

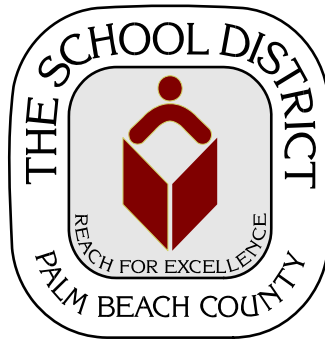
2006-2007~~2005-2006~~
MIDDLE SCHOOL
STUDENT PROGRESSION PLAN

Entry, Promotion, and Retention

for

Grades 6 - 8

Effective ~~July 28, 2005~~



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The Student Progression Plan's enclosed content is valid as of School Board approval September 2006. Revisions, if necessary, due to legislative action will be available at each district school.

STUDENT PROGRESSION PLAN

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens the 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 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 §1008.25 (1)]

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards. [Florida Statute §1008.25 (1)]

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)

(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) 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 neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.*

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

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] ([School Board Policy 5.06 \(A\) \(2\)](#)) (Recommended form: DH 3040 - See *Health Requirements.*);
3. proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation such as a lease, mortgage or utility bill;

4. a certificate of immunization [Florida Statute §1003.22]. Students will not be admitted into class without proof of immunization.

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C) homeless students are to be **immediately** enrolled in the school the local education agency (“LEA”) determines to meet the “best interest” of the student **immediately**. Homeless children must be admitted to the school where they or their families live. [Florida Statute §1003.21 (1)(f)] Arrangements are to be made for immunization, transportation and all other school services. ~~For further details contact the Department of Safe Schools/Prevention Center, at (561) 434 8852 or PX 48852.~~ 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 0636) should be completed 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.

At the beginning of each school year, each student will be provided an address verification form that is to be completed, signed and returned by the parent(s)/guardian(s). It is the responsibility of the parent(s)/guardian(s) to notify the school promptly of any change of a student's address.

HEALTH REQUIREMENTS

Immunization

All 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 the required immunizations against the communicable diseases as identified by the Palm Beach County Health Department or to provide a *Certificate of Medical Exemption* (temporary or permanent), *or a Certificate of Religious Exemption* based on medical reasons or religious tenets.

The *Certificate of Religious Exemption*, DH Form 681, is available only through the Palm Beach County Health Department. It is not available from private physicians.

The *Florida Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Palm Beach County Health Department:

- Documentation of Immunization.....DH Form 680 (November 1996), Part A-1
- Documentation of Temporary Medical Exemption.....DH Form 680, Part B
- Documentation of Permanent Medical Exemption.....DH Form 680, Part C

Immunization Requirements for Entry into Grades K through 12 2006-2007 2005-2006 School Year

	K	1	2	3	4	5	6	7	8	9	10	11	12
DPT/Dta/DT	√	√	√	√	√	√	√	√	√	√	√	√	√
OPV/IPV series	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR (1st)	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR (2nd)	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella	√	√	√	√	√	√							
Td Booster									√	√	√	√	√

*Td = tetanus/diphtheria

Physical/Health Examination

All 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 a health examination performed within one year prior to enrollment.

Explanation of Physical Examination Requirements 2006-2007 2005-2006

STUDENTS	PHYSICAL EXAMINATION
Palm Beach County	Required for PreK, Kindergarten and Grade 7
Transfers within Palm Beach County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten and Grade 7 Review and file DH Form 3040 and DH Form 680 in the cumulative folder for all other grades.
Transfers from another state or country	Required for all grades. Physicals presented on forms from another state or country are acceptable if they include all components covered on DH Form 3040.** Must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.

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

PLACEMENT OF TRANSFER STUDENTS

General Transfer Information

A student who transfers to a Palm Beach County public school with documentation of completed course work from a state or regionally accredited public or private school or institution is awarded equivalent grades and/or credits and all records from the previous school are accepted, subject to validation if deemed necessary. ([School Board Policy 8.14 \(10\)](#))

A student who transfers from a school or program, [including a home education student](#), other than a state or regionally accredited institution, or with inadequate or incomplete records, is placed based upon the information available, including any or all of the following:

1. student's age.
2. a review of all existing school records, home education portfolio (e.g., student portfolio, annual evaluations) and/or credit transcripts.
3. a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program.
4. a test on grade level or individual subject-area objectives or competencies to be identified by the principal.
5. interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s).

Grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day grading period or equivalent period or passing appropriate examination(s) for each subject. [[School Board Policy 8.022 \(1\)](#)]

The student who does not satisfactorily complete the forty-five (45) school-day grading period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the *Student Progression Plan*. [[School Board Policy 8.022\(2\)](#)]

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. (PBSD Policy 8.022 [\(3\)](#))

[English Language Learners \(ELLs\) ~~Limited English Proficient \(LEP\) Students~~](#) (State Board of Education Rules 6A-6.0900-6A-6.09091; School District of Palm Beach County English Language Learners (ELLs) District Plan, 2004-2005 to 2007-2008)

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement. 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 [English Language Learners ~~LEP-Student~~ Programmatic Assessment and Academic Placement Review](#) form PBSD #1764 and filed in the [English Language Learners ~~LEP~~](#) folder. Community language facilitators assist the students and their families when necessary to

ensure proper program/course placement.

An [English Language Learners LEP](#) Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the [English Language Learners LEP](#) Committee making the placement decision.

[English Language Learners LEP-students](#) are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan.

[English Language Learners LEP-students](#) are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy [and Administrative Directives](#) 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 Disabilities

504 Students

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active 504 plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active 504 Plan, the receiving school **must** review the existing 504 Plan and **must** revise as needed.

Exceptional Student Education (ESE) Students ([School Board Rule 6A-6.0334](#))

A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.

