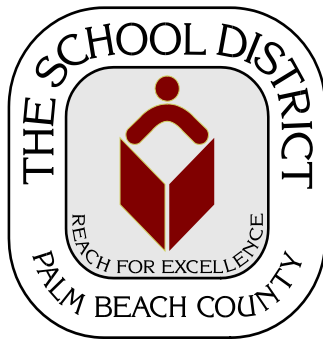


**2010-2011
MIDDLE SCHOOL
STUDENT PROGRESSION PLAN**

**Entry, Promotion, and Retention
for
Grades 6 – 8**

Effective September 7, 2010



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STUDENT PROGRESSION PLANS

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens regarding the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the School Board and District administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute §1008.25 (1)]

The District is committed to the implementation of a Response to Intervention (RtI) framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention and remediation. Response to Instruction/Intervention is a data-based decision making process applied to education. A problem-solving method and the systematic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior. (State Board of Education Rule 6A-6.03018; 34 C.F.R. § 300.307 (a)(2)); See School Board Policy 5.725 "Exceptional Student Education Policies and Procedures (SP & P)" at 22 and 80)

The School District of Palm Beach County incorporates the Sunshine State Standards, Sunshine State Standards for Special Diploma or Next Generation Sunshine State Standards found herein this School District Student Progression Plan. (State Board of Education Rule 6A-1.09401(2))

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. [Florida Statute §§1001.54 and 1012.28]

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the above Standards.

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ENTRY AND ATTENDANCE REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

It is the responsibility of the parents/guardians of students entering Palm Beach County public schools for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute §1003.21];

Florida Statute §1003.21(4)

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
- (c) (c) An insurance policy on the child's life that has been in force for at least 2 years;*
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (e) A passport* or certificate of arrival in the United States showing the age of the child;*
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
- (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the School District School Board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct¹*

* Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

1. Children and youth who are experiencing homelessness and children who are known to the department, as defined in s.39.0016, shall be given a temporary exemption from these statutory requirements for 30 school days. The term "Children known to the department" means "children who are found to be dependent or children in shelter care."

2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] (State Board of Education Rule 6A-6.024; School Board Policy 5.06 (A) (2)) (Recommended form: DH 3040, See *Health Requirements*). (See footnote 1 above relating to a temporary exemption.)
3. proof of residence- For a student assigned to a school based on the student's residence under School Board Policy 5.01 (1) (b), parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation as required by School Board Policies 5.01 and 5.011 such as a lease, mortgage or utility bill (See exceptions to providing proof of residence within Policies 5.011 and 5.74);
4. a certificate of immunization. [Florida Statute §1003.22] Students will not be admitted into class without proof of immunization unless there is a lawful exemption. (See footnote 1 above relating to a temporary exemption and School Board Policy 5.74.)

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youth who are experiencing homelessness. [Florida Statute § 1003.01 (12)] and (State Board of Education Rule 6A-6.063411 (1) (s)) According to the McKinney-Vento Act, (Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C), these children are to be immediately enrolled in the school the local education agency ("LEA") determines to meet the "best interest" of the student. For placement of these children see School Board Policy 5.74. [Florida Statute §1003.21 (1)(f)] Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Palm Beach County *New and Returning Student Registration* form PBSD 0626 found at: <http://www.palmbeachschools.org/Forms/Index.asp> must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. It is the responsibility of the parent(s)/guardian(s) to promptly notify the school, in writing, of any change of a student's address.

HEALTH REQUIREMENTS

All 7th grade and new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry, valid documentation that they have received within the past year both a health examination and the required immunizations against the communicable diseases as identified by the Florida Department of Health.

Physical/Health Examination

All 7th grade and new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry, a health examination documented on *State of Florida School Health Entry Exam* form DH 3040 performed within one year prior to enrollment. (State Board of Education Rule 6A-1.0985)

Explanation of Physical Examination Requirements 2010-2011

STUDENTS	PHYSICAL EXAMINATION
All Palm Beach County	School Health Entry Exam on form DH 3040 required for PreK, Kindergarten and Grade 7
Transfers within Palm Beach County and other counties within the state of Florida (including private schools)	Review of School Health Entry Exam on form DH 3040 (original or copy) for Pre-K, Kindergarten and Grade 7 documentation
Transfers from another state or country	School Health Entry Exam on form DH 3040 (original or copy) required for all grades. <ul style="list-style-type: none"> • Physicals presented on forms from another state are acceptable if they include all components covered on form DH 3040.** • Physicals must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.

** Form DH 3040 – State of Florida Health Examination Form

Immunization

All 7th grade and new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry, a *Florida Certificate of Immunization* form DH 680. Students will not be admitted into class without proof of immunization, absent a lawful exemption. (State Board of Education Rule 6A-1.0985) (Fla. Admin. Code 64D-3.046)

The *Florida Certification of Immunization* (DH 680) is available from either private physicians or the Palm Beach County Health Department:

The *Florida Certification of Immunization* (DH 680) includes temporary and permanent medical exemption sections based on medical reasons.

1. Documentation of Complete Immunization.....DH Form 680 Part A-1
2. Documentation of Temporary Medical Exemption.....DH Form 680, Part B
3. Documentation of Permanent Medical Exemption.....DH Form 680, Part C

A *Certificate of Religious Exemption* (DH 681) is available only through the Palm Beach County Health Department. It is not available from private physicians.

The required immunizations and dosages for elementary school students are as follows:

**Immunization Requirements for Entry into Grades 6-8
2010-2011 School Year**
(Florida Department of Health Bureau of Immunization)

Grades	6	7	8
DTaP/DT Series	X	X	X
Tdap Booster		X	X
Polio Series	X	X	X
MMR (2 doses)	X	X	X
Hepatitis B Series	X	X	X
Varicella 1 dose	X	X	X

PLACEMENT OF TRANSFER STUDENTS [Florida Statute §§1003.25 and 1003.413 (3)(a)]
(State Board of Education Rule 6A-1.09942)

General Transfer Information

A student who transfers to a Palm Beach County public school with 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 in the validation subsection (below) of this plan. (School Board Policy 8.14 (12))

Validation Process (State Board of Education Rule 6A-1.09942)

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 in the next subsection of this plan.

Alternative Validation Procedure (State Board of Education Rule 6A-1.09942)

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:

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 FCAT; or
5. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) calendar days from date of transfer to prepare for assessments outlined in 3 and 4 above if required.

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the Superintendent or designee within fourteen (14) calendar days of the principal's decision.

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900-6.09091 and School District of Palm Beach County Plan for Services to English Language Learner (ELLs) found at that can be found at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>

ELL Students are identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

The ESOL coordinator/contact person and the school counselor/administrator review the ELL's educational background to determine appropriate grade level, subject, and ESOL program placement. See State Board Education Rule 6A-6-6.0902 (3) (b). Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. This information is documented on the ELL Programmatic Assessment and Academic Placement Review Form (PBSD 1764) and filed in the ELL folder. Community language facilitators assist the students and their families when necessary to ensure proper program/course placement.

At the middle school level, ELLs are placed into academic classes based on age/grade appropriateness. However, programmatic assessment must still be conducted and documented for students in sixth through eighth grade. (District ESOL Procedures Manual at 10-1) The manual is located at:

<http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age, there is a lack of information about prior schooling (no transcript or report card), or prior schooling does not meet grade level requirements. An administrator must participate in the ELL committee and placement process.

ELLs are scheduled into classes that fulfill graduation requirements and the District Student Progression Plan. ELLs are also placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was completed.

School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

A Section 504 Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities. Major life activities include, but are not limited to, concentrating, learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility. In addition, students with impairments that are episodic or in remission are eligible during the times the impairment is active.

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school **must** review and revise, as necessary, the existing active Section 504 Accommodation Plan. Until that review is complete, the School District must implement the current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement.

ESE-Eligible Students (State Board of Education Rules 6A-6.03028; 6A-6.030191; 6A-6.0331; 6A-6.0361)

1. Individual educational plans (IEPs) or educational plans (EPs) for students who transfer school districts within Florida:

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the school district (in consultation with the parents) will provide a free appropriate public education (FAPE) to the student, which includes services comparable to those described in the child's IEP or EP from the previous Florida school district, until the school district does either of the following:

- a) Adopts the child's IEP or EP from the previous school district
- b) Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rule 6A-6.03028 or 6A-6.030191, F.A.C.

