

## **MIDDLE SCHOOL PROCEDURAL MANUAL POLICY 6000.1: STUDENT PROGRESSION PLAN**

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 May 18, 2010. 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 Divisions of Curriculum and Educational Programs & Student Support will periodically update the procedural information. Suggestions and questions are welcomed and should be sent to one of the following Executive Directors:

Diane Carr, Core Curriculum	(754) 321-1850
Kathrine Hinden, Student Support Services & ESE	(754) 321-2560
Sayra Hughes, Early Learning, ESOL & Career, Technical, Adult Community Education	(754) 321-2950
Leslie Brown, Educational Programs	(754) 321-2130

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

**THE SCHOOL BOARD'S MISSION IS TO PROVIDE EVERY STUDENT WITH A QUALITY EDUCATION IN A SAFE AND SECURE 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.**

#### **Rules:**

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

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

- 1. Health requirements for initial entry (F.S. 1003.22)**, including immunization requirements, are included in SBBC Policy 5.1: Enrollment and Withdrawal.
- 2. Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in SBBC Policy 5.1: Enrollment Withdrawal.
- 3. Attendance requirements (F.S. 1003.23)**, including absences for religious reasons, are included in SBBC Policy 5.5: Attendance.
- 4. Student withdrawal** information is included in SBBC Policy 5.1: Enrollment Withdrawal.
- 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).

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

- 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:** 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)).  
*For further assistance, call (754) 321-2568.*
  
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition, Celebrate Freedom Week, and Disability History and Awareness Week:** Students shall receive instruction in (F.S. 1003.42(2)):
  - a. The Holocaust
  - b. African and African American History
  - c. Hispanic Contributions
  - d. Women's Contributions
  - e. Veterans' Contributions
  - f. 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.
  - g. "Celebrate Freedom Week" (F.S. 1003.421)  
Instruction shall be in accordance with Florida Statutes and district guidelines.
  - h. "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.

Instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide shall be taught. Such instruction must occur on or before Veteran's Day and Memorial Day.

The last full week of classes in September shall be recognized in all schools as "Celebrate Freedom Week". This must include at least three hours of instruction in each Social Studies class, which shall include an in-depth study of the Declaration of Independence. To emphasize the importance of this week, at the beginning of each school day during Celebrate Freedom Week, school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence (F.S. 1003.42).

*For further assistance, call (754) 321-1873 or (754) 321-2968.*

Since many of the instructional topics listed above are cross curricular/interdisciplinary, specific content areas of core curriculum may be consulted for additional support.

Multicultural curriculum support in all subject areas is provided through Multicultural Education CAB Conference and Department website.

*For further assistance with the Holocaust, African and African American History, Hispanic and Women's Contributions, call Multicultural, ESOL and Program Services (754) 321-2969.*

4. **Suspension of Curriculum (F.S. 1008.22(4)):** 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.

- a. Distributing to students the sample test books and answer keys published by the 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 at Level 1 or Level 2 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 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 school district, is identified as having a deficiency in the content knowledge and skills assessed.
  - d. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
  - 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, as set forth in 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.

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

6. **Outside activities:** Outside activities, such as contests and fairs, that use instructional time must be aligned with the Sunshine State Standards. See SBBC Policy 6303 for additional field trip information.

*Supply Fees SBBC Policies 6.3 and 6.4 provide guidance regarding recoupment of cost from families for these activities.*

7. **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)).

Health Education, Substance Abuse, and Violence Prevention are essential to the educational and personal success of students in grades K – 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency, virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources), personal health and hygiene, dental health, hereditary diseases, breast cancer detection, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality.

Substance Abuse Education shall reflect current theory, knowledge and practice regarding prevention of substance abuse.

Family Life/Human Sexuality Education shall require that all materials, resources and speakers be approved through the Superintendent's Screening Committee and/or Speaker's Bureau, and allow a parent/guardian to make a written request to exempt a student from family life/human sexuality education in grades K-12.

All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years (F.S. 232.246; 233.061; 233.0612; 233.0625; 233.0672).

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

8. **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)).

All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years (F.S. 232.246; 233.061; 233.0612; 233.0625; 233.0672).

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

9. **Gifted education:** See SBBC Policy 6000.5.