An ESE student who is transferring from one Florida public school district to the School District of Palm Beach County who has a current Individual Educational Plan (IEP) or an Educational Plan (EP) for Gifted Students **may will** be placed in the appropriate educational program(s), consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.

An ESE student who is transferring from an out-of-state public school who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs or does not meet the district's dismissal criteria, may be placed immediately in the appropriate educational program(s), without temporary assignment. The receiving school **must** review the current IEP/EP and may revise as necessary.

ATTENDANCE [\[Florida Statute §1003.21\]](#)

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. [\[Florida Statute §1003.24\]](#) 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.

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., 40 days of a forty-five 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 (Administrative Directive 5.012).

Middle school students are expected to ~~enroll in and~~ attend [school regularly and be on time for classes](#). ([School Board Policy 5.09\(A\)](#)) Each school's student handbook outlines the attendance procedures for that school. All school procedures conform to the following district directives:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. ([Administrative Directive 5.03](#)) 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.
2. Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.
3. An "excused" absence is:
 - 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.
 - Medical appointment
 - Death in the family
 - Observance of a religious holiday or service that is recognized as such by all members of the faith
 - Subpoena by law enforcement agency or mandatory court appearance
 - Other individual student absences beyond the control of the parent or student as determined and approved by the principal or principal's designee.

4. An “unexcused” absence is any absence that does not fall into one of the above excused absence categories. ([School Board Policy 5.09](#))

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 is available the *Specially Designed Instructions for Students Who Are Homebound or Hospitalized* [State Board Rule 6A-6.03020] and in the *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* [State Board Rule 6A-6.03411].

Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of suspension. Students on suspension will be permitted to make up nine-week and semester examinations, if applicable. [Administrative Directive – 5.012, #7] Projects, term papers, etc., which represent work for a nine-week or semester period will be submitted with penalty for the purpose of determining a student’s grade.

Student Absences For Religious Reasons

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) **must** notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. ([Administrative Directive 5.015](#)) Students will be permitted to make up missed work according to school-center procedures. ([School Board Policy 5.095](#))

Should questions arise regarding this rule the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal’s decision to the area superintendent should a conflict arise. ([Administrative Directive 5.015 \(3\)](#))

Students with Disabilities

In the case of students with disabilities who have an IEP or 504 Plan, excessive absences **must** be addressed by the IEP/504 team. ([State Board of Education Rule 6.0331 \(2\) \(d\)](#)) If the team has documented [the implementation of appropriate](#) interventions to address the absences, the student may be treated in the same manner as any general education students. In this case, in order to receive a passing grade, an ESE/504 student with excessive absences **must** demonstrate proficiency in the subject(s) in which the absences occurred. The marking period assessment **must** be administered in the manner prescribed on the student’s IEP/504 Plan.

If the school is presented [with](#) a written medical statement by a physician/psychiatrist [who is](#) licensed in the State of Florida that addresses the absences, the IEP/504 team **must** convene, [and](#) discuss [some](#) possible interventions, and may [determine how address](#) the course/credit requirements [may be met](#) in an alternate manner to [enable](#)

the student to obtain passing grades ~~a marking period assessment~~ in the subject(s) in which the absences occurred. This **must** be documented on the student's IEP/504 Plan. The **written medical statement letter** presented by the parent from the licensed physician/ psychiatrist is subject to review by the school district.

EARLY WITHDRAWALS

Students who are required to leave school prior to the last **two weeks day** of the school year **must** show evidence that the withdrawal is **necessary mandatory** and **must** successfully complete assigned class work in order to satisfy promotion requirements. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate. (School Board Policy 8.04)

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances require it. 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))

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-124
West Palm Beach, FL 33406-5813

PROGRAM DESCRIPTION

A comprehensive program of general education based on *Florida's System of School Improvement and Accountability*, Goal 3, enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Palm Beach County Curriculum Guidelines incorporates the strands, standards and benchmarks of the Florida Department of Education *Sunshine State Standards*. [Florida Statute §1003.41] The curriculum guidelines include benchmarks for the disciplines of Foreign Language, Health Education, Language Arts, Mathematics, Music, Physical Education, Science, Social Studies and Visual Arts. These benchmarks delineate what students should know and be able to do. District-adopted and/or district-developed instructional materials are provided for middle school students to meet the benchmarks.

All students in grades 6-8 **must** be scheduled for a full day. All courses are a full 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 can only be awarded for those courses listed as high school honors courses in the *Florida Course Code Directory*. 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 and Learning Support is obtained.

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
2. effective communicators
3. numeric problem solvers
4. creative and critical thinkers
5. responsible and ethical workers
6. resource managers
7. systems managers
8. cooperative workers
9. effective leaders
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.

GRADE 6

Students are required to enroll in each of the following courses:	Duration
Intensive Reading: Stanine 1, 2, or 3 – FCAT NRT/Level 1 or 2 – Grade 5 FCAT SSS <i>Note – Assignment of ESE and English Language Learners LEP students who participate in state assessments will be determined by the appropriate multidisciplinary team.</i>	<i>Minimum required 1 full year or until deficiencies are eliminated</i>
Language Arts	1 year
Comprehensive Science	1 year
Mathematics	1 year
World Cultures	1 year
Physical Education and	as scheduled
Comprehensive Health Education -Curriculum/minimum 9 weeks	as scheduled
Electives	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.

GRADE 7

Students are required to enroll in each of the following courses:	Duration
Intensive Reading: Level 1 and 2 FCAT SSS <i>Note – Assignment of ESE and English Language Learners LEP students who participate in state assessments will be determined by the appropriate multidisciplinary team.</i>	<i>Minimum required 1 full year or until deficiencies are eliminated</i>
Language Arts	1 year
Comprehensive Science	1 year
Mathematics	1 year
Civics	1 year
Physical Education	as scheduled
Comprehensive Health Education -Curriculum/minimum 9 weeks	as scheduled minimum 9 weeks
Electives	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.

