grade in 2006-07 and thereafter, promotion to 9<sup>th</sup> grade will require passing (F.S. 1003.4156(1)(a) 1-5)):

- 3 middle school or higher, year-long courses in English,
- 3 middle school or higher, year-long courses in Mathematics,
- 3 middle school or higher, year-long courses in Science,
- 3 middle school or higher, year-long courses in Social Studies, and
- 1 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 and career plan to be signed by the student, the student's instructor, guidance counselor, or academic advisor, and the student's parent (F.S. 1003.4156 (1) 5).

*Schools will offer a Career and Education Planning course during the 7<sup>th</sup> or 8<sup>th</sup> grade. The course will either be imbedded in curriculum or offered as a stand-alone elective class. The course must be of at least one semester in length, and must use a course code number from the list of state and county approved course numbers dedicated to Career and Education Planning. The electronic personal educational plan (ePEP) should be completed as a culminating activity of the Career and Education Planning course. 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 (FS 1003.4156(1)5).*

*Students entering on or before 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, but are not beholden to completion of all modules in the curriculum.*

*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 if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.*

Starting with the 2007-08 school year, two of the four subjects required to meet this criteria must be English, Mathematics, Science, or Social Studies. Students who are failing and/or fail up to two of the 4 core courses (i.e., English, Mathematics, Science, Social Studies) will be given the opportunity to meet the requirements of the course(s) through school day or extended learning opportunities.

In addition, students must demonstrate that they have met the National Education Technology Standards (NETS) in basic operations, social and ethical issues, productivity tools, communication tools, research tools and problem-solving tools as measured by competency based assessment, student portfolios, specified course completion, or another method approved by the principal.

*These requirements can be met by one of the following methods:*

*1. Competency Based Assessment*

*Student Tool for Technology Literacy (ST2L) <created and hosted by the Florida Department of Education> <http://st2l.flinnovates.org/>*

*Note: The ST2L is not intended to be an instructive or formal assessment instrument; it is solely a tool to gauge students' progress in developing technology literacy.*

*2. Creation of a portfolio or project as part of the Global Learning Initiative through Digital Education for Students.*

*3. Course Completion*

*Students may complete one of the approved middle school computer competency courses.*

**4. Alternative promotion criteria: Good Cause: (F.S. 1008.25(6)(b)1-6)**

Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause criteria, passes a minimum of four subjects\*, and the Superintendent/Designee approves in writing. All good cause decisions must be made and recorded by the end of the school year, except in extenuating circumstances.

**(a) English Language Learner** students who have had less than two years of instruction in an English for Speakers of Other Languages program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.

**(b) Student is a student with a disability** whose IEP indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules (\*does not have to meet this criteria).

**(c) Student is a student with a disability** who participates in FCAT and who has an IEP or Section 504 Plan that reflects that the student has received intensive remediation for more than two years but still demonstrates a deficiency in reading and was previously retained one year in middle school or two years in elementary. For students who have not been retained twice in elementary, the parent may determine at which middle school grade level the retention will occur. Retention of students with

disabilities shall be limited to two in kindergarten through eighth grade unless an additional retention is requested by the parent.

(d) Student demonstrates an acceptable level of performance on an **alternative standardized reading and/or mathematics assessment** approved by the district.

(e) Student demonstrates, through a **portfolio** prepared in accordance with district guidelines, that the student is performing on grade level. The portfolio option is only to be used when all other Good Cause options have been exhausted. The Division of Curriculum & Instruction/Student Support establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation may include, but is not limited to, end-of-book grade-level tests, district-developed assessments, and district-selected assessments. Documentation requirements will take into account that not all students are using the adopted basal text.

(f) **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.)

**Promotion in Extraordinary Circumstances** may be considered in those rare cases where there is clear documentation indicating an unusual situation that has impacted the student's performance. In addition to the example above, circumstances might include, but are not limited to, the following:

- A student who has transferred into Broward County Public Schools from outside the state, just prior to the start of testing for whom there is little information on their previous program to determine if they have had adequate instruction on the Sunshine State Standards and/or there have been no prior retentions and records indicate promotion criteria in the sending state has been met.
- A recent traumatic event in the student's family has impacted the student's emotional well-being and performance on the test.
- A student who has a unique medical situation, documented by records and a doctor's statement, reviewed by Health Education Services personnel, that significantly impacts performance.

