

II. MIDDLE SCHOOL (GRADES 6-8)

A. CURRICULUM & INSTRUCTION

1. Regularly Scheduled Instruction

- a. Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music, and computer education.
- b. All courses, including instruction in exploratory, career and technical education, special interest classes, and world languages shall be in accordance with state statutes and rules, and focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S.1003.41).

2. High School Courses in Middle Grades

- a. High school credit may be earned in grades 6-8 by completing the course and earning a passing grade.
- b. All middle schools shall offer Algebra I, or its equivalent, Geometry, and Spanish I.
 - 1) Middle schools are encouraged to offer other high school courses whereby students may earn high school credit.
- c. Middle school students may also receive credit for high school courses successfully completed in an accredited virtual environment, which may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).
- d. All high school courses taken by a middle grades student will be counted toward the student's high school grade point averages, including but not limited to those used for class rank, high school graduation, Bright Futures eligibility, NCAA Clearinghouse eligibility, and/or state university system admission requirements.
- e. A middle grades student whose unique academic needs cannot be met at the middle grades level, as determined by the principal, may be permitted to attend a high school for the necessary course.
 - 1) A middle grades student may not attend a high school campus when:
 - i. The course is available through the middle grades level, or
 - ii. The course sought at the high school requires successful completion of the middle grades curriculum.
 - 2) Transportation must be provided by the parents and will be reimbursed at the standard rate.

3. Physical Education

- a. 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 (F.S. 1003.455(3)).
- b. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
 - 1) The student is enrolled or required to enroll in a remedial course.
 - 2) The student's parent indicates in writing to the school that:
 - i. The parent requests for the student to enroll in another course from among those courses offered as options by the 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.

4. Health Education

- a. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to:

- 1) The definition of dating violence and abuse,
 - 2) The warning signs of dating violence and abusive behavior,
 - 3) The characteristics of healthy relationships,
 - 4) Measures to prevent and stop dating violence and abuse, and
 - 5) Community resources available to victims of dating violence and abuse.
- b. The District must approve the materials, resources, and speakers used in the Family Life/Human Sexuality and HIV/Sexually Transmitted Disease components of the K- 12 health curriculum.
 - c. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46(1)).
 - d. Provisions must be made to allow parents to make a written request for their child to be exempt from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment (F.S. 1003.42(3)).

5. Digital Tools

- a. Curriculum
 - 1) Curricula for students in middle grades must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications (F.S. 1008.25(2)(h)).
 - 2) The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1008.25(2)(h), F.S. 1002.3105, F.S. 1003.41, F.S.1003.4203, and F.S. 1003.428).
- b. Materials
 - 1) Digital materials shall be made available to enable students to attain digital skills (F.S. 1003.4203(1)).
 - 2) Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open- access options, or deployed through online or digital computer applications (F.S. 1003.4203(1)).
 - 3) Each school shall make available digital instructional materials, including software applications, to students with disabilities (F.S. 1003.4203(2)). Beginning with the 2015-2016 school year:
 - i. Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
 - ii. Each student's Individual Educational Plan (IEP) for students with disabilities must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.
- c. Certificates
 - 1) CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)).
Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to:
 - i. Word processing;
 - ii. Spreadsheets;
 - iii. Presentations, including sound, motion, and color presentations;
 - iv. Digital arts;
 - v. Cybersecurity; and

- vi. Coding consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.
- vii. Upon availability, each middle grades advisory council shall be advised of the methods of delivery of the open-access content and assessments for the certificate (F.S. 1003.4203(3)(b)).

6. Parent Meeting

All middle grades 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)(e)).

7. Character Education

- a. The character education traits that shall be integrated into the PreK-12 curriculum are (F.S. 1003.42(2)(s)):
 - 1) Respect,
 - 2) Honesty,
 - 3) Responsibility,
 - 4) Self-control,
 - 5) Tolerance,
 - 6) Kindness,
 - 7) Citizenship, and
 - 8) Cooperation.
- b. 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).