GRADE 8

Students are required to enroll in each of the following courses:	Duration
Intensive Reading: Level 1 and 2 FCAT SSS <i>Note – Assignment of ESE and English Language Learners LEP students who participate in state assessments will be determined by the appropriate multidisciplinary team.</i>	<i>Minimum required 1 full year or until deficiencies are eliminated</i>
Language Arts	1 year
Comprehensive Science	1 year
Mathematics – Pre-algebra or Algebra	1 year
United States History – including Florida History	1 year
Physical Education and	as scheduled
Comprehensive Health Education -Curriculum/minimum 9 weeks	as scheduled
Electives	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.

SPECIAL PROGRAMS

English Language Learners (ELLs) English for Speakers of Other Languages (State Board of Education Rules 6A-6.0900 et seq; School District of Palm Beach County English Language Learners (ELLs) District Plan, 2004-2005 to 2007-2008)

All English Language Learner LEP students must be given 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. They are placed in these courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learners LEP plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum.

See School District of Palm Beach County, English Language Learners Limited-English Proficient Students District Plan for a full explanation of services and models.

Alternative Education/Dropout Prevention (DOP) Programs (State Board of Education Rules 6A-6.052, 6A-6.05292)

The academic program for an Alternative Education/DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting. The programs employ alternative teaching methodologies, curricula, learning activities, and/or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students.

Gifted Education ([State Board of Education Rules 6A-6.030331](#))

~~For a~~ Students enrolled in the gifted program have an opportunity to access a qualitatively different 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 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 ~~incorporates~~ the student's special abilities and interests.

Florida Virtual School (FLVS) ([Florida Statute §100237](#))

The Florida Virtual School (FLVS) is an internet-based school serving the students of the State of Florida. The coursework is based upon the Sunshine State Standards.

A student who is a full-time student (grades 6-12) in the school district **must** follow district guidelines and obtain permission from his/her principal and/or guidance counselor to enroll in FLVS. For more information see the *School District of Palm Beach County Florida Virtual School Guidelines*.

For each registration period, registered home education students **must** provide verification of active status along with other FLVS enrollment requirements outlined in the *School District of Palm Beach County Florida Virtual School Guidelines*.

Students with Disabilities

504 Students

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

ESE Students

For students with disabilities ~~who are~~ enrolled in an ESE program, their IEPs specify the ~~specifically designed instruction and related services that are necessary to meet their unique needs~~ ~~appropriate curriculum and unique aspects of their programs~~. All students **must** be given access to the general curriculum that is defined as the School District of Palm Beach County Curriculum Guidelines ~~as is appropriate in relation to their unique needs and abilities~~. 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 area may be more appropriate.

In all cases, ~~the educational curricular~~ decisions are made by the IEP Team. The IEP Team develops the IEP to address annual goals and short-term objectives to meet the unique needs of the student that are appropriate. ~~appropriate classroom accommodations/modifications.~~ The IEP may specify whether accommodations/modifications ~~may be~~ are necessary in the areas of curriculum, instruction, and assessment. ~~Accommodations/modifications listed on~~ An IEP **must** be implemented as indicated.

A *Transition Statement* delineating a student's course of study **must** be written at the IEP meeting for an exceptional student who will be **14 years old** within the duration of that IEP. This statement **must** be updated each year.

A *Transition Plan*, delineating the appropriate measurable postsecondary goals ~~an outcome statement~~ and transition services that can assist the student's attainment of these goals ~~postsecondary transition~~, **must** be written for an exceptional educational student in middle school **only** if the student will be **16 years old** during the ~~duration interval~~ of that IEP. Otherwise, the *Transition Plan* **must** be written during the IEP meeting that is held during ~~in~~ grade 9, regardless of the student's age.

The IEP ~~Team committee~~ shall document whether the student is pursuing a course of study leading towards a Standard or Special Diploma on the IEP that is developed during the student's eighth-grade year, or the IEP that is developed during the school year of the student's fourteenth birthday, whichever occurs first. This decision shall be reviewed annually.

This shall not be construed to limit or restrict the right of a student with a disability solely to a Special Diploma. The parents of each student who is eligible for a Special Diploma shall be notified through the IEP process of the diploma options that are available. [Commissioner of Education ~~State Board~~ Rule 6-1.0996]

(See FY ~~2006-2007~~ ~~2004~~ IEP Manual for further details for Transition Plans and Diploma Options.)

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-124
West Palm Beach, FL 33406-5813

HIGH SCHOOL CREDITS FOR MIDDLE SCHOOL STUDENTS

Certain high school level courses, ~~generally~~ in mathematics and foreign languages, may be offered in those 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 (see Attendance Policy below) and also apply if failure occurs. 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.

Effective for students entering the ninth grade, ~~in the 1998-1999 school year and thereafter~~, the three mathematics credits required for graduation **must** be earned in grades 9-12.

Effective for students entering the ninth grade, ~~in the 1999-2000 school year and thereafter~~, 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 Algebra and Pre-Algebra Courses

8th grade students taking high school algebra and pre-algebra courses as part of the curricular requirements of the school district may, prior to July 1st of the subsequent school year, elect to have the course NOT identified as a high school attempt/credit.

Students who elect to do so, **must** take Algebra 1 during the following school year. Students who choose to receive high school credit may repeat the course for forgiveness only if they have received a grade of D or F in the course. (See Forgiveness Rule below)

Attendance Policy for Middle School Students Taking High School Credits

Middle school students enrolled in high school credit courses **must** adhere to the attendance requirements for earning credit as described in Administrative Directive 5.011.