This clause cannot be used more than once for transfer students and must be applied for annually for all other students.

The process for use of this clause is as follows:

1. Upon identifying a unique situation, school staff is encouraged to call appropriate area or district personnel to discuss the situation and necessary documentation. School personnel, including ESE team if for an ESE student and/or the ELL Committee if for an ESOL student, must collect supporting documentation and submit the request to the principal. For medical issues, the principal should contact the Director of Health Education Services, Marcia Bynoe, 754-321-2274 to address verification.
2. Upon verification that the documentation supports the request, the principal must submit the name of the student(s) and a brief description of the extraordinary circumstances to their area superintendent.
3. Upon review of the request and determination that the student should be promoted based upon these documented extraordinary circumstances, the area superintendent shall sign and submit such a request to the Superintendent.
4. Upon review, the Superintendent shall approve the documented requests and advise the school principal in writing.
5. The school principal shall notify the student's parents of the promotion, including the impact on meeting requirements for a standard diploma and the need for annual review.
6. District personnel shall enter the appropriate code on TERMS indicating **Promotion in Extraordinary Circumstances**.
7. The documentation and the approval from the Superintendent must be maintained in the student's file.

*Questions and Answers related to promotion/retention:*

1. ***If a student meets criteria for promotion but is clearly performing in the classroom at a primer or pre-primer level, can the student be retained?***  
*Yes, if there is mutual agreement between the parent and the principal that this is in the best interest of the child.*
2. ***How many years must students be retained in elementary school if, after two or more years of intensive remediation, they are still deficient in reading?***  
*Non-disabled and non-ELL deficient students must be retained **twice** in K, 1, 2, or 3 before they can be promoted out of third grade. Retention of students with disabilities is limited to two in K-8, with at least one in elementary school, unless the parent requests an additional retention. ELL students cannot be retained solely due to lack of English proficiency; retention requires the recommendation of an ELL committee to which the parent is invited.*
3. ***Who makes the decision for retention of an ESE student who is working on Sunshine State Standards?***  
*The decision is made based on the promotion criteria in Policy 6000.1. Those teachers and support personnel working with the student review available data from alternative assessments and/or portfolios as defined in Policy 6000.1. From this review, a recommendation is made to the principal. The principal is ultimately responsible for the decision based on the requirements of the policy and the data provided by staff.*
4. ***Is the review described above done as part of an individual educational plan (IEP) meeting with the outcome documented on the IEP?***  
*No.*

- 5. If an ESE student met the state exemption criteria and did not take the FCAT, does the promotion criteria apply to the student?**

*No.*

- 6. How many times can students with disabilities who take the FCAT or SAT and who do not meet promotion criteria be retained in grades K-8?**

*Unless the parent requests an additional retention, the number of retentions in grades kindergarten through 8<sup>th</sup> grade is limited to two. If the student meets promotion criteria and has already been retained twice in elementary school, the student may be retained for a third time when they reach middle school, if the parent and school agree that it is the best interest of the student.*

- 7. Can both of the retentions for the student with a disability be in elementary school?**

*Yes, if the parent agrees to the second retention in elementary school.*

- 8. For an ESE student who is now in middle school and was not retained in elementary school, can they be retained two times in middle school?**

*Only if the parent agrees to the second retention.*

- 9. For ESE students, can one retention be in elementary school and one in middle school?**

*Yes- that will probably be the typical pattern with most students retained by the mandatory third grade requirement.*

- 10. For elementary students with disabilities who are not meeting promotion criteria, can both of the retentions be held off until middle school?**

*No. If the student has not yet been retained in elementary school, they must be retained once in elementary school.*

- 11. How does the policy for students with disabilities interface with the state mandate to retain students in 3<sup>rd</sup> grade who do not meet promotion criteria or good cause criteria?**

*Students with disabilities who have been retained prior to third grade and who do not meet the promotion criteria or other good cause criteria would be retained in third grade as per state mandate. They would not be retained again in elementary school unless the parent requested an additional elementary retention, but they would be retained in middle school if they continue to not meet promotion criteria.*