8. Required Instruction

The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:

- a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42(2)(b), P.L. 108- 447)
- b. The Holocaust (F.S. 1003.42(2)(g))
- c. African and African American History (F.S. 1003.42(2)(h))
- d. Hispanic Contributions (F.S. 1003.42(2)(p))
- e. Women's Contributions (F.S. 1003.42(2)(q))
- f. Veterans' Recognition (F.S. 1003.42(2)(t))
- g. Celebrate Freedom Week (F.S. 1003.421(1))
- h. Disability History and Awareness Week (F.S. 1003.4205)
- i. The Declaration of Independence (F.S. 1003.42(2)(a))
- j. Flag Education (F.S. 1003.42(2)(d))
- k. Elements of Civil Government (F.S. 1003.42(2)(c))
- l. History of the United States (F.S. 1003.42(2)(f))
- m. Elementary principles of agriculture (F.S. 1003.42(2)(i))
- n. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42(j))
- o. Kindness to animals (F.S. 1003.42(2)(k))
- p. History of the state (F.S. 1003.42(2)(l))
- q. Conservation of natural resources (F.S. 1003.42(2)(m))
- r. Comprehensive health education (F.S. 1003.42(2)(n))
- s. Importance of free enterprise in the US economy (F.S. 1003.42(2)(r))

9. Outside Activities

- a. Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education.
- b. See SBBC Policy 6303 for additional field trip information.

10. Virtual Education

- a. Schools may not limit student access to Florida Virtual School (FLVS) courses or courses offered by the District's FLVS franchise program, Broward Virtual Education (BVE) (F.S. 1002.37(3)(c)), even if the school offers the same course, unless:
 - 1) A school administrator (or designee) determines that the student does not meet the profile for success in this educational delivery context (F.S. 1002.37(1)(b)), based on the student's academic history, grade level, and age.
 - 2) The student is enrolled in the same course at the local school and may not concurrently enroll in the same course at FLVS or BVE.
- b. Schools may allow a student access to FLVS as part of the student's full day curriculum if the district has an approved agreement with FLVS to serve students during the school day. Such agreement is not needed for students who wish to take a FLVS course outside of the school day (F.S. 1002.45(2)(c)).
- c. A student whose Individual Educational Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

B. ASSESSMENTS

1. Statewide, Standardized Assessments (F.S. 1008.22)

- a. Each student must participate in statewide, standardized assessments at designated grade levels as required by F.S. 1008.22.
- b. Middle grades students enrolled in Civics or high school Algebra I, Geometry, United States History, or Biology I must take the statewide, standardized End-of-Course (EOC) Assessment for those courses.
- c. Students who take the statewide, standardized EOC assessment for a course shall not take the corresponding subject and grade level statewide, standardized assessment (F.S. 1008.22(8)).
- d. All statewide, standardized EOC assessments and ELA, mathematics, and science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.
- e. A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.
- f. Students with disabilities who meet state-defined exemption criteria must be administered an alternative assessment (F.S. 1008.22(8)(4)).
 - 1) Parents of students with disabilities must also be provided with information about required state assessments and End-of-Course (EOC) assessment waivers.
 - 2) An approved unique accommodation must be allowable for use on a statewide standardized assessment. The accommodation must be used by the student during classroom instruction and assessments and be described as such on the student's IEP or plan developed in accordance with Sections 504 and Rehabilitation Act.
- g. For English Language Learners (ELL) who are currently receiving services, the assessments may be administered with any one or a combination of the accommodations as authorized by F.A.C. 6A- 6.09091, to enable them to fully

participate in all assessments.

- h. Ongoing assessment is an integral part of the instructional process and the school will provide parents with the results of each statewide, standardized assessment (F.S. 1008.25(4)).
- i. The District may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments (F.S.1008.22(b)(9)(d)).
- j. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction. For FSA ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score (FSA Administration Policies and Procedures Manual).