If a middle school student enrolled in a high school credit class withdraws prior to the end of the semester, the policies outlined under Student Withdrawals in the high school *Student Progression Plan* **must** be followed.

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 as defined by Administrative Directive 5.011.

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 68 hours per semester per course and has not demonstrated mastery as described in Administrative Directive 5.011. For the purposes of grade calculation, a grade of **N** will result in a semester grade of *F*.

Forgiveness Rule [\[Florida Statute §232.246 \(5\)\(e\)\]](#)

The forgiveness rule applies to a middle school student who has earned either a grade of **F or D** in a **high school course** taken for credit.

- Students may repeat a course for forgiveness if a grade of **F or D** (Ds on a space-available basis) is earned in a course.
- Students may repeat a course for forgiveness if a grade of **F or D** (Ds on a space-available basis) is earned in a course. [Elective courses may be forgiven with 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 better** on the repeat effort of that same course.
- Students earning a grade of **D** on the repeat effort of the same course 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.
- Students should be advised that many universities calculate GPAs based on all courses attempted.

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.

ATHLETIC ELIGIBILITY ([School Board Policy 5.60](#))

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 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 when 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 ([School Board Policy 5.60 \(7\)](#))

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. 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.

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](#)]

~~To be promoted, students are required to pass the core courses: language arts, mathematics, science and social studies and the equivalent of a year-long elective.~~

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(2006)]:

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.
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.
5. One course in career and education planning to be completed in 7th or 8th grade. The course must include career exploration using CHOICES for the 21st century 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. Each student's plan must be signed by the student, the student's guidance counselor or academic advisor, and the student's parent.

Beginning with students entering their first year of high school in 2007-2008, each student shall be required to identify a major area of interest that includes four of the eight credits that are in addition to the 16 core curriculum credits required to graduate. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses. Students may revise major area of interest each year as part of annual course registration processes. [Florida Statute §1003.428]
Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

For each year in which a student scores at Level 1 on FCAT reading, the student must be enrolled in and complete an intensive reading course or a content area course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be designed and offered pursuant to the comprehensive reading plan.

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.

These changes 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*.

Promotion for Students Who Have Been 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 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.

8th grade students who fail one of the five required courses may take one course during summer school (if available) for the purposes of promotion. These students **must** successfully complete the required course that was failed in order to meet promotion requirements.

8th grade students who fail Algebra I or Pre-Algebra (and no other course required for promotion) **must** pass the Algebra Prep summer school program in order to be promoted to the 9th grade. These students will be required to take Algebra I in 9th grade.

All other 8th grade students who have not met promotion requirements **are retained** and are not eligible to attend summer school for the purposes of promotion. Summer school

attendance for retained students will be for the purposes of remediation **only**. Summer coursework toward promotion will **not** be accepted.

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 who score at the 51st percentile or above on the FCAT Mathematics NRT and the FCAT Reading NRT **and** score at performance level 3 or above on the state/district assessments listed below:
 - FCAT – SSS/Reading
 - FCAT – SSS/Mathematics
 - FCAT – SSS/Science (Spring 2004 – Grade 8 only)
 - FCAT – Writing (if appropriate)
 - SRI Spring Lexile – Refer to pages M/27-M/29

Students being promoted based on achievement on state and district assessments will attend the regular program of instruction in the students' district assigned SAC Area school.

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

Other Students with Previous Retentions

- Students who have previously been retained 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. (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–AIP~~) instructional setting at the home school
- **Grade level** promotion to **the** next grade to an alternate program of instruction through ~~Alternative Education~~ **Educational Alternatives** for students who have academic and/or behavioral needs
- ~~Retention in an alternate program of instruction~~ **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~~ **Educational Alternatives** for students who have academic and/or behavioral needs
- ~~Retention in an alternate program of instruction~~ **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 in which they are placed for the period of at least one school year. Withdrawal from the alternate program of instruction will 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 alternative 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.

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

English Language Learners (ELLs) ~~Limited English Proficient (LEP) Students~~

Students identified as English Language Learners (ELLs) ~~(LEP)~~ **must** meet the district levels of performance as indicated on the Student Progression charts. The requirements ~~are~~ **is** to measure the student's ability to read and write, regardless of whether that ability is shown in English or the student's home language.

(New Paragraph) English Language Learners ~~LEP-students~~ who are identified as being substantially-below-grade-level in reading in English **but are proficient in their home language** may **not** be retained for English reading deficiencies or FCAT scores. An English Language Learners ~~LEP~~ committee **must** meet to determine whether an ELL ~~LEP-student~~ should be retained. Adequate progress, ~~as~~ defined in the English Language Learners ~~LEP~~ Plan should be used by the committee as grounds for promotion. ~~An English Language Learners LEP-students~~ **may** be retained if the English Language Learners ~~LEP~~ Committee has determined that the students ~~have~~ **has** not progressed satisfactorily according to their ~~his/her~~ English Language Learners ~~LEP~~ plans.

Students with Disabilities

504 Students

A student with a 504 Plan **must** meet the district's levels of performance. Parent(s)/guardian(s) **must** be notified if the 504 Team is considering retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 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 Students

A student **who is** enrolled in ESE **must** meet the district's performance **standards, levels unless the his/her IEP includes-specified documentation** that the student is unable to meet the **grade-levels of performance standards, because such-as:**

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

A Sstudents with disabilities **who is** enrolled in an ESE program(s) **may be is** considered to have met promotion requirements when he/she has achieved the **appropriate instructional goals that are of-the-curriculum-as** 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 waive promotion requirements upon recommendation of the instructional staff and the IEP Team.

Other ~~Below are some of the~~ factors that ~~the IEP Team~~ may **be** considered **are:**

The student's:

- ▶ 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

~~ACADEMIC IMPROVEMENT~~ PROGRESS MONITORING PLAN (PMP) PROCESS

[Florida Statute §1008.25 (4)].