- 12. Does the middle school retention of a student with disabilities have to occur in 6<sup>th</sup> grade?**

*No. But the student cannot be promoted to 9<sup>th</sup> grade without a middle school retention if the student does not meet promotion and/or good cause criteria. This must be clearly communicated to parents.*

- 13. What happens if a parent of a student with disabilities who does not meet promotion criteria wants a second retention in elementary school because they want their child to meet the “regular” promotion criteria but the school feels the student should be promoted?**

*The school should have a conference with the parent to explain the rationale for recommending promotion. However, if the parent still requests a second retention, the student should be retained.*

**14. Are all disabilities (including students with articulation, voice and fluency disorders) subject to the same retention policies and procedures at the elementary level?**

*Yes.*

**15. If an ESE student meets promotion criteria and the parent requests a retention, can the student be retained?**

*Only if the school agrees with the parent. Retentions should not exceed two at elementary and one in middle school.*

**16. Are gifted students subject to the same 1-year retention limit at the elementary level?**

*No - this part of the policy only applies to exceptional students with disabilities.*

**17. What if a student with disabilities has been retained once in grades K, 1 or 2 and does not meet the third grade promotion criteria – can the student be promoted on good cause or must the student be retained?**

*The student can be promoted based on good cause. The student does not need to be retained in third grade.*

**18. If a student with disabilities has never been retained in elementary school and is a fifth grade student who did not meet promotion criteria, can the student be promoted to sixth grade?**

*No. The student cannot be promoted because the student has not been retained once in elementary school.*

**19. If only one retention is required at the elementary level for students with disabilities, does it make sense to continue promoting the student until retention is required?**

*These decisions must be made in a case-by-case basis. However, in many cases retentions at the lower elementary grades give students the opportunity to learn the skills they need at the earliest possible time, facilitating their future reading achievement. If the one retention required at elementary does not occur prior to 3<sup>rd</sup> grade, it will occur in 3<sup>rd</sup> grade.*

**20. What constitutes “good cause” for promotion of 4<sup>th</sup> and 5<sup>th</sup> grade students with disabilities who scored Level I on FCAT in reading?**

*Other good cause options for reading are:*

- *Alternative assessments (i.e., scores at or above 25<sup>th</sup> percentile on the Stanford Diagnostic Test).*
- *Portfolio assessment (i.e., scores at or above 70% on the Harcourt Trophies End of the Year Test or the grade level book in which the student is working).*
- *ELL good cause criteria (i.e., not being retained solely on the basis of limited English proficiency).*
- *IEP or 504 Plan indicates student has received intense remediation for more than two years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.*
- *Previously retained.*

**21. I know we have the code Good Cause promotions in TERMS. Which promotion/retention codes do we use for ESE students?**

*For third graders with disabilities: Use Code #2 for 3<sup>rd</sup> grade students with disabilities whose IEP's indicate participation in FCAT is not appropriate. Use Code #5 for 3<sup>rd</sup>*

*grade students with disabilities who have received intensive remediation and were previously retained in K, 1, or 2.*

*For K-2, 4-5, and 6-8<sup>th</sup> graders with disabilities: Use Code #2 if the IEP indicates participation in FCAT is not appropriate. Use Code #7 (ESE Good Cause) for K-2 and 4-8 students with disabilities who were previously retained and for students with disabilities who do not meet promotion criteria but are not required to be retained until a subsequent grade level.*

**22. How do we code Good Cause promotion in TERMS for ELL students?**

*For ELL students in third grade, use Code #1 for ELL students who have had less than 2 years of instruction in an ESOL program. Use Code #9 for ELL students (other than grade 3) who have had 2 or more years of instruction in an ESOL program who are being promoted based on an ELL Committee recommendation.*

**23. In grades other than third grade, is retention mandatory for ELL students with two or more years in an ESOL Program if they do not meet the district promotion criteria?**

*Retention is not mandatory for these students. ELL students cannot be retained solely due to lack of proficiency in English. These students should have a PMP, participate in remediation, and be monitored for consistent academic progress. A formal retention recommendation regarding an ELL student can only be made through the action of an ELL committee. The parent should be included in the decision-making process.*