2. Universal Screening

- 1. MTSS/Rtl: All students participate in the MTSS/Rtl process. As part of the MTSS/Rtl process, schools shall universally screen all students to determine their academic, behavior and social emotional needs across all tiers and grade levels so that instruction may be appropriately aligned for the students at the school (F.A.C. 6A-6.0331).
 - a. The school's Collaborative Problem-Solving Team (CPST) shall monitor universal screening and early warning systems data at regular intervals and design appropriate instruction, intervention and support plans.
 - b. Rtl help schools identify students at risk for poor learning outcomes, monitor their progress, and provide evidence-based interventions early on – when students first exhibit signs of learning problems. Implementing proactive data-driven decision making provides teachers with better, more timely information about students in order to improve student learning and performance. The nature and intensity of such interventions can be continually adjusted depending on each student's responsiveness. Specific interventions and supports shall be initiated as soon as a student first demonstrate deficits in literacy (reading and writing), mathematics, or behavior.

3. Suspension of Curriculum

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 (F.S. 1008.22(3)(g)):

- a. Distributing to students sample test books and answer keys published by the Florida Department of Education,
- b. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
- c. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration 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 addressed,
- d. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
- e. 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.

4. High School Semester Examinations and Exemptions

- a. Semester examinations shall be scheduled and administered in accordance with the guidelines provided by the District.
- b. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33(2)).
- c. A middle grades student may be exempt from the midterm and/or final exams in a high school course under the following criteria:
 - 1) The student earns a grade of "B" or better in all marking periods of the respective high school course during the semester of the exemption.
 - 2) The student may waive up to one-half of eligible midterms or final exams for all high school or higher-level courses on the student's regular school day schedule.
 - 3) AP/IB/AICE midterms cannot be exempted; however, the student may exempt the final exam.
 - 0) Teachers are encouraged to give an alternative assessment in lieu of a traditional final.
 - 4) Dual enrollment midterms and finals may not be exempted.
 - 5) The statewide, standardized EOC assessments, required by statute, are not eligible for exemption; however, the student may exempt the midterm exam.
 - 6) Midterm and/or final exams cannot be retroactively exempted once the student takes the exam.

5. Legislative Changes

Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

6. Final Course Grading – Without an EOC Exam

- a. A student earns points for the letter grade achieved in each quarter of a middle school course (F.S. 1003.437) according to the following chart:

Progress	Numerical Score	Letter Grade	Quarter Points
Superior	90-100%	A	4
Outstanding	87-89%	B+	3.1
Commendable	80-86%	B	3
Above Average	77-79%	C+	2.1
Average	70-76%	C	2
Below Average	67-69%	D+	1.1
Lowest Acceptable	60-66%	D	1
Failure	0-59%	F	0
Incomplete	N/A	I	0

- b. A final grade for a full year middle school course will be determined based upon the total number of points earned in all quarters according to the following chart.

Total Quarter (Q) Points = Q1 Pts. + Q2 Pts. + Q3 Pts. + Q4 Pts.

Total Quarter Points	Final Course Grade
14.00 or above	A
12.20 - 13.99	B+
10.00 - 12.19	B
8.20 - 9.99	C+
6.00 - 8.19	C
4.20 - 5.99	D+
4.00 - 4.19	D
3.99 or below	F

7. Final Course Grading – With an EOC Exam

- a. A student enrolled in a middle school course (i.e., Civics) that requires the statewide, standardized EOC assessment to constitute 30% of the final course grade will earn points for the level achieved on the EOC and corresponding letter grade according to the following chart:

EOC Exam Level	Letter Grade	EOC Exam Points
5	A	12
4	A	12
3	B	9
2	C	6
1	D	3

- b. The total quarter points earned in the course must convert to a new scale:

Total Quarter Points	Converted Points
14.00 or above	28.00
12.20 - 13.99	22.40
10.00 - 12.19	21.00
8.20 - 9.99	15.40
6.00 - 8.19	14.00
4.20 - 5.99	8.40
4.00 - 4.19	7.00
3.99 or below	0.00

c. **New Total Points = Converted Points + EOC Exam Points**

The student's final course grade will be determined by totaling the Converted Full Year Points and EOC points according to the following chart:

New Total Points	Final Course Letter Grade
35.00 or above	A
30.63 - 34.99	B+
25.00 - 30.62	B
20.63 - 24.99	C+
15.00 - 20.62	C
10.63 - 14.99	D+
6.25 - 10.62	D
6.24 or below	F

8. Incomplete Grades

A grade of Incomplete ("I") is given as an opportunity for students to make up incomplete class work, a statewide, standardized End-of- Course (EOC) assessment, or for students who require additional time to demonstrate mastery of course standards.