~~Each student must participate in statewide assessment tests at designated grade levels. [Florida Statute §1008.25(4) (a)] As required by Florida Statute §1008.25(4)(b), schools must provide a School District of Palm Beach County Academic Improvement Plan (AIP) for students who are identified through multiple measures as performing below district set levels of proficiency in reading, writing, mathematics and/or science. However, students scoring in achievement Level 1 on the FCAT SSS tests in reading and/or mathematics must receive an AIP.~~

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 and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally-required student plan, such as an Individual Education Plan (IEP);
2. A school-wide system of progress monitoring for all students; or
3. An individualized Progress Monitoring Plan [Florida Statute §1008.25(4)(a)-(b)]

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-AIP**.

1. Each student who does **not** meet the levels of performance as determined by the district (defined on the charts on pages M/27-M/29) **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
 - Data from the additional assessments are to be used to formulate the student's **PMP-AIP**.
 - Diagnosis and remediation will occur as soon as possible after a student has been identified as needing mandatory remediation.
 - 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.

Diagnostic assessments may include:

- › a portfolio of student work
- › teacher assessment
- › text/placement tests
- › diagnostic software

~~➤ Level 1 students whose performance in reading, writing, science and/or mathematics requires remediation **must** have an AIP or comparable individual education plan.~~

- ~~2. The AIP for a student who has been identified as deficient in reading (delineated on the remediation chart on page M/27–M/29) **must** identify:

 - the student's deficiencies in phonemic awareness, phonics, fluency, comprehension, and vocabulary;
 - the desired levels of performance in these areas;
 - the instructional and support services to be provided to meet the desired levels of performance.~~

- ~~4. An existing AIP is to be closed **A** at the conclusion of the school year. ~~At that time,~~ appropriate teachers of the student who had an **PMPAIP** are to make recommendations regarding the student's educational program for the following year.~~

- ~~5. If a student is to continue remediation during the following year, the student is to receive a **new AIP**.~~

~~➤ The new AIP is to be developed by school personnel in collaboration with the parent(s)/guardian(s) and approved by the principal.~~

~~➤ Teachers, the guidance counselor, the principal and the parent(s)/guardian(s) will provide input as appropriate.~~

6. The **PMP AIP** process **must** begin as soon as students are newly identified as needing remediation. The **PMP AIP** **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
7. All **AIPs** 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 AIP process.
8. It is the responsibility of the teacher, the grade chair and the principal to ensure that the **PMP AIP** is substantive and that the outlined instructional and support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)].

The AIP 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.

LEP Students

~~When an LEP student is determined to be performing below grade level in listening, speaking, writing, reading, and/or science, an LEP Committee, including parents or guardians, must convene to develop an AIP.~~

Gifted Students

~~Remediation for a gifted student who is performing below grade level is to be addressed through the Educational Plan (EP) process. It is not appropriate to develop an AIP for a student in the gifted program.~~

Students with Disabilities

~~±~~

504 Students

~~An AIP is to be written for a 504 student who is performing below grade level in reading, writing, science or mathematics when that performance **is not** caused by his or her disability. [Florida Statute §1008.25(4)(a)]~~

~~If a 504 student's below grade level performance in reading, writing, science or mathematics **is** caused by his or her disability, the student's program of remediation is to be addressed in the 504 Plan.~~

~~In addition, the 504 Team **must** consider developing an AIP to also address the student's educational needs in reading, writing and/or mathematics. The AIP should also be developed with the involvement of the parent(s)/guardian.~~

ESE Students

The Individuals with Disabilities Education Improvement Act of 2004 requires: 34 Code of Federal Regulations Section 300.347

- ▶ The IEP for each child with a disability to **must** include:
 - ~~(1)~~ ▶ A statement of measurable annual goals, including **academic and functional goals, designed benchmarks or short-term objectives, related** to --
 - ~~(2)(i)~~ ▶ **Meeting** 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 is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP **Team Committee may **must**** be convened to **review revisit** the IEP. The student's IEP **must** address **all** of the student's educational **needs deficiencies**, including the student's below-grade-level performance

~~In addition, the IEP Committee may consider an AIP to also address the student's educational needs in reading, writing, mathematics and/or science. The AIP should also be developed with the involvement of the parent(s)/guardian(s).~~

~~An AIP **must** be written for an ESE student who is performing below grade level in reading, writing, mathematics and/or science when that performance **is not** related to the student's disability.~~

(REPEALED)

MIDDLE GRADES REFORM ACT

~~The purpose of the **Middle Grades Reform Act** is to provide added focus and rigor to academics in the middle grades (grades 6, 7, and 8). Using reading as the foundation, all middle grade students should receive rigorous academic instruction through challenging curricula delivered by highly qualified teachers in schools with outstanding leadership, which schools are supported by engaged and informed parents. [Florida Statute §1003.415(7)(a-2)] It is the intent of the Legislature that students promoted from the eighth grade will be ready for success in high school. [Florida Statute §1003.415(2)]~~

~~Beginning with the 2004-2005 school year, each public school serving middle grade students, including charter schools, with fewer than 75 percent of its students reading at or above grade level in grade 6, grade 7, or grade 8 as measured by a student scoring at level 3 or above on the FCAT during the prior school year, must incorporate by October 1 a rigorous reading requirement for reading and language arts programs as the primary component of its school improvement plan. The Florida Department of Education (FLDOE) will annually provide by June 30 a list of the schools that are required to incorporate a rigorous reading requirement as the primary component of the school's School Improvement Plan. [Florida Statute §1003.415(5)(a)]~~