2. IEPs or EPs for students who transfer from outside Florida:

If an exceptional education student who had an IEP or EP that was in effect in a previous school district in another state transfers to the school district and enrolls in a new school within the same school year, the school district (in consultation with the parents) will provide the child with FAPE (including services comparable to those described in the child's IEP or EP from the previous school district), until the school district does both of the following:

- a) Conducts an initial evaluation in accordance with Rule 6A-6.0331, F.A.C. (if determined to be necessary by the school district)
- b) Develops, adopts, and implements a new IEP or EP, if appropriate, that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

ATTENDANCE

Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. [Florida Statute §1003.24] (School Board Policy 5.09 (1)) Except as provided in Florida Statute §1003.24, and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. [Florida Statute §1003.21] and (School Board Policy 5.0901)

To earn a passing grade in a marking period for a course, a student **must** be in attendance for a minimum of ninety percent (90%) of the class time (e.g., forty (40) days of a forty-five (45) day marking period). A student who is not in attendance for the minimum ninety percent (90%) of class time may earn a passing grade by demonstrating mastery. Mastery is defined as:

1. Earning a passing grade for the marking period

AND

2. Passing the marking period assessment.
(Student Family Handbook)

Student Absences For Religious Reasons (School Board Policy 5.095)

Students shall be excused from attendance on a particular day or days, or for part of a day, and shall be excused from any examination, study, or work assignment for religious instruction, observation of a religious holiday or because of the tenets of his or her religion forbid secular activity at such time, when such requests are made by the parent or guardian consistent with this policy. Students shall be afforded the opportunity to make up any examination, study or work assignment which has been missed for religious purposes without adverse effects. Prior to the student's absence for religious reasons, a written request must be provided by the parent or guardian.

The religious instruction shall be the responsibility of the religious institution.

In the event of a complaint regarding the failure to provide for religious accommodations, the parent/guardian may appeal directly to the Area Superintendent or the Superintendent's designee.

Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

In the case of a student with excessive absences, a Section 504 Team should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the Section 504 Team determines that the absences are caused by the disability, the student's Section 504 Accommodation Plan **must** be re-evaluated as to the appropriateness of the current accommodations and the Section 504 Accommodation Plan **must** address any additional accommodations needed, which may include the possible waiver of the attendance guidelines in determining grades.

If the Section 504 Team determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of the Section 504 Team should be provided on the form entitled *ADA/504 Record*. (PBSD 1468)

ESE-Eligible Students with Disabilities

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction. (State Board of Education Rule 6.0331 (1) (c); School Board Policy 5.725 and its referenced SP&P at page 20) If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** take appropriate, action which may include waiver of the attendance guidelines in determining grades as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student is treated the same as that of a general education student.

Hospital Homebound Services

If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program can be found in State Board of Education Rule 6A-6.03020, School Board Policy 5.725 ""Exceptional Student Education Policies and Procedures (SP&P)" at 70-71 and State Board of Education Rule 6A-6.03411.

EARLY STUDENT WITHDRAWALS

A student who leaves before the close of the school term shall receive grades on the report card covering the periods in attendance. A student will not meet promotion requirements unless he or she enrolls in another school to complete the academic year. The parent (s)/guardian(s) of a student who leaves school during the last two weeks of the school year **must** show evidence that the withdrawal is necessary and the student **must** successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

Principals may determine that the requirements for early withdrawal are not required when unusual/extenuating circumstances preclude full compliance by the student. Approval is mandatory prior to the student's leaving school.

Student Withdrawals For Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) **must** initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to establish a home education

program for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. [Florida Statute §1002.41] (School Board Policy 8.14 (3), (4) and (5))

Home Education correspondence should be mailed to:

School District of Palm Beach County (FHESC)
Home Education Office
3308 Forest Hill Boulevard, Suite C-236
West Palm Beach, FL 33406-5813

MAKING UP WORK

Middle school students are expected to attend school regularly and be on time for classes. (School Board Policy 5.09 (1)) Each school's student handbook outlines the attendance procedures for that school. All school procedures must conform to the following district procedures:

Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to request make-up work missed because of absences. Students are given one day for each day of absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee **must** approve any extension.

Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.

An "excused" absence is:

- a. Student illness - If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance.
- b. Medical appointment
- c. Death in the family
- d. Observance of a religious holiday or service that is recognized as such by all members of the faith
- e. Subpoena by a law enforcement agency or mandatory court appearance
- f. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or the principal's designee. (School Board Policy 5.09 (3) (a) (vi))

An "unexcused" absence is any absence that does not fall into one of the above excused absence categories. Each school in the District must determine if an absence or tardiness is excused or unexcused according to the criteria established by the Board within this Policy. (School Board Policy 5.09 (3) (b))

Students receiving out-of-school suspension (OSS) **must** be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Students

on OSS will be permitted to make up nine (9)-week and semester examinations, if applicable. Projects, term papers, etc., which represent work for a period of time greater than the OSS period will be submitted for the purpose of determining a student's grade.

Should questions arise regarding this OSS rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the Area Superintendent if a conflict arises.

All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception.

Students participating fully in the Alternative to Out-of-School Suspension (ATOSS) program will have the opportunity to make up missed class work as stated within School Board Policy 5.18155.

PROGRAM DESCRIPTION

The School District of Palm Beach County Curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education *Sunshine State Standards, Sunshine State Standards for Special Diploma or Next Generation Sunshine State Standards*. ([Florida Statute §1003.41] and (State Board of Education Rule 6A-1.09401)) The curriculum includes benchmarks for the following:

- Arts Education
- Career Education
- Foreign Language
- Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies

In addition, course descriptions or frameworks are provided for each middle school course. These course descriptions meet the requirements of State Board of Education Rule 6A-1.09412. District-adopted textbooks and/or instructional materials are provided for all middle schools.

Credit and graduation requirements have been modified by recent legislation, including Senate Bill 4, as well as recent State Board of Education Rules, including SBER 6A-1.09422 “Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements”. The contents of this Plan shall be interpreted consistently with the new requirements and the Florida Department of Education’s interpretations of these State-mandated provisions.

Schools shall provide parents with information concerning the 3-year and 4-year high school graduation options listed in Florida Statute §1003.429 (1), including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option. [Florida Statute §1003.429 (3)]

All students in grades 6-8 **must** be scheduled for a full school day. All courses are a full school year unless otherwise noted. Courses listed conform to district and state requirements. Advanced middle school courses will be awarded a weight of 1.125 on the middle school report card. This additional weight, however, **is not** a part of a student’s high school grade point average.

Honors weight (1.125) for high school courses taken by middle school students will be awarded according to the *Florida Course Code Directory* or as determined by the School District of Palm Beach County. To satisfy high school graduation requirements, this weighting will become part of the student’s high school honor point average and cumulative class rank, but will not be considered in the meritorious class ranking used to determine valedictorian/salutatorian.

Courses listed as Pre-IB courses can **only** be taught in designated Pre-IB programs unless prior approval of the Superintendent, Chief Academic Officer, or Assistant Superintendent of Curriculum is obtained.

STANDARDS AND ACCELERATION

The School District of Palm Beach County provides unique learning opportunities for students on various levels of learning:

All students will receive a world-class, rigorous curriculum that meets the requirements of the Florida Next Generation Sunshine State Standards and State graduation requirements while offering a variety of electives.

- Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.
- Students performing below grade level will receive an intensive instructional curriculum that provides an instructional pathway and learning environment for students to meet or exceed the skills/benchmarks not yet mastered by utilizing: required intensive coursework that is rigorous and implemented with differentiated instructional strategies, credit recovery options, virtual coursework, tutorial programs, and other acceleration options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school.
- Students performing above grade level will receive a differentiated curriculum that may include:
 - At the **middle** school level: enrichment and acceleration by utilizing gifted courses, honors/advanced courses, International Baccalaureate courses, virtual courses and high school credit courses;
 - Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school, but are available at all schools.

FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY GOAL 3: STUDENT PERFORMANCE STANDARDS

There are a number of processes and abilities used in all subject areas that are also important to success in everyday life at home, in the community and in the workplace. These practical but highly important cross-disciplinary processes and abilities have been identified as standards under Goal 3 in the document *Florida's System of School Improvement and Accountability*. The first ten standards focus specifically on student achievement and the first four of these standards are assessed on the Florida Comprehensive Assessment Test (FCAT).

The Goal 3 Standards should be an integral part of daily classroom instruction and assessment in every subject area at every grade level. Instruction that focuses on the first ten of the eleven Goal 3 standards will help students apply specific content knowledge in real-world situations and become successful as:

- | | |
|------------------------------------|--|
| 1. information managers | 6. resource managers |
| 2. effective communicators | 7. systems managers |
| 3. numeric problem solvers | 8. cooperative workers |
| 4. creative and critical thinkers | 9. effective leaders |
| 5. responsible and ethical workers | 10. multiculturally sensitive citizens |

The eleventh Goal 3 standard states that throughout a student’s education, families will share the responsibility of accomplishing the standards set in Goal 3.

SPECIAL PROGRAMS

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0902, 6A-6.0902 (4), 6A-6.0903; 6A-6.0904; 6A-6.0908)

Students who are identified as ELLs **must** be provided **equal access** to the general curriculum as defined by the School District of Palm Beach County—curriculum guidelines. The general education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of English language proficiency. The individual student’s ELL Plan documents the instructional strategies that must be implemented to ensure equal opportunity and mastery of the general education curriculum. See School District of Palm Beach County’s District Plan for Services to English Language Learners for a full explanation of services and models.

Dropout Prevention (DOP)/Alternative Education (AE)/ DJJ/Youth Services Programs (State Board of Education Rules 6A-6.052 through 6A-6.05292 and Florida Statute § 1003.51, 1003.52, 1003.53 and 1003.54)

The School District provides special assistance and programs to those students identified as at risk of dropping out of school. All students who exhibit the characteristics of potential dropouts are eligible for these programs.

Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. Students identified as English Language Learners (ELLs) and/or eligible for ESE who meet the eligibility criteria for dropout prevention may be considered for placement. See School Board Policy 8.13 and the referenced DOP/AE/DJJ/Youth Services Programs Manual. Various programs and support activities are available in most schools throughout the School District. The District provides educational services to students in Youth Services and DJJ programs as set forth in this manual.

A student identified as at risk may be eligible for accelerated credit opportunities if the student is enrolled in an approved alternative education (dropout prevention) course modification program designed for a time variation (shortened or lengthened for in-class instruction), alternative methods of assessments of student performance, or integration of course performance standards into interdisciplinary units of study.

Gifted Education (State Board of Education Rules 6A-6.030191)

Students enrolled in the gifted program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the district. In middle school, students may choose appropriate gifted education courses that are available at their schools.

Students identified as gifted under State Board of Education Rule 6A-6.03019 have an Educational Plan (EP) that outlines goals, strengths, and weaknesses and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content acceleration and enrichment that addresses the student's special abilities and interests. See School Board Policy 5.725 *Exceptional Student Education Policies and Procedures* as referenced in SP & P particularly at pages 121-126 and 46 and Appendix A-2 and C, related to gifted students.

Students with An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an active Section 504 Accommodation Plan **must** be notified of any proposed changes to the Section 504 Accommodation Plan, and **must** be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum.

ESE-Eligible Students

Pursuant to School Board Policy 5.725, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-6.03028 (1) and (3); and Policy 5.725 and its referenced SP&P particularly at pages 95-103. All students **must** be given access to the general curriculum as defined in the School District of Palm Beach County Curriculum Guidelines as is appropriate in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate. See State Board of Education Rule 6A-1.09414 for course descriptions.

In all cases, the IEP Team, which includes the parents, makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability. The IEP should enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities, as well as

meeting each of the student's other educational needs that result from the student's disability. (State Board of Education Rule 6A-6.03028)

In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards; or any other student with a disability, at the discretion of the IEP Team. (State Board of Education Rule 6A-6.03028)

The IEP may specify whether *accommodations/**modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team. The IEP contains an explanation of the extent, if any, to which the student will participate with nondisabled students in the general education class. (SP & P on pages 95-103)

A student with a disability may only be removed from the general education environment if the nature and/or severity of the disability are such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (SP & P on pages 95-103)

No later than the first IEP to be in effect when a student with a disability turns fourteen (14) years of age, or younger if determined appropriate by the IEP Team, the IEP Team must meet to identify transition services needs of the student. The School District must invite the student to that meeting. (State Board of Education Rule 6A-6.03028)

The IEP for each student with a disability must include during the student's eighth (8th) grade year or during the school year of the student's fourteenth (14th) birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. (State Board of Education Rule 6A-6.03028)

Beginning by the student's sixteenth (16th) birthday (or younger, if determined appropriate by the IEP team), the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend. (State Board of Education Rule 6A-6.03028)

Programs for students with disabilities are defined by the diploma options identified in each student's Individualized Education Program (IEP).

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

***Modifications are changes that can be made to what students are expected to learn. They include changes that have been outlined in the curriculum documents. Modifications may include partial completion of program or course requirements, curriculum expectations below age or grade level, alternate assessment criteria, and alternate curricular goals.*

Home Education Program (School Board Policy 8.14)

A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading materials. The parent/guardian is responsible for submitting an annual evaluation in accordance with Florida Statute §1002.41.

Home Education correspondence should be mailed to:

School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-236
West Palm Beach, FL 33406-5813

Virtual Instruction Programs [Florida Statute §§1002.37, 1001.42 (23)]; (State Board Education Rules 6A-6.0980 and 6A-6.0981)

Florida Statute §1002.45 authorizes school districts to implement virtual instruction programs through district-operated programs or programs provided by contracted providers approved by the Florida Department of Education. The School District of Palm Beach County provides full-time K-12 and part-time 6-12 instructional programs.

A student who is a full-time student attending a traditional public school in the District **must** have permission from his/her school counselor and principal to enroll in FLVS.

Students may enroll as full-time virtual students in grades K-12. For more information see the program descriptions that can be found at www.palmbeachvirtual.org.

Registered home education students may take a partial or full schedule with FLVS in accordance with Florida Statute §§1002.37 and 1002.41. The Home Education Office must provide verification of active status and compliance for all registered home education students who enroll with FLVS as outlined in the District's FLVS agreement that can be found at www.palmbeachvirtual.org.

HIGH SCHOOL CREDITS FOR MIDDLE SCHOOL STUDENTS

High school courses may be offered in middle schools where need is demonstrated. Students in grades 6-8 who are enrolled in a high school credit course, who meet the same attendance requirements met by high school students [Florida Statute §1003.436] and who successfully complete the course, may earn one high school credit.

Middle school students who take high school courses for credit should be counseled that grades earned in these courses **will** be used in the future to calculate high school

grade-point average (GPA) and cumulative class ranking, and they **will** remain a part of the student's academic record. However, these credits will NOT be calculated in the meritorious class ranking used to determine valedictorian/salutatorian.

For a middle school student to receive high school credit, the middle school principal **must** designate the student as a high school student for the period(s) the student is enrolled in the high school course(s). High school rules apply for grading and attendance. Students who take a high school credit course will be considered dually enrolled in both middle and high school and the credit earned will satisfy the middle school course requirement for the appropriate grade level and will allow the student to acquire high school credit as well.

Three of the four mathematics credits and all three of the science credits required for graduation **must** be earned in grades 9-12. At least one of the two sequential foreign language credits required for entrance to universities **must** be earned in grades 9-12.

Parent/Student Notification Of Opportunities For High School Acceleration, Choice Programs And Postsecondary Opportunities

At the beginning of each school year, students and parents will be notified of the benefits of high school and college opportunities, such as Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Florida Virtual School, dual enrollment, choice programs, graduation options, and general postsecondary requirements.