- a. Class work should be made up prior to the end of the next marking period.
- b. If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an "F" grade. The principal may extend the deadline.

9. High School Grading

- a. Letter grades ("A"- "F", "I") will be assigned for any high school course taken by a middle grades student and will be counted toward the student's high school grade point averages.
- b. Please refer to Section III - High Schools and the related appendices for additional information regarding the calculation of various high school course final grades.

10. Make-Up Work

- a. Make-up work shall be accepted for full credit and grade for excused, unexcused absences, and external suspensions.
- b. All make-up work, including quizzes and tests, must be submitted/taken within two school days upon return to the missed class, not including the day of return, for each day of an absence.
- c. When assignments and appropriate instruction are provided prior to the absence, make-up work (including major projects) is due on the day of return to the missed class.
- d. Under extenuating circumstances and at teacher's discretion, additional time may be allowed.

C. PROMOTION

1. Promotion from 6th to 7th and 7th to 8th Grades

A student must pass a minimum of four year-long courses or the equivalent, two of which must be in English, mathematics, science, or social studies.

2. Promotion from 8th to 9th Grade

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete three middle

grades or higher courses in the following subjects (F.S. 1003.4156(1)):

- a. English Language Arts (ELA)
- b. Mathematics
 - 1) Successful middle grades credit for a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.
 - 2) To earn high school credit for Algebra I or Geometry a middle grades student must take the respective statewide, standardized EOC assessment and pass the course.
 - 3) Performance on the Algebra I and Geometry EOC assessments constitutes 30 percent of the final course grade.
- c. Social Studies
 - 1) Must include at least a one semester civics education course that includes the roles and responsibilities of federal, state, and local governments; structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - i. Performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade (F.S. 1008.22).
 - ii. A middle grades 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:
 - a) Three courses in social studies, or
 - b) Two year-long courses in social studies that include coverage of civics education.
- d. Science
 - 1) Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.
 - 2) To earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment and pass the course.
 - 3) Performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade.
- e. Career Exploration
 - 1) Each student will complete one course in career and education planning. This course will result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school.
- f. Students who achieve satisfactory performance or level 3 or higher on a statewide, standardized assessment but failed a respective subject area middle school course may receive a full-year grade of passing (P) for promotion purposes, but the original course and failing grade (F) must remain on the student's transcript.

3. Uniform Transfer of Students in Middle Grades

- a. 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.

- b. 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 described below.
- c. If a transfer student's transcript shows a final high school course grade and credit in Algebra I, Geometry, Biology I, or United States History, or a middle school civics course, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
- d. 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 described below.
- e. 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's student progression plan shall be used for validation purposes, as determined by the teacher, principal, and parent:
 - 1) Portfolio evaluation by the Superintendent or 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, standardized assessment; or
 - 5) Written review of the criteria utilized for a given subject provided by the former school.
- f. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments required to validate placement (F.A.C. 6A-1.09942).

4. Promotion in Extraordinary Circumstances

- a. The Superintendent or des, upon the written recommendation by the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g., student with a terminal illness).
- b. The Superintendent shall accept or reject the principal's recommendation in writing.
- c. Promotions in extraordinary circumstances are not permitted from 8th to 9th grade unless the student has met the statutorily required promotion requirements pursuant to F.S. 1003.4156.

5. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "competency-based" educational setting. Students demonstrate credit completion at the point they finish the course requirements.

- a. Promotion for these students occurs on the date the student meets the promotion criteria as prescribed by SBBC Policy 6000.2.