~~The purpose of the rigorous reading requirement is to assist each student who is not reading at or above grade level to do so before entering high school. The rigorous~~

~~reading requirement **must** include for a middle school's low-performing student population [Florida Statute §1003.415(5)(b)]:~~

- ~~➤ specific areas that address phonemic awareness, phonics, fluency, comprehension, and vocabulary;~~
- ~~➤ the desired levels of performance in those areas; and the instructional and support services to be provided to meet the desired levels of performance.~~

~~The school shall use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. [Florida Statute §1003.415(5)(b)]~~

~~Schools that are required to implement the rigorous reading requirement **must** provide quarterly reports to the Superintendent on the progress of students toward increased reading achievement. [Florida Statute §1003.415(5)(c)]~~

~~The results of implementation of a school's rigorous reading requirement shall be used as part of the annual evaluation of the school's instructional personnel and school administrators. [Florida Statute §1003.415(5)(d)]~~

The Middle School Success Plan

~~A personalized Middle School Success Plan (MSSP) **must** be developed and administered for all entering sixth grade students who scored below Level 3 in reading on the most recently administered FCAT Reading SSS. This plan **must** be developed in collaboration with the student and his/her parent(s)/guardian(s) and implemented until the student completes the eighth grade or achieves Level 3 or above on the FCAT Reading SSS. The MSSP may be incorporated into a current supplemental academic plan (AIP, IEP, LEP Plan, 504 Plan). [Florida Statute §1003.415(7)(e)]~~

~~The MSSP **must**:~~

- ~~➤ identify educational goals and intermediate benchmarks for the student in the core curriculum areas which will prepare the student for high school; [Florida Statute §1003.415(7)(b)1]~~
- ~~➤ be based on academic performance data and an identification of the student's strengths and weaknesses; [Florida Statute §1003.415(7)(b)2]~~
- ~~➤ include academic intervention strategies with frequent progress monitoring; [Florida Statute §1003.415(7)(b)3] and~~
- ~~➤ provide innovative methods to promote the student's advancement that may include, but not be limited to, flexible scheduling, tutoring, focus on core curricula, online instruction, an alternative learning environment or other interventions that have been shown to accelerate the learning process. [Florida Statute §1003.415(7)(b)4]~~

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 charts on pages M/27-M/29 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., Gates-MacGinitie, Scholastic Reading Inventory (SRI), Diagnostic Assessment of Reading (DAR) or Oral Reading Fluency Measure). Remedial instruction shall be provided through implementation of an individual **Progress Monitoring Plan (PMP)** ~~Academic Improvement Plan (AIP)~~ developed in consultation with parent(s)/guardian(s).

The PASS Program provides additional academic support and instruction before school, after school and/or in Saturday school for students. Additionally, the PASS Program provides developmentally appropriate instruction and assistance in goal setting.

Course Offerings in Remedial Instruction

- M/J Intensive Mathematics
- M/J Intensive Reading
- M/J Intensive Language Arts
- M/J Reading 1-3

PASS Program Course Offerings

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

Complementary Options

- After School Tutorial
- Before School Tutorial
- Saturday School Tutorial
- Special Session (**English Language Learners LEP/ESOL**)
- Contracted Academic Services
- Exceptional Student Education Services
- Suspension of Other Curriculum
- 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.

PASS PROGRAM

Program Description

The purpose of the PASS Program is to provide immediate and ongoing assistance to students who are performing below grade level in any academic area. It provides students with:

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

Students who have failed a core course(s) during a marking period may raise the grade in a failed course to **D** by attending and successfully completing the before or after-school "PASS" Program during the subsequent marking period.

Student Identification

The following students qualify for the PASS 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. Students who have scored Level 1 on FCAT SSS whose **PMPAIP** lists PASS as part of the student's remediation plan.
4. Students who have scored Level 2 on FCAT SSS may attend the PASS program if there is space available.
5. ESE students with disabilities **who meet the above criteria. are enrolled upon the recommendation of the IEP Team.**
6. **English Language Learners who meet the above criteria. LEP students are to be considered on an individual basis and must be recommended by the LEP Committee.**

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

SUMMER SCHOOL

Extended School Year for English Language Learners (ELLs) ~~Limited English Proficient (LEP) Students~~

The purpose of Extended School Year (ESY) for **English Language Learners LEP students** is to provide beginning and some intermediate English speakers with the

opportunity to develop their oral language. This is done through content-related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual English Language Learners LEP plan must show that additional English oral language development is needed.

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.

EXTENDED SCHOOL YEAR

Students with Disabilities Who Are Enrolled in ESE Programs (State Board of Education Rule 6A-6.03028 (6)(i))

The purpose of the Extended School Year (ESY) program is to enable students with disabilities who are enrolled in ESE programs to meet certain critical goals prescribed on the student's IEP or to maintain and/or further develop the achievement of those critical IEP goals that have already been met.

- All students in grades 6-8 who are receiving ESE services pursuant to ~~with~~ an IEP **must** be considered for ESY.
- An IEP Team meeting **must** be held to determine the student's need for ESY services.
- The IEP Team will determine the objectives that are to be addressed (using the current IEP and documentation of progress) during ESY.

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION

The charts on pages M/30-M/32 (effective for the ~~2005-2006-2007~~ school year) show the identified performance levels as they relate to the FCAT SSS and FCAT NRT as well as FCAT Writing. The charts also reflect the process of student identification for promotion or retention in reading, writing and/or mathematics for students in grades 6-8 and outline PMP Academic Improvement Plan (AIP) options.

The charts are designed so that teachers and administrators may view each child holistically when making decisions regarding promotion or retention. The charts permit decision-makers to identify the overall achievement of each child through district and state assessments as well as classroom performance. ***The charts also allow for a more narrow focus on student achievement for the purposes of remediation decisions.***

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.