Requirements for High School Mathematics

Middle school students who have successfully completed high school mathematics will earn high school credit and that credit will count as one of the four mathematics credits that must be earned in grades 9-12. [Florida Statute § 1003.4156 (1)]

Attendance Policy For Middle School Students Taking High School Credit Course(s)

Middle school students enrolled in high school credit courses **must** adhere to the attendance requirements for earning credit.

Mastery or proficiency is based on defined levels of performance reflective of local, state or national criteria that include but are not limited to Sunshine State Standards, Next Generation Sunshine State Standards, Career and Technical Education curriculum frameworks, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education (AICE) curricula/syllabi, and assessments. The quality and quantity of student work will demonstrate what a student knows and is able to do based on predetermined standards.

Student attendance is an important aspect of curriculum delivery. Therefore, students who are absent more than 10% of the semester must demonstrate mastery by passing at least one nine week marking period and the semester examination.

The principal shall establish an appeals process to review the facts of any case in which a student appeals for credit in a course in which the student has not demonstrated

mastery. Mastery is defined as: a) passing at least one of the two nine-week marking periods; AND b) passing the semester examination.

Grade of **N**: Grade of **N** is applicable only to students enrolled in high school credit courses and indicates the student has exceeded the absence limits. An **N** (no credit) is recorded as the semester exam grade when the student has not been in attendance for at least 90% of the semester per course and has not demonstrated mastery (See page H/62 in the High School Student Progression Plan). For the purposes of grade calculation, a grade of **N** will result in a semester grade of **F**.

MIDDLE SCHOOL STUDENTS ATTENDING SUMMER/COLLEGE PROGRAMS FOR ENRICHMENT

Students who elect to participate in college/university summer programs will NOT receive high school credit.

PROMOTION REQUIREMENTS

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. [Florida Statute §1008.25 (6) (a)]

Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7 and 8 requires that the student must successfully complete academic courses as follows [Florida Statute §1003.4156]:

1. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

2010-2011 (2010 Senate Bill 4)

Middle school students taking Algebra I must take the end-of-course assessment but there is no impact on the student's grade or credit earned.

Students who earned high school credit in Algebra 1 while in grades 6 through 8 during the 2007-2008 through 2009-2010 school years and who have not taken Grade 10 FCAT mathematics must take the Algebra 1 end-of-course exam during the 2010-2011 school year.

2011-2012 (2010 Senate Bill 4)

Middle school students taking Geometry must take the end-of-course assessment but there is no impact on the student's grade or credit earned.

2011-2012 and thereafter (2010 Senate Bill 4)

Middle school students taking Algebra I must pass the end-of-course assessment to earn high school credit.

2012-2013 and thereafter (2010 Senate Bill 4)

Middle school students taking Geometry must pass the end-of-course assessment to earn high school credit:

3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
4. Three middle school or higher courses in science.

2011-12

Middle school students taking Biology must take the end-of-course assessment but there is no impact on the student's grade or credit earned.

2012-2013 (2010 Senate Bill 4)

Middle school students taking Biology must pass the end-of-course assessment for high school credit.

5. One course in career and education planning to be completed in 7th or 8th grade. The course must include career exploration using Florida CHOICES or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan (ePEP). The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification. [Florida Statute §1003.4156]

Each student's personalized academic and career plan must be signed by the student, the student's guidance counselor or academic advisor, and the student's parent. [Florida Statute §1003.4156 (1)(a)(5)] Students entering the 9th grade shall have developed during the middle grades a 4-5 year plan based on postsecondary and career goals. [Florida Statute §1007.21] Students meet the career and education planning course requirement through successful completion of the Civics and Career Planning course in grade 7.

6. These requirements apply to all students in grades 6, 7, or 8, independent of the grade configuration at the school [Florida Statute §1008.25]. Students in grades 6 and 7 who have passed four of the five required courses may be conditionally promoted *unless they have received a conditional promotion to their current grade level.*

General Requirements For Middle Grades Promotion Charts

The general requirements for middle grades promotion in compliance with Florida Statute §1003.4156 are as follows:

GRADE 6

Students are required to enroll in each of the following courses:	Duration
* Intensive Reading: Based on Grade 5 scores: or FCAT SSS Level 1 or Level 2 (if disfluent) Certain Level 2 students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in state assessments will be determined by the appropriate multidisciplinary team.	<i>Required a Minimum 1 Full Year</i>
Language Arts	<i>1 year</i>
Science	<i>1 year</i>
Mathematics	<i>1 year</i>
World History	<i>1 year</i>
* Intensive Reading (if required)	<i>1 year</i>
**Physical Education (includes dance classes)	<i>1 semester</i>
Electives (various courses/subject areas)	<i>As offered by each school</i>

*NOTE: Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics and/or science.

** The physical education requirement shall be waived (PBSD form # 2301) for a student who meets the criteria outlined in Florida Statute §1003.455.

GRADE 7

Students are required to enroll in each of the following courses:	Duration
* Intensive Reading: Based on Grade 6 scores: FCAT SSS Level 1 or Level 2 (if disfluent) Certain Level 2 students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in state assessments will be determined by the appropriate multidisciplinary team.	<i>Required a Minimum 1 Full Year</i>
Language Arts	<i>1 year</i>
Science	<i>1 year</i>
Mathematics	<i>1 year</i>
Civics and Career Planning	<i>1 year</i>
* Intensive Reading (if required)	<i>1 year</i>
**Physical Education (includes dance classes)	<i>1 semester</i>
Electives (various courses/subject areas)	<i>As offered by each school</i>

*NOTE: Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics and/or science.

**The physical education requirement shall be waived (PBSD Form # 2301) for a student who meets the criteria outlined in Florida Statute §1003.455.

GRADE 8

Students are required to enroll in each of the following courses:	Duration
Intensive Reading: Based on Grade 7 scores: FCAT SSS Level 1 or Level 2 (if disfluent) * Certain Level 2 students may be serviced through specific content area classes. Refer to the K-12 Comprehensive Reading Plan for specific details. Note: Assignment of ESE students with a disability and ELLs who participate in state assessments will be determined by the appropriate multidisciplinary team.	<i>Required a Minimum 1 Full Year</i>
Language Arts	1 year
Science	1 year
Mathematics –M/J 3 or Algebra	1 year
United States History – including Florida History	1 year
* Intensive Reading (if required)	1 year
**Physical Education (includes dance classes)	1 semester
Electives (various courses/subject areas)	As offered by each school

*NOTE: Florida Statute §1008.25 mandates that intensive academic assistance be provided for any student who demonstrates substantially deficient skills in reading, writing, mathematics and/or science.

**The physical education requirement shall be waived (PBSD Form # 2301) for a student who meets the criteria outlined in Florida Statute §1003.455.

Course descriptions meet the requirements of State Board of Education Rules 6A 1.09412 and 6A-1.09401. See Florida Statute § 1003.4156 and State Board of Education Rule 6A-6.054 (2).

Promotion For Students Who Were Conditionally Promoted To Grade 7 or Grade 8

In order to be promoted to the next grade level, students who have received conditional promotion to grade 7 or grade 8 **must**:

- pass all four required courses (language arts, mathematics, science, and social studies);
AND
- pass the equivalent of a year-long elective;
AND
- pass the course taken for remediation.

Retention

The following students **will be retained**:

- Students in grades 6-8 who have passed **three** or **fewer** required courses.
- Conditionally promoted students in 7th or 8th grade who do not pass all five required courses will be retained in the grade level to which they were conditionally promoted.
- Conditionally promoted students who do not complete a remediation support program will be retained in the grade level to which they were conditionally promoted.
- 8th grade students who, by the end of summer school (if available), do not pass all 5 required courses.

Please refer to the Middle School Post School Procedures and/or the current Summer School Implementation Manual, under Middle School Summer School for options.
(<http://www.palmbeachschools.org/safeschools/SummerSchool.asp>)

EXEMPTION FROM RETENTION IN GRADES 6-8 (GOOD CAUSE)

The School Board may exempt a student from retention once in grades 6, 7 and 8 for good cause. The procedures for determining eligibility and obtaining approval for an exemption from retention for good cause are outlined below.