D. INTERVENTION AND SUPPORT

1. Progress Monitoring

- a. Each student, including those with disabilities, who does not achieve a Level 3 or above on the statewide, standardized English Language Arts and/or mathematics assessment, or the Algebra I EOC assessment, must be evaluated

to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

- b. A student who is not meeting school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
 - i. A federally required student plan, such as an Individual Educational Plan (IEP);
 - ii. An individualized progress monitoring plan;
 - iii. A school wide system of progress monitoring for all students;
 - iv. Or both, as necessary
- c. If a middle grades student scores below satisfactory on the statewide, standardized assessment as per F.S. 1008.22 and district-determined criteria, the following year the student may be placed in appropriate intensive coursework according to the District's Reading Placement Guidelines Chart. The course may be taught by a teacher who is reading certified, endorsed, or completed a district-approved professional development program. Supplemental strategies and supports must be incorporated into course content delivery.
- d. The Collaborative Problem-Solving Team (CPST) including classroom teachers and support staff must engage in data-based problem solving to ensure all students' areas of concern are identified, instruction and intervention are matched to students' need and aligned to the appropriate level of support. The school must develop a school wide and/or personalized intervention and progress monitoring plan. Parents/Guardians should be engaged and informed throughout the process. (F.S. 1008.25(4)(b)).
- e. Students exhibiting substantial deficiencies in reading or mathematics must have more diagnostic assessments and frequent progress monitoring using district-approved assessments, including baseline, midyear, and end-of-year measures.
- f. Research-based and evidenced-based instructional activities that have been shown to be successful with low-performing students will be used.
- g. The District may require low-performing students to attend supplemental programs held before or after regular school hours or during the summer if transportation is provided.
- h. Each student who does not meet minimum performance expectations for the statewide, standardized assessments in reading, writing, science, and mathematics must receive additional instruction and intervention matched to need with supplemental support until expectations are met (F.S. 1008.25(4)(c)).
- i. Students may need a layered continuum of interventions and supports. The continuum may include implementation of supplemental strategies, standard protocol treatment plans, Targeted (Tier 2 / Intensive (Tier 3) interventions, IEPs and other District plans. Instruction and intervention implemented through the MTSS/RtI process must be implemented with fidelity, progress monitored, and outcomes documented.

2. Extended Learning Opportunities

- a. Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day.
- b. Extended learning opportunities will be determined on an annual basis.

3. Required Support for Department of Juvenile Justice (DJJ) Students

All returning DJJ students must be referred to the Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) process for behavioral and social-emotional supports.

4. Grade Forgiveness

- a. For middle grades students taking high school courses, forgiveness for required courses shall be limited to replacing a grade of “C”, “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in the same or comparable course.
- b. For middle grades students taking high school courses, forgiveness for elective courses shall be limited to replacing a grade of “C”, “D”, “F”, or “I” with a grade of “C” or higher, earned subsequently in another course (F.S. 1003.43).
- c. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA; however, all forgiven courses and grades must be included on a student’s transcript as an accurate reflection of a student’s record of achievement.
 - 1) The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record or to delete the forgiven course and grade (F.A.C. 6A- 1.0955(3)(a)(7) and F.S. 1003.428(4)(d)).
- d. Middle grades students taking high school courses, earning a grade of “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.

E. RETENTION

1. Retention Criteria

- a. Parents must be notified, no later than a week after grades are received, when it appears that a student may be retained.
 - 1) Parents of English Language Learner (ELL) students must be notified in their native language (Meta Consent Decree, 1990).
- b. Students who are being considered for retention/retained, must receive instruction and intervention through the MTSS/Rtl (Targeted Tier 2 and/or Intensive Tier 3) process and evidence must indicate the instruction and intervention were implemented with fidelity, progress monitored, and outcomes documented in the District’s comprehensive data system.
- c. For students retained two or more years, appropriate advisement for alternative programs will be made.
- d. 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.

2. Social Promotion

- a. Principals shall have authority for appropriate grade placement of students, within the limitations of School Board Policy and F.S. 1002.3105.
- b. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).

3. English Language Learners (ELL)

Formal retention recommendations for English Language Learners (ELL) shall require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).

- a. ELL students cannot be retained solely due to lack of proficiency in English.
- b. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student’s ELL Plan.