**24. Can the IEP committee recommend promotion even if a student with disabilities who participates in state assessments does not meet the promotion or good cause criteria?**

*No.*

**25. Can schools comply with a parent's request not to administer alternative assessments because the parent agrees the child should be retained and does not want the child to undergo additional stress?**

*Yes. Ask the parent to sign a statement of their request, on school letterhead, similar to: "I understand the Good Cause for Promotion options and portfolio assessments are available to my child. I understand that if my child were to take one of these assessments and achieve the specified levels for promotion, my child could be promoted. I am choosing to retain my child. I am requesting that my child not take the alternative assessments or the portfolio assessment." This should be kept in the student's folder.*

**5. Promotion of students previously retained in middle school:** A student who does not meet the course requirements or the testing criteria for promotion may be promoted if the student has received intensive remediation in reading and/or mathematics for two or more years but still has a deficiency in reading and/or mathematics and was **previously retained for at least one year in middle school**. If promoted under this option, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and special reading and/or mathematics strategies.

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. PROGRESS MONITORING PLAN PROCESS**

Any student who does not meet specific levels of performance in reading, writing, science 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 Progress Monitoring Plan (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.

**1. Specific PMP reading requirements for middle school students:** If a middle school student scores at level 2 or below on FCAT-SSS in reading, the PMP must identify the following:

(a)The student’s specific areas of deficiency in:

- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- 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)).

Level 2 students need a 'double dose' of reading. They can obtain this by having a double-dose of a reading course or a reading course and a CAR-PD course.

*Level 2 students must enroll in a two period block of reading instruction. This may be accomplished by:*

- 1. Enroll in a reading course that meets two full class periods each day.*
- 2. Enroll in one reading class that meets one class period each day, and in another course that is taught by a CAR-PD trained teacher.*

*CAR-PD trained teachers are content area teachers that have successfully participated in specific reading workshops that qualify the teacher to serve as the teacher of record for the student's reading requirement.*

**2. Specific PMP mathematics requirements for middle school students:**

If a student scores at level 2 or below on FCAT-SSS in mathematics, the student will be required to receive remediation through a PMP.

**3. PMP Review:** Same as elementary

**F. MIDDLE SCHOOL RETENTION:** Same as elementary

*Students who are retained for failure to pass the required subjects, may be remediated through attending programs at accredited schools in state, out of state or through virtual means. Such remediation must be validated through an official transcript. Of course, students may also receive remediation and course recovery through models implemented at the local school level.*

**G. MIDDLE SCHOOL EXTENDED LEARNING OPPORTUNITIES:** Same as elementary

**H. REPORTING STUDENT PROGRESS (MIDDLE)**

- 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 may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

*A new student may use grades received from a sending school in conjunction with the subsequent grades given to determine the grade for that nine-week period. If no grades are available from the sending school, the school may give the student a grade of "I" and allow additional time for the grade to be determined. In the case of the last nine weeks, the school must use what is available, including the use of the Uniform Transfer policy to determine the final grade for that period.*

**2. Interim Reports:** Same as elementary

**3. 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	

**4. Grading students who earn high school credit in grades 6-8:** 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)).

Starting in 2007-08, letter grades (A-F, I) will be assigned for any high school course taken by a middle school student and will be counted towards the student's high school grade point average for graduation

Grades received for high school courses taken in middle school will not be calculated into the student's district grade point average (GPA) for class rank determination.

For grades earned of a "C", "D", or "F" by middle schools 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

- *Students taking high school courses at the middle school will be graded according to the high school grading scale, taking into consideration grades earned on semester examinations.*
- *All schools will use district-developed or district-approved exams according to the guidelines that accompany them.*
- *The designated course code numbers for high school courses must be used at all middle schools.*

- 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 report card:** Same as elementary
  - 7. Grade placement:** Same as elementary
  - 8. IEP Annual Goals Progress report:** Same as elementary
- I. MIDDLE SCHOOL GUIDANCE SERVICES:** Same as elementary
- J. MIDDLE SCHOOL STUDENT DAY:** A student day shall consist of a minimum of:
- |                |             |
|----------------|-------------|
| Middle school: | 348 minutes |
| ESE center:    | 360 minutes |
- The IEP committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.