Good Cause Exemption Criteria

Previously Retained Students Demonstrating Grade-Level Achievement On State/District Assessments

- Students who were previously retained in grades 6, 7 or 8 **and** score at performance level 3 or above on the state/district assessments listed below:
 - FCAT – SSS/Reading
 - FCAT – SSS/Mathematics
 - FCAT – SSS/Science (Grade 8 only)
 - FCAT – Writing (if appropriate)
 - SRI – Spring Lexile

Students being promoted based on achievement on state and district assessments will attend the regular program of instruction in the students' district assigned school.
[Florida Statute §1008.25 (2) (b)]

NOTE – *Florida Statute §1008.25(2)(c)* **requires** districts to provide “appropriate alternative placement” for students with two or more retentions.

Other Students with Previous Retentions

- Students who have previously been retained twice in kindergarten through eighth grade and are being recommended for their third retention (K-8).
- Students who, because of retentions, are facing their third year in the same grade.

Students who meet the criteria above *may* be assigned to the next grade **only** if it has been determined that the student's academic progress can be achieved as a result of promotion to an alternative program of instruction or an alternate instructional setting. See Assignment Options for Students Receiving Good Cause Exemptions Due to Previous Retentions below.

Assignment Options For Students Eligible For Good Cause Exemptions Due To Previous Retentions

6th and 7th Grade Students

- Promotion to the next grade level to an alternate program of instruction
- Promotion to the next grade level to an alternate (e.g., SAI, PMP) instructional setting at the home school
- Grade level promotion to the next grade to an alternate program of instruction through Alternative Education for students who have academic and/or behavioral needs
- Promotion to the next grade level with continued enrollment in an alternate program of instruction

8th Grade Students

- Promotion to ninth grade to an alternate program of instruction
- Promotion to ninth grade to an alternate program of instruction through Alternative Education for students who have academic and/or behavioral needs
- Promotion to the next grade level with continued enrollment in an alternate program of instruction

Students who receive an exemption from retention due to multiple retentions are to remain in the alternate program of instruction or an alternate instructional setting in which they are placed for the period of at least one school year. Withdrawal from the alternate program of instruction or an alternate instructional setting may result in forfeiture of the exemption from retention for good cause and the student will be placed back into the grade in which he/she was to be retained had an exemption not been granted.

8.5 PLACEMENT OPTION – 8th Grade Students Only

- Assignment into an 8.5 program, when available, at the student's district-assigned high school

Before being promoted to the ninth grade, a student assigned to an 8.5 program **must** complete a program of remediation in the content areas failed during the

previous school year. Students **must** demonstrate that remediation is complete by earning passing grades on school-based assessments in the failed content areas. Promotion for students assigned to the 8.5 program may occur at the end of the first semester or at the end of summer school.

➤ State Assessment

For the state assessment program, students in the 8.5 program who are not promoted to the ninth grade at mid-year will participate in the statewide assessment as eighth graders at their home middle school. All other students who have been placed in an alternate instructional program and promoted will be tested at the grade level to which they were promoted.

Good Cause Exemption Process

1. The principal **must** submit recommendations, in writing, for good cause exemption from retention to the Area Superintendent for approval.
2. Recommendations should contain documentation justifying the exemption from retention and, when appropriate, a description of the alternate program of instruction to be provided to the student. Each recommendation **must** provide compelling arguments that exemption from retention, rather than retention, is in the best interest of the student.

The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. The Area Superintendent will accept or reject the principal's recommendation in writing. Upon approval by the Area Superintendent, the student will be promoted to the next grade.

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS WHO DO NOT MEET THE MANDATORY RETENTION CRITERIA

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0902 and 6A-6.093)
School District of Palm Beach County Plan for Services to English Language Learners (ELLs) that can be found at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>

Students identified as English Language Learners (ELLs) **must** meet the District levels of performance as indicated on the Student Progression charts. ELLs must demonstrate literacy skills on grade level in either English or their native language. (School District of Palm Beach County Plan for Services to English Language Learners (ELLs))

ELLs may not be retained if they are substantially-below-grade-level in reading in English, but can demonstrate grade level literacy skills in their native language. An ELL Committee **must** meet to determine whether an ELL should be retained. Adequate progress, defined in the ELL Plan, should be used by the ELL Committee as cause for promotion. An ELL **may** be retained if the ELL Committee has determined that the student has not progressed satisfactorily according to his/her ELL Plan.

Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent or guardian of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an Active Section 504 Accommodation Plan **must** meet the School District's levels of performance. Parent(s)/guardian(s) **must** be notified if a student with a 504 Plan is being considered for retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as any general education student.

ESE-Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ *The IEP for each child with a disability to include:*
- ▶ A statement of measurable annual goals, including academic and functional goals, designed to --
- ▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

A student who is enrolled in Exceptional Student Education (ESE) **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- ▶ The student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the *Sunshine State Standards*, even with appropriate and allowable class work modifications.
- ▶ The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team should be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities who are enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered are the students':

- previous retention history
- current goals and objectives on the student's IEP
- social/emotional behavior
- attendance
- placement and a possible change in the current placement
- grades
- current accommodations/modifications/services

REMEDIATION

REMEDIAL INSTRUCTION

Remedial and supplemental instruction resources *must* be allocated to students who fail to meet achievement performance levels required for promotion. [Florida Statute §1008.25 (3)] The *Identification of Students Needing Remediation* charts reflect the process of student identification for remediation in reading, writing and mathematics for students in grades 6-8.

The district provides remedial instruction in reading, writing, science, and mathematics for those students identified as having substantially deficient skills in reading, writing, science and/or mathematics as identified by teacher/principal recommendation, norm-referenced tests, Florida Comprehensive Assessment Test (FCAT) Writing (grade 8), FCAT and school-selected reading tests (e.g., Scholastic Reading Inventory (SRI), Diagnostic Assessment of Reading (DAR), Oral Reading Fluency Measure). Remedial instruction shall be provided through implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s)/guardian(s).

The PASS/CompassLearning Program provides additional academic support and instruction before school, after school and/or in Saturday school for students.

PASS/CompassLearning Program Course Offerings

- Middle School Mathematics
- Middle School Language Arts
- Middle School Science
- Middle School Social Studies

Complementary Options

- Before or After School Tutorial
- Saturday School Tutorial
- Special Session (English Language Learners/ESOL)
- Contracted Academic Services
- Exceptional Student Education Services
- Suspension of Other Curriculum
- On-line Coursework
- Other Strategies

NOTE: Remedial course offerings (intensive courses in mathematics, reading, or language arts) **must** be taken *in addition to* language arts and/or mathematics courses, **not** in lieu of these courses.

Remediation For Conditionally Promoted Students

- A conditionally promoted student who has scored Level 1 on FCAT SSS **must** successfully complete one of the programs for remediation listed above as scheduled by the school and **must** pass all required courses for that grade level to be promoted.

- A conditionally promoted student who has scored Level 2 or above on FCAT SSS **must** complete a content-based program of remediation. Completion of the program occurs when the student earns the number of quality points lacking in the course failed. A student who does not earn a sufficient number of quality points will be retained.

PROGRESS MONITORING PLAN (PMP) PROCESS [Florida Statute §1008.25 (4)]

A Progress Monitoring Plan (PMP) is intended to provide the school district and the school with flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state's requirements for proficiency in reading, science and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally-required student plan addresses specific needs such as an Individualized Education Plan (IEP);
- A school-wide system of progress monitoring for all students; or
- An individualized Progress Monitoring Plan (PMP) [Florida Statute §1008.25(4) (b)]

If a student has an ELL Plan, this plan may include strategies and the student may not need a PMP. However, if their plans do not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL plan can be amended to include the strategies so that a PMP would not be necessary.