Students whose state/district assessment scores range between Level 1 to Level 3 or above should be considered for promotion with an PMP AIP. Such students may also be promoted without an PMP AIP if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Level 3. However, such students

may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION — GRADE 6

FACTORS TO CONSIDER WHEN DECISION-MAKING							DECISIONS FOR NEXT YEAR	
<i>Classroom Performance: Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students Only)-English Language Development Continuum (English Language Learners LEP Students Only)</i>								
Student Performance Level		FCAT Reading Developmental Scale Score (DSS)	NRT Reading Percentile	SRI-I Spring Lexile	FCAT Math DSS	NRT Math Percentile	Did Student Have AIP This Year?	Remediation Required Next Year?
Above Grade Level	Level 5	2126 and above	98-97 and above	1389 and above	2019 and above	98-94 and above	No	No
	Level 4	1860-2125	83-97 79-96	1097-1388	1860-2018	92-97 87-93	No	No
At Grade Level	Level 3	1622-1859	55-82 51-78	836-1096	1692-1859	75-91 69-86	No	No
Below Grade Level	Level 2	1450-1621	32-54 28-50	648-835	1554-1691	51-74 40-68	No	May Provide remediation with a Progress Monitoring Plan write an AIP or, if an AIP is not written, the student's progress must be closely monitored.
							Yes	
	Level 1	539-1449	1- 34 27	Below 647	770-1553	1- 50 39	No	Must have an AIP Provide remediation with a Progress Monitoring Plan
Yes								

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION — GRADE 7

FACTORS TO CONSIDER WHEN DECISION MAKING							DECISIONS FOR NEXT YEAR	
<i>Classroom Performance: Teacher Judgment-Writing Samples-Reading Tests-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Student Only)-English Language Development Continuum (English Language Learners LEP Students Only)</i>								
Student Performance Level		FCAT Reading Developmental Scale Scores (DSS)	NRT Reading Percentile	SRI-I Spring Lexile	FCAT Math DSS	NRT Math Percentile	Did Student Have AIP This Year?	Remediation Required Next Year
Above Grade Level	Level 5	2181 and above	99 and above	1508 and above	2080 and above	99-95 and above	No	No
	Level 4	1945-2180	92-91-98	1206-1507	1939-2079	95-98-90-94	No	No
At Grade Level	Level 3	1715-1944	58-90-62-91	912-1205	1786-1938	74-94-71-89	No	No
Below Grade Level	Level 2	1542-1714	32-57-35-61	691-911	1661-1785	47-73-44-70	No	May AIP Provide remediation with a Progress Monitoring Plan write an AIP or, if an AIP is not written, the student's progress must be closely monitored
							Yes	Write an AIP
	Level 1	671-1541	1-31-34	Below 690	958-1660	1-46-43	No	Must have an AIP AIP Provide remediation with a Progress Monitoring Plan
							Yes	

IDENTIFICATION OF STUDENTS NEEDING REMEDIATION — GRADE 8

FACTORS TO CONSIDER WHEN DECISION-MAKING									DECISIONS FOR NEXT YEAR
<i>Classroom Performance: Teacher Judgment-Writing Samples-Reading Test-Mathematics Series Assessment Results-Classroom Grades-Performance Based on IEP Goals and Objectives (ESE Students Only)-English Language Development Continuum (English Language Learners LEP Students Only)</i>									
Student Performance Level		FCAT Reading Developmental Scale Scores (DSS)	NRT Reading Percentile	SRI-I Spring Lexile	FCAT Writing	FCAT Math DSS	NRT Math Percentile	Did Student Have AIP This Year?	Remediation Required Next Year
Above Grade Level	Level 5	2282 and above	99 and above	1663 and above	5.5 or 6.0	2092 and above	94 97 and above	No	No
	Level 4	2073-2281	94-98	1355-1662	4.5 or 5.0	1998-2091	91-96 86-93	No	No
At Grade Level	Level 3	1882-2072	73-72 -93	1074-1354	3.5 or 4.0	1851-1997	68-90 -62-85	No	No
Below Grade Level	Level 2	1696-1881	39-71 41-72	800-1073	2.0, 2.5, or 3.0	1733-1850	37-67 30-61	No	May AIP Provide remediation with a Progress Monitoring Plan write an AIP or, if an AIP is not written, the student's progress must be closely monitored.
								Yes	Write an AIP
	Level 1	886-1695	1- 38 -40	Below 800	0, 1.0, or 1.5	1025-1732	1- 36 -29	No	Must have AIP AIP Provide remediation with a Progress Monitoring Plan

REPORTING STUDENT PROGRESS

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

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

1. All notifications to parent(s)/guardian(s) of [English Language Learners \(ELLs\)](#) ~~limited-English-proficient (LEP) students~~ **must** be understandable to them in their home/native language whenever feasible.
2. School 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. [The requirements are also included on the district website within the posted Student Progression Plan.](#)
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 Program services.
4. 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-AIP~~, IEP, [English Language Learners LEP](#), 504 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 \(1\)\]](#)

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

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **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's progress is reported is included in the student's IEP.

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, 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.

DISTRICT/STATE ASSESSMENT PROGRAM

All students **must** participate in all regular state and district assessments for accountability purposes. ~~Each student must participate in all regular statewide and district wide assessments~~ [Florida Statute §1008.22]. (See Student Performance Levels for Reading, Writing, Mathematics and Science for a listing of assessments.)