4. Social/Emotional Support

Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

F. ENRICHMENT

1. Academically Challenging Curriculum to Enhance Learning (ACCEL)

- a. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students (F.S. 1002.3105(1)(a)).
- b. Each middle grades school will include at a minimum (F.S. 1002.3105(1)(b)):
 - 1) Whole-grade promotion;
 - 2) Midyear promotion;
 - 3) Subject-matter acceleration;
 - 4) Virtual instruction in higher grade level subjects, and
 - 5) The Credit Acceleration Program (CAP).
- c. Additional ACCEL options may include, but are not limited to (F.S. 1002.3105(1)(b)):
 - 1) Enriched science, technology, engineering, and mathematics coursework;
 - 2) Enrichment programs;
 - 3) Flexible grouping;
 - 4) Advanced academic courses;
 - 5) Combined classes;
 - 6) Self-paced instruction;
 - 7) Rigorous industry certifications that articulate to college credit and approved pursuant to F.S. 1003.492 and 1008.44;
 - 8) Curriculum compacting;
 - 9) Advanced-content instruction;
 - and 10) Telescoping curriculum.
- d. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S. 1008.25.
- e. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105 and F.S. 1008.25).

2. Gifted Education (F.S. 1003.01 and 1003.57)

- a. Students may be evaluated for eligibility for gifted services via a teacher or parent referral.
- b. For the written statement of policies and procedures for providing an appropriate program of specially designed instruction and eligibility requirements for gifted, please refer to Special Policies and Procedures (SP&P) (F.S. 1003.01 and F.S. 1003.57; F.A.C. 6A-6.03019 and F.A.C. 6A-6.030191).
- c. Each student identified as being eligible for gifted services in grades K-12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process.
- d. All students identified as gifted must have a current EP.
 - 1) EPs must be redesigned at least every two years and/or at matriculation to the middle or high school.
 - 2) The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents.
 - 3) For more information, consult the Procedural Guide for Gifted Education.

G. REPORTING PROGRESS

1. Report Cards

- a. Report cards are issued at the end of every marking period and cover a period of approximately 45 school days.
- b. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property.
- c. The student's academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria (F.S. 1003.33).
- d. Report cards also provide information on the student's conduct, behavior, and attendance, including absences and tardiness (F.S. 1003.33(b-c)).
- e. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.
- f. All schools will use the district-identified report card unless special permission has been obtained from the District, based upon the unique program implemented at the school.

2. Interim Reports

- a. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
- b. 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:
 - 1) A grade of "D" or "F",
 - 2) A drop of two or more grades,
 - 3) Unacceptable behavior, and
 - 4) Excessive absences.
- c. In schools with an automated system for record keeping and grading, interims will be provided for all students.

3. Alternative Report Card

- a. A district-approved alternative report card may be used for:
 - 1) students with disabilities whose progress cannot be appropriately reported using the standard report cards, or
 - 2) other district-approved programs that the standard report card does not address adequately.

4. Individual Educational Plan (IEP) Annual Goals

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.

5. Educational Plan (EP) Goals

The EP Goals Progress Report must be completed and sent home with each report card for all gifted students.

6. English Language Learner (ELL) Plan Goals

An English Language Learner (ELL) Plan must be completed and a Continuation Letter sent home with each student on or before 30 days of the anniversary date in the ESOL Program.

H. SCHOOL COUNSELING SERVICES

1. All schools shall ensure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.

2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national school counseling standards.
3. School counseling services will include communication to parents and students regarding:
 - a. ACCEL options offered by the school and the eligibility requirements for each option pursuant to F.S. 1002.3105(2)(a),
 - b. High school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
 - c. High school assessment and college entrance test requirements,
 - d. Florida Bright Futures Scholarship Program requirements,
 - e. State University and Florida College System institution admission requirements,
 - f. Available opportunities to earn college credit in high school, including:
 - 1) Advanced Placement (AP),
 - 2) International Baccalaureate (IB),
 - 3) Advanced International Certificate of Education (AICE),
 - 4) College and career dual enrollment (DE),
 - 5) Career education courses (including career-themed courses),
 - 6) Courses that lead to national industry certification pursuant to F.S. 1003.492.
 - g. The final decision regarding selection of high school courses and graduation options that best fit the student's needs belong to the student and parent.

L STUDENT DAY

1. A middle grades student day shall consist of a minimum of:
 - a. Middle School 348 minutes
 - b. ESE Centers 360 minutes
(Exceeds state requirements defined in F.S. 1011.61(1)(a)(1))
2. 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.