A student will require an individual PMP prior to receiving an intervention plan under the SBT/Rtl process

Each plan **must** outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the PMP:

1. Each student who does **not** meet the levels of performance as determined by the School District (defined on the *Identification of Students In Need Of Remediation* charts) in FCAT reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in FCAT reading or FCAT mathematics **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [Florida Statute §1008.25 (4) (a)]
 - Data from the additional assessments are to be used to formulate the student's PMP.
 - Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation. Diagnostic assessments may include:
 - portfolio of student work
 - teacher assessment
 - text/placement tests
 - diagnostic software results

- If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.
- A. For each year in which a student scores at Level I on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course which reading strategies are delivered shall be determined by diagnosis of reading needs. Guidance will be provided regarding appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the K-12 Comprehensive Reading Plan. [Florida Statute §1003.4156(1)(b) and State Board of Education Rule 6A-6.054 (2)]
 - B. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. [Florida Statute §1003.4156(1)(c)]
 - C. A student whose FCAT Science score was less than 300 or who failed a science course the previous year must receive remediation the following year, which may be integrated into the student's required science course.
2. At the conclusion of the school year, appropriate teachers of the student who had a PMP are to make recommendations regarding the student's educational program for the following year.
 3. The PMP process **must** begin as soon as students are newly identified as needing remediation. The PMP **must** be in place and implementation begun for students, including those who transfer into the school district, within 45 calendar days of being identified as needing remediation.
 4. All PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal.
 - In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.
 5. It is the responsibility of the teacher and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The PMP will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)]. The PMP should clearly identify:
 - the specific diagnosed academic needs to be remedied;
 - the success-based intervention strategies to be used;
 - how, when, how often by whom, and how long intensive remedial instruction is to be provided; and
 - the monitoring and reevaluation activities to be employed.

ESE-Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ The IEP for each child with a disability to include:
- ▶ A statement of measurable annual goals, including academic and functional goals, designed to --
- ▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

When an ESE student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP **must** address all of the student's educational needs including the student's below-grade level performance. A PMP can be developed for a student with a disability if the IEP does not address the student's educational need in reading, writing, mathematics, and/or science.

PASS PROGRAM

Program Description

The purpose of the PASS/Compass Learning Program is to remediate students failing a course or to place over age students in a class to master course work to proceed to the next grade level. Students will attend remediation until they have proven mastery of the material. It provides students with:

- additional time to complete the expected course of study.
- assistance in completion of the course requirements necessary for promotion.
- remediation of academic skills as necessary.

PASS/Compass Learning students who have failed a core course(s) during a marking period will receive the grade earned by successfully completing the activities, quizzes and nine week exam offered in the computer competency based core credit recovery program.

Student Identification

The following students qualify for the PASS/Compass Learning Program:

1. Students who have been conditionally promoted and cannot make up the failed course as an elective class.
2. Students who have failed one or more subjects during a marking period are required to attend.
3. ESE students with disabilities who meet the above criteria are enrolled upon the recommendation of the IEP Team.
4. English Language Learners who meet the above criteria.

Note: Budgetary constraints may require changes in the criteria for PASS/Compass Learning Program eligibility.

SUMMER SCHOOL/EXTENDED SCHOOL YEAR (School Board Policy 2.37)

English Language Learners (ELLs)

Extended School Year (ESY) is offered to ELLs of beginning and intermediate proficiency with the purpose of continuing oral language development. ESY for ELLs includes content area instruction that promotes the use of spoken English in a non-threatening environment. In order for an ELL to be eligible for ESY, it must be documented on his/her ELL plan that additional oral language development is needed.

ESE-Eligible Students Who Are Enrolled in ESE Programs (State Board of Education Rule 6A-6.03028 (3) (g) (11))

Extended school year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet state educational standards. ESY services are always at no cost to the parent.

At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a free appropriate public education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services. (State Board of Education Rule 6A-6.03028 (3) (g) (11)).

An ESE-eligible student with a disability who fails a general education course may attend a scheduled general education Summer School.

- All students in grades 6-8 who are currently receiving ESE services pursuant to an IEP must be considered for ESY.
- A student's IEP Team will determine the goals and objectives during the specified ESY period, using the current IEP and documentation of progress.

Home Education Students

A registered home education student may participate in a district summer program if it is available and if the student meets the same eligibility requirements that have been established for School District of Palm Beach County students.

IDENTIFICATION OF STUDENTS IN NEED OF REMEDIATION

The following charts (effective only for the 2010-2011 school year) show the identified performance levels as they relate to the FCAT SSS, FCAT Writing and SRI-1. The charts permit decision-makers to identify the overall achievement of each child through district and state assessments and allows for a more narrow focus on student achievement for the purposes of remediation decisions (PMP).

Teachers and administrators may examine the student's reading, writing, mathematics, and/or science performance to determine whether a student is in need of remediation in one or more of these areas.

The following charts in relation to remediation are based upon Florida Statute §1008.25 (4).

IDENTIFICATION OF STUDENTS ENTERING GRADE 6 IN NEED OF REMEDIATION

<p>FACTORS TO CONSIDER WHEN DECISION MAKING - Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's **Department of Assessment.</p> <p><i>Classroom Performance:</i> Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)</p>					DECISIONS
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**SRI-I Spring Lexile	*FCAT Math DSS	Remediation Required?
Above Grade Level	Level 5	2126-2758	1389-1700	2019-2492	No
	Level 4	1860-2125	1097-1388	1860-2018	No
At Grade Level	Level 3	1622-1859	836-1096	1692-1859	No
Below Grade Level	Level 2	1450-1621	648-835	1554-1691	Yes
	Level 1	539-1449	200-647	770-1553	Yes

IDENTIFICATION OF STUDENTS ENTERING GRADE 7 IN NEED OF REMEDIATION

<p>FACTORS TO CONSIDER WHEN DECISION MAKING - Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's **Department of Assessment.</p> <p><i>Classroom Performance:</i> Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)</p>					DECISIONS
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**SRI-I Spring Lexile	*FCAT Math DSS	Remediation Required?
Above Grade Level	Level 5	2181-2767	1508-1700	2080-2572	No
	Level 4	1945-2108	1206-1507	1939-2079	No
At Grade Level	Level 3	1715-1944	912-1205	1786-1938	No
Below Grade Level	Level 2	1542-1714	691-911	1661-1785	Yes
	Level 1	671-1541	200-900	958-1660	Yes

IDENTIFICATION OF STUDENTS ENTERING GRADE 8 IN NEED OF REMEDIATION

<p>FACTORS TO CONSIDER WHEN DECISION MAKING - Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's **Department of Assessment.</p> <p><i>Classroom Performance:</i> Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only)-English Language Development Continuum (English Language Learners Only)</p>					DECISIONS
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**SRI-I Spring Lexile	*FCAT Math DSS	Remediation Required?
Above Grade Level	Level 5	2282-2790	1663-1700	2092-2605	No
	Level 4	2073-2281	1355-1662	1998-2091	No
At Grade Level	Level 3	882-2072	1074-1354	1851-1997	No
Below Grade Level	Level 2	1696-1881	800-1073	1733-1850	Yes
	Level 1	886-1695	200-799	1025-1732	Yes

REPORTING STUDENT PROGRESS

PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS

Parent(s)/guardian(s) **must** be notified in writing of the School District's promotion requirements.

1. All notifications to parent(s)/guardian(s) of English Language Learners (ELLs) **must** be understandable to them in their home/native language whenever feasible.
2. School center personnel will notify parent(s)/guardian(s) in writing of promotion requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute §1008.25] The requirements are also included on the district website within the posted Student Progression Plans.
3. The parent(s)/guardian(s) of a student who is failing two or more courses or not meeting promotion requirements **must** be notified in writing. The notification form will provide the parent(s)/guardian(s) with information regarding the PASS Program. The parent is required to return to the sending school the designated portion of the notification form. It is advisable that schools contact those parent(s)/guardian(s) who have not responded to the notification form by telephone. A telephone log of these calls should be kept to ensure that every identified child has been afforded the opportunity to receive the tutorial remediation PASS/COMPASS Learning Program services.
4. A report card is issued to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior and attendance and promotion. [Florida Statute §1003.33 (2)]
5. The District shall annually notify the parent of each student as to the progress of the student in achieving State and District expectations for proficiency in reading, writing, science and math. The District shall also report to the parent the student's results in each statewide assessment. [Florida Statute §1008.25 (8)(a)]
6. For students identified as having substantially deficient skills in reading, writing, science and/or mathematics, remediation instruction will be provided through the implementation of a student's individual education plan (e.g., PMP, IEP, ELL Plan, and Section 504 Accommodation Plan) developed in consultation with the parent(s)/guardian(s). The student's individual education plan, with the signature of the parent(s)/guardian(s), will serve as written notification as required by *Florida Statute §1008.25*.