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

English Language Learners (ELLs) ~~LEP Students~~

English Language Learners ~~LEP students~~ are required to take all required state and district achievement and norm-referenced tests, **unless they have an IEP that which indicates otherwise**. However, all active (LY) English Language Learners ~~LEP students~~ are eligible to receive **appropriate** accommodations during testing. Permissible accommodations **may** include: flexible setting, flexible scheduling, flexible timing, and assistance **with directions** in the heritage language. English Language Learners ~~LEP students~~ **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to English Language Learners ~~LEP students~~ in an instructional setting. When a student is in both the ESOL and ESE programs, all **appropriate** accommodations listed on the ~~ir~~ IEP, as well as their ~~ir~~ English Language Learners ~~LEP~~ Plan **must** be offered. Parents/guardians are **to be** notified in writing of all accommodations **that are being** offered to their child.

Students with Disabilities

504 Students

Students with 504 plans may **be eligible to** receive **appropriate** accommodations on both district and state assessments. The multidisciplinary team should refer to the student's past performance on standardized tests **and** the classroom accommodation section of the 504 Plan to determine **how if** the impairment **could** substantially interfere**s** with the student's performance. If so, the multidisciplinary team will determine the necessary **and appropriate** accommodations for district and state assessments. Accommodations* may include:

- › flexible setting
- › flexible scheduling
- › flexible timing
- › flexible responding
- › flexible presentation

- › flexible format

* Refer to the *School District of Palm Beach County Section 504 Manual* and the *Test Coordinator's Handbook*.

ESE Students

Testing accommodations during district/state testing will be implemented **as appropriate and specified** in the student's IEP. The IEP **must** specify:

- › ~~assessment name~~
- › area of assessment (e.g., reading, mathematics, etc.)
- › standard administration, **partial administration**, or **administration with accommodations**
- › **accommodations modification(s)**

Accommodations may include:**

- › flexible setting
- › flexible scheduling
- › flexible timing
- › flexible responding
- › flexible presentation
- › flexible format

** Specific information regarding accommodations for each assessment instrument can be found in the *Implementation Guide for EP/IEP* or the *Test Coordinator's Handbook*.

EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

Students with Disabilities

504 Students

Students with 504 plans **may not be exempted from ~~must participate in~~** statewide assessments. However, the 504 team **must** determine whether a 504 student may need to be exempted from a portion of the district assessment or all of the district assessment. The 504 team will determine the method of alternate assessment.

Refer to the *School District of Palm Beach County Section 504 Manual* and the *Test Coordinator's Handbook*.

ESE Students

The IEP **Team committee** determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability **must** be documented on the IEP and **must** meet the following criteria:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the benchmarks of the *Sunshine State Standards*, even with appropriate and allowable accommodations; AND
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded from the state and/or district assessments may will be assessed through an alternate assessment procedure that has been identified by the IEP Team and documented on the IEP.

Students who are excluded from the state-required graduation test will not be eligible for a standard high school diploma.

Students who do not meet any of the above criteria **must** be given alternate assessments. Alternate assessments may include:

- detailed observations (e.g., narratives, graphs, videotapes, audiotapes)
- checklists and interviews
- portfolios (e.g., student work products, anecdotal records)
- curriculum-based assessments
- criterion-based assessments
- adaptations of district assessments

Refer to the *Test Coordinator's Handbook* and *ADA/504 Procedural Manual*. **The A** decision to exclude **a** students **s** from tests **must will** be determined by the IEP **Team**.

Students who are exempted from district or statewide tests must be given alternate assessments. Alternate assessments **must** be specified on the student's IEP.

GENERAL RULES OF GRADING

1. Grades are based on the quality of student performance relative to expected levels of achievement of the *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:
 - a. teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation and demonstrations)
 - b. classroom assignments (paper and pencil assignments, reports, term or research papers, models, projects, exhibits, posters, computer programs and homework)
 - c. examinations (paper and pencil tests including essay, multiple choice and completion; oral tests; and skill tests requiring demonstration)
 - d. alternative methods (portfolios and performance assessments)

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 **M**) 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.

In either case, any grade change requires two signatures on the form (*Grade and/or Course Change Documentation*, PBSB 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*).

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 modifications as](#) deemed appropriate for use with his/her instructional setting(s). ESE students **must** be graded on the basis of [their](#) performance. ~~within the curriculum designated on their IEP.~~

8. Alternate assessments, including performance assessments, may be used to document progress for the ESE student. 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.

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**)..... **4 Quality Points**
Indicates thorough mastery of the subject

Grade of **B**: Above Average Progress (**89 – 80**)..... **3 Quality Points**
Indicates above average mastery of the subject.

Grade of **C**: Average Progress (**79 – 70**)..... **2 Quality Points**
Indicates average mastery of the subject.

Grade of **D**: Lowest Acceptable Progress (**69 – 60**)..... **1 Quality Point**
Indicates below average mastery of the subject.

Grade of **F**: Failure (**Below 60**) **0 Quality Points**
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.

CALCULATION OF FINAL GRADES [Florida Statute §1003.33 (2)]

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 **a standard**

~~scale~~ quality points as follows: A (4.0), B (3.0), C (2.0), D (1.0) ~~of 4.0 (A), 3.0 (B), 2.0 (C), 1.0 (D)~~ and 0 for any other grade.

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

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.

Semester examinations are not required in middle schools except for high school credit courses. Refer to Calculation of Semester Grades in the *High School Student Progression Plan*.

School-wide quarterly examinations are **required** for the following middle school courses: language arts, mathematics, science and social studies (geography and United States history). 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. (See Accommodations of District/State Assessment for Special Program Students on page M/32 and Exemptions from District/State Assessment for Special Program Students on page M/33).

Students taking high school credit courses will follow the guidelines set for those courses in the *High School Student Progression Plan*.

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. See pages M/6-8 ~~Refer to Administrative Directive 5.012~~ for attendance procedures to satisfy requirements for Student Progression.

REPORTING STUDENT CONDUCT [\[Florida Statute §1003.332 \(1\) \(b\)\]](#)

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.