*For further assistance, call (754) 321-2861.*

10. **Assessment:** Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with disabilities and/or students who are English Language Learners 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)).

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**

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. 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. 1003.4156).

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 Mathematics:**

<b>Grade &amp; Subject</b>	<b>Passing Classes</b>
6 - 8 Reading	Pass a minimum of *four subjects
<b>AND</b>	
6 - 8 Math	

2. **To be promoted, students in grades six and seven** must pass a minimum of four subjects, two of which must be in English, Mathematics, Science or Social Studies. 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.

Students entering sixth grade for the first time in 2006-2007 must pass all core courses (Language Arts, Math, Science and Social Studies) in order to be promoted to ninth grade. In addition the students must complete a career course in seventh or eighth grade (the course must be at least one semester in length), and must complete an ePEP (electronic personalized educational plan). There are no testing requirements for promotion.

However, students should receive information that informs them of the importance of the FCAT test. School personnel will review the opportunities available to those students that score three or higher on the FCAT, and the limited academic choices available to those that score level one or two.

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):**
  - a. 3 middle school or higher, year-long courses in English,
  - b. 3 middle school or higher, year-long courses in Mathematics,
  - c. 3 middle school or higher, year-long courses in Science,
  - d. 3 middle school or higher, year-long courses in Social Studies, and
  - e. 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 an electronic personalized academic and career plan (ePEP) to be signed by the student, the student's instructor, guidance counselor, or academic advisor, and the student's parent. Completion of the ePEP is defined as planning a minimum of 24 high school credits that meets the minimum graduation requirements for a high school student on the 24-credit diploma option. In addition, the student must choose and elect a Major Area of Interest (MAI) (F.S. 1003.4156(1)5).

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.

4. **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 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.

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(a)5).

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, but are not beholden to completion of all modules in the curriculum.

Student transcripts will be evaluated when they are received from the sending institution. Foreign transcripts will be evaluated using the database found on the guidance website. All transcripts must be evaluated in a timely manner so that students are properly placed in the most appropriate classes. A student will not be required to recover courses if they were promoted in their home state or country according to the guidelines of that educational system.

All students that enter school at any point in eighth grade must complete an ePEP to be promoted to ninth grade. There are no exceptions, Any student entering prior to, or on the first day of, the second semester of eighth grade must enroll in and complete a career course to meet promotion criteria. Any student entering on or after the second day of the second semester must be enrolled in a career course, but may not have the opportunity to complete all modules.

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 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.

In order to facilitate this process, an electronic data management system (ePMP) has been developed in conjunction with Virtual Counselor. The ePMP automatically identifies students in need of a PMP. The system is designed to allow staff to develop a PMP in reading and mathematics. A Virtual Counselor login and password are required to access the ePMP. *For further assistance with the ePMP, call (754) 321-1859.*

English Language Learners (ELLs) who meet PMP criteria must be given a PMP regardless of time in the ESOL program or language classification.

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:
    - 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 – SSS in 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 ELL students must be notified in their native language (Meta Consent Decree 1990).

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.

For students retained two or more years, appropriate alternative placements will be made.

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

- #### **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.

#### **Virtual Education**

1. 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 students' academic history, grade level, and age (F.S. 1002.37(3)(c)).
2. Schools may not limit access to a Florida Virtual School course even if the school offers the same course.



3. Students may not enroll in the same course at Florida Virtual School when concurrently enrolled in the course at the local school.
4. Schools must provide students access to Florida Virtual School as part of the student's full day curriculum.

#### 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.
2. **Interim Reports:** Not 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, the following: failing, 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 is working below grade level or may be in danger of retention, this should be communicated to parents at the earliest possible time, through interims and other means available.

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 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.

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.

This should **not be used** without discussion with the area/district office. Students who participate in the FCAT should be given the regular progress report.

7. **Grade placement:** Principals shall have final authority for appropriate grade placement of students, within the limitations of Board Policy.
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.

#### 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 Division of Educational Programs & Student Support. The plan will support the School Improvement Plan and be based upon national counseling standards (F.S. 1006.025).

Every guidance counselor is required to prepare an annual comprehensive guidance plan that ensures every student receives guidance services. 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 in the L-Panels. 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.