FREQUENCY OF GRADE REPORTS [Florida Statute §1003.33 (1)]

Middle schools in the School District of Palm Beach County report grades parents/guardians on a nine-week schedule.

Parent(s)/guardian(s) of students with disabilities who are enrolled in ESE programs **must** also be informed of their child's progress towards his or her annual IEP goals at least as often as their non-disabled peers receive progress reports during each nine-week period. A statement specifying the method and frequency in which an ESE student with a disability's progress is reported is included in the student's IEP.

The full-time virtual school student's grades are maintained and updated in the parent and student learning management system. The parent has complete access to review and respond regarding student progress through continuous access to the student's academic performance in each class or course, work habits and time on work (attendance). An end of year printout of the student record is placed in the cumulative record file. A traditional style paper report card is not issued for full-time virtual school students.

MID-TERM PROGRESS REPORTS

Within each grading period, teachers will provide every student who is failing or performing below expectations with a status report listing, at a minimum, areas of strength, areas requiring improvement, current grade average and attendance. This report is issued during the middle week of each grading period or anytime thereafter if a student's grade/performance drops to failing.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** be informed of their child's progress at least as often as the general education students.

GENERAL RULES OF GRADING

1. Grades are based on the quality of student performance relative to expected levels of achievement of the *Next Generation Sunshine State Standards*, the course frameworks and/or course syllabus approved by the principal/designee.
2. Quality of work will be assessed by multiple measures including, but not limited to, the following:
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation and demonstrations);
 - classroom assignments (paper and pencil assignments, reports, term or research papers, models, projects, exhibits, posters, and computer programs
 - homework (School Board Policy 8.16);
 - examinations (paper and pencil tests including essay, multiple choice and completion; oral tests; and skill tests requiring demonstration); and
 - alternative methods (portfolios and performance assessments) and services.
[Florida Statute §1003.33 (1) (a)]
3. A sufficient number of grades will be recorded to justify the marking-period grade. A marking-period grade is not based solely on a single project.

4. A recorded grade (with the exception of *I* and *N**) may NOT be changed after report cards are printed except by one of the following procedures:
 - The change is initiated by the teacher and approved by the principal. **Signatures** of both the teacher and the principal are required; *OR*
 - The change is initiated by the principal and approved by the Area Superintendent. Signatures of both the principal and the Area Superintendent are required. The teacher will be consulted prior to the initiation of a grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return.
 - The grade change is a result of the student successfully completing the school's PASS Program. Signatures by the PASS instructor or PASS Program director, and the principal are required.
 - In either case, **any grade change** requires **two signatures** on the form *Grade and/or Course Change Documentation* (PBSD 0797) indicating the change and the reason for the change. The procedures to correct a student record are set forth in School Board Policy 5.1816.
 5. An *I** (Incomplete) in any marking period, unless changed, will remain on the report card and the final average will compute to an *F*.
 6. Grades are not required for a student who enters a class toward the end of a marking period. A grade of *M** may be recorded on the report card for a student who has not been enrolled a sufficient number of days to be evaluated.
 7. Academic performance and behavior **must** be evaluated independently (see *Reporting Student Conduct*). Homework and behavior are important to a student's academic progress and a portion of a student's grade should be based on completion of homework assignments. (School Board Policy 8.16)
 8. Students enrolled in Exceptional Student Education (ESE) program(s) **must** have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that are to have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities **must** be graded on the basis of their performance.
 9. Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s)/guardian(s) upon entry to the program and/or at the beginning of each grading period.
- * These grades are for report card purposes only and do not appear on the final student transcripts.

DESCRIPTION AND DEFINITION OF GRADES

The grading system and interpretation of letter grades for all middle schools **must** be consistent with the grade scale identified in Florida Statute §1003.437. Grade averages are calculated to two decimal places (with no rounding). For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a “B”, while 79.49 is a “C”).

Grade of **A**: Outstanding Progress (**100 – 90**).....Indicates thorough mastery of the subject

Grade of **B**: Above Average Progress (**89 – 80**).....Indicates above average mastery of the subject.

Grade of **C**: Average Progress (**79 – 70**).....Indicates average mastery of the subject

Grade of **D**: Lowest Acceptable Progress (**69 – 60**).....Indicates below average mastery of the subject

Grade of **F**: Failure (**Below 60**)..... Indicates lack of mastery of the subject

Grade of **I***: Incomplete*

Indicates a problem that causes the student's work to be incomplete. For example:

- student has not been enrolled in a class long enough to determine a grade
- transfer student's grades from previous school have not been received
- delayed dual enrollment grade

An **I**, unless changed, will remain on the report card and the final average will compute to an F.

Grade of **M**: Valid Missing Work*

Indicates the student was not scheduled in the class for the entire course. Approval of the principal is required for the grade of **M**. The final average will be the average of all other grades submitted for the course.

Grade of **W**: Withdrawn*

Indicates withdrawal from a course. A grade of **W** should only be used in special situations where it is necessary that the record of the student in the course remain on the report card with a final average of **W**. The course and grades will not be transferred to the permanent academic history for the student.

Grade of **N**: No Credit*

For high school credit courses only. See "Description and Definition of Grades" section of the *High School Student Progression Plan*.

* These grades are for report card purposes only and do not appear on the final student transcripts.

REPORTING STUDENT CONDUCT [Florida Statute §1003.33 (1) (b)]

At the secondary level, teachers record their best judgment of how each student's behavior affects learning in the classroom. The following are the general descriptions used in secondary schools.

- 4 Student's behavior very constructive to learning.
- 3 Student's behavior generally supportive of learning.
- 2 Student's behavior detrimental to own learning.
- 1 Student's behavior detrimental to own learning and/or the learning of others.

Student conduct indicators are separate from the academic grade earned for the grading period. These conduct indicators reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade.

Reporting Attendance

Attendance and academics performance shall be reported separately on student report cards. Students cannot be exempted from academic performance requirements based on policies or practices designed to encourage student attendance. (Florida Statute § 1003.33; School Board Policy 5.0901 (2))

CALCULATION OF FINAL GRADES

A final grade for a yearlong middle school course is calculated by averaging the grades from each of the four nine-week marking periods. The final grade is calculated on a 4.0 system and converted to a letter grade. The grade point value is based on quality points as follows: A (4.0), B (3.0), C (2.0), D (1.0) and 0 for any other grade.

When a student has attained a **minimum** final average of 1.0, the final grade is determined by rounding to the nearest whole number and converting to the A, B, C, or D as appropriate. If the final average is 1.5, 2.5, or 3.5, the last grade will determine whether the letter grade is raised or lowered. If the final grade is higher, the letter grade will round up.

A student will receive a final grade of **F** if that student has attained a final average of **less than 1.0** or if the student has received an **F** for the fourth marking period and has received an **F** for a previous marking period.

School-wide quarterly examinations are **required** for the following middle school courses: language arts, mathematics, science and social studies. All teachers of the respective courses will collaboratively develop and administer the quarterly exams at each middle school. Quarterly examinations count for 20% of the students' final quarter grades. With the exception of students taking high school credit courses, all middle school students **must** take the quarterly examination in each of the specified courses for which they are enrolled.

Semester examinations are not required in middle schools except for high school credit courses. Students taking high school credit courses will follow the guidelines set for those courses in the *High School Student Progression Plan*.

CALCULATION OF SEMESTER GRADES FOR HIGH SCHOOL COURSES

The semester grade is calculated on a 4.0 system and converted to a letter grade. The following grade point minimum values are used to calculate letter grades:

3.6 – Above	=	A
2.6 - 3.59	=	B
1.6 - 2.59	=	C
0.6 - 1.59	=	D
Below 0.6	=	F

High school course grades are reported on student transcripts as semester grades. Each marking period grade counts 40% of the semester grade. Semester examinations at the high school level count 20% of the final semester grade. Semester grades for each course are calculated by the district computer. Each nine-week grade value is multiplied by 2 and added to the semester examination grade value; the total is divided by 5.