Every school is required to use their full guidance support allocation, as described in the annual School Budget Guidelines, to employ certified guidance counselors. **The area superintendent and the district guidance staff must approve waivers jointly.** To initiate a waiver request, the principal must send a memo to the area superintendent with a rationale for the request, an explanation of how the school will be represented at the regular scheduled guidance meetings and

professional development sessions, and how the annual guidance plan will be developed and implemented.

*For further assistance, call (754) 321-2584.*

**J. MIDDLE SCHOOL STUDENT DAY**

A student day shall consist of a minimum of:

Middle School:	348 minutes
ESE Centers:	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.

**IV. STATE REPORTING REQUIREMENTS (F.S. 1008.25(8)(b)1)**

**THE SCHOOL BOARD WILL ANNUALLY PUBLISH IN THE LOCAL NEWSPAPER, AND REPORT IN WRITING TO THE STATE BOARD OF EDUCATION BY SEPTEMBER 1<sup>ST</sup> OF EACH YEAR, THE FOLLOWING INFORMATION ON THE PRIOR SCHOOL YEAR:**

- A. THE PROVISIONS OF THIS SECTION RELATING TO PUBLIC SCHOOL STUDENT PROGRESSION AND THE DISTRICT SCHOOL BOARD'S POLICIES AND PROCEDURES ON STUDENT RETENTION AND PROMOTION.**
- B. BY GRADE, THE NUMBER AND PERCENTAGE OF ALL STUDENTS IN GRADES 3 THROUGH 10 PERFORMING AT LEVELS 1 AND 2 ON THE READING PORTION OF THE FCAT.**
- C. BY GRADE, THE NUMBER AND PERCENTAGE OF ALL STUDENTS RETAINED IN GRADES 3 THROUGH 10.**
- D. INFORMATION ON THE TOTAL NUMBER OF STUDENTS WHO WERE PROMOTED FOR GOOD CAUSE, BY EACH CATEGORY OF GOOD CAUSE AS SPECIFIED IN PARAGRAPH (6)(b).**
- E. ANY REVISIONS TO THE DISTRICT SCHOOL BOARD'S POLICY ON STUDENT RETENTION AND PROMOTION FROM THE PRIOR YEAR.**

AUTHORITY: F.S. 1001.41; F.S. 1008.25  
RULES ADOPTED: 2/12/70  
RULES AMENDED: 5/30/73; 9/5/74; 7/21/77; 10/1/96  
7/6/78; 12/11/79; 4/2/81; 5/6/82  
EMERGENCY RULE #82-13: 10/21/82;  
11/18/82; 4/20/83; 5/17/84  
EMERGENCY RULE #84-10: 10/4/84; 11/1/84; E  
EMERGENCY RULE #84-17: 3/12/85;  
4/18/85; 5/16/85; 5/15/86  
EMERGENCY RULE #85-86-24: 8/7/86  
EMERGENCY RULE #86-87-13: 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89;  
6/22/89; 2/20/90; 6/19/90; 7/23/91; 1/19/93; 8/17/93; 12/7/93; 5/2/95  
AMENDED RULES APPROVED: 09/02/97; 6/25/08; 12/16/08

AUTHORITY: F.S. 1001.41; F.S. 1008.25  
RULES ADOPTED: 7/8/76  
RULES AMENDED: 4/14/77; 3/16/78; 3/1/79;  
4/19/79; 3/6/80; 4/23/81; 5/17/83; 8/4/83; 6/21/84;  
5/16/85; 8/7/86; 6/3/87; 8/20/87; 4/12/88; 3/14/89;  
9/19/89; 2/20/90; 10/2/90; 2/23/91; 8/4/92; 9/15/92;  
9/21/93; 12/7/93; 7/18/95; 5/7/96; 8/20/96; 9/2/97;  
8/18/98  
POLICY ADOPTED: 03/16/99; 06/15/99; 10/05/99; 05/07/00; 09/12/00; 6/18/02;  
8/20/02; 10/15/02; 6/17/03; 9/16/03; 11/17/03; 4/20/04; 8/17/04; 12/21/04;  
4/12/05; 1/17/06; 11/14/06; 06/05/07; 10/2/07; 8/5/08; 2/3/09; 6/2/09; 3/16/10; 5/18/10, 11/9/10

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