To receive a passing grade for the semester, the student *must* earn passing grades in two of the three grades used to calculate the semester average. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. [Florida Statute §1003.33 (2)]

Note: When a student has not been in attendance for 90% of the class time, the student **must** demonstrate mastery by earning a passing average and passing the nine-week assessment.

Forgiveness Rule for High School Courses taken in Middle School [Florida Statute §1003.413 (3)(e) and §1003.428 (4)]

The forgiveness rule applies to a middle school student who has earned either a grade of C, D, or F in a high school course taken for high school credit during middle school. [Florida Statute §1003.428 (4)]

- Middle School students may replace a grade of C, D or F (Cs or Ds on a space-available basis) with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course.
- A grade is forgiven if a student receives a grade of **C or higher**.
- In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness rule shall be included in the calculation of the cumulative grade point average required for graduation.
- Students earning a grade of **D** on the repeat effort earn credit for that course; however the initial failing grade is **not** forgiven. If a student chooses to repeat the same course again (on a space-available basis) and earns a grade of **C or higher**, all previous grades will be forgiven.
- A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course

at the AP/IB/AICE level. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.

- A non-specific course requirement may be forgiven by another course within the same subject area. For example, Integrated Science may be forgiven by ecology.
- Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another course taken subsequently. When using a different course to forgive an elective, the same semester that the previous D or F was earned in does not have to apply. Ex. A second semester F in a high school foreign language may be forgiven by a subsequent first semester C in high school art.

DISTRICT/STATE ASSESSMENT PROGRAM

All students **must** participate in all regular state and district assessments for accountability purposes except as prescribed by the Commissioner of Education or if waived as stated below. [Florida Statute §1008.22 (3)(c)(8)] (State Board of Education Rule 6A-1.09422) A sampling of assessments is below:

Grade 6

- FCAT 2.0 Reading Next Generation SSS
- FCAT 2.0 Mathematics Next Generation SSS

Grade 7

- FCAT 2.0 Reading Next Generation SSS
- FCAT 2.0 Mathematics Next Generation SSS

Grade 8

- FCAT 2.0 Reading Next Generation SSS
- FCAT 2.0 Mathematics Next Generation SSS
- FCAT Writing
- FCAT Science

ACCOMMODATIONS/EXEMPTIONS FOR DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) (School District of Palm Beach County Plan for Services to English Language Learners (ELLs) that can be found at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>)

English Language Learners (ELLs) must take all required state and district assessments unless they have an IEP, which indicates otherwise. (State Board of Education Rule 6A-1.09432(2) and 6A-6.0909) However, all active (LY) ELLs are eligible to receive accommodations during testing. Acceptable accommodations may include:

- flexible setting,
- flexible scheduling,
- flexible timing,
- state-approved Heritage Language Dictionary, and
- assistance in the heritage language.

ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available in instructional settings for ELL students. When a student is classified as both ESOL and ESE, all accommodations listed on their IEP as well as their ELL Plan must be offered. Parents/guardians are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

Statewide Assessment for Students with Disabilities (State Board of Education Rule 6A-1.0943)

All students with disabilities (as defined by Florida Statute §1003.01 (3) (a) or State Board of Education Rule 6A-19.001 (6)) will participate in the statewide assessment program based on state student performance standards, pursuant to State Board of Education Rule 6A-1.09401 without accommodations unless:

- The individual educational plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- The IEP team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

Statewide Assessment Accommodations for Students with Disabilities [Florida Statute §1003.01(3)(a)] and (State Board of Education Rules 6A-1.0943 and 6A-6.0331)

Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability under 6A-19.001(6). The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act. Accommodations are defined as

- adjustments to the presentation of the statewide assessment questions,
- methods of recording examinee responses to the questions,
- scheduling for the administration of a statewide assessment to include amount of time for administration,
- settings for administration of a statewide assessment,
- and/or the use of assistive technology/devices

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals must be submitted to the Department of Education for approval by the Commissioner of Education. (State Board of Education Rule 6A-10943 (3))

Participation in the Statewide Alternate Assessment (State Board of Education Rules 1.09401 and 6A-1.0943(4))

The decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP team and recorded on the IEP. The following criteria must be met:

- The student is unable to master the grade-level general state content standards pursuant to Rule 6A-1.09401 even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- The student is participating in a curriculum based on the state standards access points, pursuant to Rule 6A-1.09401, for all academic areas; and
- The student requires direct instruction in academics based on access points, pursuant to Rule 6A-1.09401, in order to acquire, generalize, and transfer skills across settings.

Special Exemption (State Board of Education Rule 6A-1.0943(5))

Upon approval of the Commissioner, a student with a disability, is eligible for consideration of a special exemption from participation in statewide assessments, including the alternate assessment, under extraordinary circumstances.

Extraordinary circumstances are

- events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. (Note, a learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program does not, in and of itself, constitute an extraordinary circumstance.)
- physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual, or speaking skills rather than the student's achievement.

A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window. The Commissioner shall determine whether the exemption will be granted based upon the documentation provided by the district school superintendent. A request for the determination of a special exemption must be submitted annually and approved by the Commissioner.

Attached documentation shall include:

- Written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual or speaking skills and the extraordinary circumstances for the exemption request;
- Written documentation of the most recent evaluation data;
- Written description of the disability's effect on the student's achievement;

- Written evidence that the student has had the opportunity to learn the skills being tested; and
- Written evidence that the manifestation of the student's disability prohibits the student from responding to the statewide assessment, even when appropriate accommodations are provided so that the result of the testing reflects the student's impaired sensory, manual, or speaking skills rather than the student's achievement.

ATHLETIC ELIGIBILITY (School Board Policies 5.60 and 5.61) [Florida Statute §1002.20 (18)(a)]

The Palm Beach County Middle School Activities Association (PBCMSAA) by-laws will be the governing body for middle school athletics. The athletic eligibility for middle school students is regulated by these by-laws, School Board Policy 5.60, and as follows:

1. Eligibility for each student shall be limited to three (3) consecutive years from the time the student first enters grade 6.
2. To be eligible to compete in interscholastic athletic competition for the first grading period, a sixth-grade student **must** be a bona fide student in the school which the student represents (unless being home schooled); **must** have been regularly promoted from the fifth grade; and **must** be carrying a normal class load and doing satisfactory classroom work with a satisfactory conduct record.
3. Failure in more than one (1) subject during a given nine-week grading period shall cause a student to be ineligible for practice and competition during the following nine-week grading period. In addition, a student **must** maintain a specified grade point average of 2.0 as well as acceptable conduct determined by the principal.
4. Age rule: A middle school student loses eligibility if the student reaches the age of 15 years prior to September 1st of the current school year.
5. To participate in the first semester of grade 9, a student **must** be regularly promoted from grade 8 during the immediately preceding year.

EXTRACURRICULAR ACTIVITIES FOR HOME EDUCATION STUDENTS [Florida Statute §1006.15 (3)(c) and §1002.20 (18)(b)]

Registered home education students are eligible to participate in extracurricular activities at the public middle school to which they would have been assigned by the school district or as provided by School Board Policy 5.60 (7). In order to participate, the home education student **must** meet the same eligibility requirements of the special activity as established for all regularly attending students.

EXTRACURRICULAR ACTIVITIES FOR CHARTER SCHOOL STUDENTS [Florida Statute §1002.33 (11) and §1002.20 (18)(c)]

A charter school student is eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend, unless such activity is provided by the student's charter school, pursuant to s. 1006.15(3) (d).

EXTRACURRICULAR ACTIVITIES FOR FULL TIME VIRUTAL EDUCATION STUDENTS [Florida Statute §1002.20 (18) (d)]

A full time virtual education student who meets specified academic and conduct requirements is eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend.

ANNUAL REPORT

Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year [Florida Statute §1008.25(8)(b)]:

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. [Florida Statute §1008.25(8)(b)1]

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. [Florida Statute §1008.25(8)(b)2]

By grade, the number and percentage of all students retained in grades 3 through 10. [Florida Statute §1008.25(8)(b)3]

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). [Florida Statute §1008.25(8)(b)4]

Any revisions to the district school board's policy on student retention and promotion from the prior year. [Florida Statute §1008.25(8)(b) 5]