

# **Madison District Schools**

## **Middle Grades Student Progression Plan**

**2018-2019**



**Madison County Schools will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.**

## **Madison County School District Student Progression Plan Introduction**

To insure that Madison County School District is meeting the needs of students and in response to legislation, the Madison County School Board has established a comprehensive program for student progression which includes the following:

- standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education,
- specific levels of performance in reading, writing, science, mathematics, social studies for each grade level, including the levels of performance on statewide assessments\*,
- appropriate alternative placement for a student who has been retained two or more years, and
- procedures for informing each student and his or her parents/guardians of the student's academic progress

The Madison County School District Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the district will do to help the student meet the requirements for promotion. The plan and the procedures for its implementation reflect clearly that promotion is based on student mastery of grade level/course standards.

The plan establishes procedures to achieve parent understanding, cooperation and support of the student's placement. School attendance procedures as described in the District's Attendance Policy are considered as part of the Student Progression Plan.

The District program for student progression is based upon local goals and objectives that are compatible with the state's plan for education pertinent factors considered by the teacher before recommendation that a student progress from one grade to another have been prescribed by the District School Board in its plan.

The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the District website.

Students will be placed in programs and levels best suited to meet their academic needs and customized learning path, with consideration given to their social, emotional and physical development.

Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. District and state regulations place the responsibility for decisions regarding student placement with the principal and the Multi-Tiered System of Support Team or its equivalent.

It is the responsibility of the School Board and district administration to provide students with effective instructional and support programs that accomplish the following:

- monitor student progress,
- promote continuous achievement,
- make provisions for individual differences,
- promote students' assuming responsibility for their own learning and attendance
- provide effective, engaging instruction and support, and
- document instruction in, and student mastery of, the standards.

\*A student scoring below grade level must receive instructional support or be retained in an intensive program that is different from the previous year's program and addresses the student's learning needs.

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## MIDDLE SCHOOL STUDENT PROGRESSION

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## MIDDLE SCHOOL (GRADES 6-8)

### I. ADMISSION, ENROLLMENT, PROMOTION, PLACEMENT & TRANSFERS

#### A. Admission

##### Admission Requirements

**Evidence of Residence Within the School District:** The residence of a student is defined as the primary residence of the student's parent/guardian or of either parent when custody is mutually agreed upon and shared. Proof of residence must be provided at both initial enrollment and upon promotion to the next level (from elementary to middle school or from middle to high school).

Reasonable proof of the residence must include one item from each of the following categories:

Category 1	Mortgage Deed, Lease/Rental Agreement, Homestead Exemption, or Property Tax Record
Category 2	Driver's License, Voter Registration Card, Utility Bill, or Insurance Bill

**Evidence of Birth Date:** All submitted documents, addresses, and changes of address are subject to verification by the School Board.

If the first prescribed evidence is not available, the next evidence obtainable in the order below may be accepted.

- A transcript of birth record filed according to law;
- A certificate of baptism showing the date of birth and place of baptism signed by the parent;
- An life insurance policy on the child (at least 2 years old);
- A Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport or certificate of arrival in the United States showing the age of the child;
- A transcript of record of age shown in the child's school records (at least 4 years prior to application);
- If none of the above evidences can be produced, the parent can submit a sworn affidavit of age, accompanied by a certificate of age signed by a public health officer or public school physician.
- If neither of these is available, a licensed practicing physician, designated by the school board, may issue a certificate stating that a health officer or physician has examined the child and believes that the age as stated in the parent's affidavit is correct.

A homeless child, as defined by (Fla. Stat. §1003.02), shall be given temporary exemption from this requirement for 30 school days.

**Evidence of Immunization:** All students (Pre K – 12), including Florida transfers who enroll in Madison County public schools, are required to have an up-to-date certificate of immunization prior to enrollment. Without this documentation, the student will not be allowed to attend school. This includes:

**DPT** (Diphtheria): Five doses, unless the 4th primary dose was administered on or after the 4th birthday then only four doses are required.

**POLIO** (TOPV): Four doses, unless the 3rd primary dose was administered on or after the 4th birthday, then only three doses are required.

**MEASLES, MUMPS & RUBELLA** (MMR): (Grades K-4) two doses are required for measles, one dose required for mumps and rubella. If MMR is combined, a second dose is required prior to kindergarten entrance.

**VARICELLA** (or proof of documentation of chicken pox): Pre-K and Kindergarten and each subsequent year the next highest grade will be included in the requirement (2006-2007 includes 5th grade).

**HIB** (Haemophilus Influenza): At least one dose between the ages of 2 months and 59 months.

**HEPATITIS B:** Pre-Kindergarten through 12th grade requires a Hepatitis B Series. 6th – 12th grade requires Hepatitis B Series, TB Booster, and second MMR, if not previously immunized.

**MENINGOCOCCAL VACCINE (MCV4):** Recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never received the MCV4 vaccination, a dose is recommended at high school entry.

Religious exemptions are allowed. They may be obtained at a Health Department clinic. Students may enter school on Temporary Medical Exemption (DOH 680-Part B; DOE Code 2) provided the expiration date has not passed. Students will be excluded from school if they do not comply with immunization laws.

**Evidence of Medical Examination:** Upon initial enrollment into a Florida school, students must present certification of a school-entry health examination performed within 1 year prior to enrollment. Physicals completed out-of-county or state are acceptable. Any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objection to the examination on religious grounds (Fla. Stat. § 1003.22(1)).

## **B. Enrollment and Grade Level Placement**

### **Placement within Zoned School**

The customized learning path is unique to each student and is based on his or her academic and career needs. Placement that facilitates optimum learning for each student shall be determined by established principles of growth and development, by the academic and career interests of the student and by acquisition of subject area skills and competencies. Consistent with school board rules and in accordance with state statute [1012.28 (5) F.S.], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

### **State Policy on Transfer of Students in the Middle Grades as stated in School Board Rule SBR 6A-1.09942**

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

(1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

(2) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

(3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:

- (a) Portfolio evaluation by the superintendent or designee;
- (b) Demonstrated performance in courses taken at other public or private accredited schools;
- (c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (d) Demonstrated proficiencies on the FSA; or
- (e) Written review of the criteria utilized for a given subject provided by the former school.

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

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

**Placement for Students with Disabilities enrolled in Exceptional Student Education (ESE)**

ESE students shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). See the Exceptional Student Education section of this document for more information.

**Requirements for Information Prior to Placement**

Each student at the time of initial registration for school placement must note previous school expulsions, arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school or lab school, for an act which would have been grounds for expulsion according to the MCSB Code of Student Conduct, according to the following procedures:

- A final order of expulsion shall be recorded in the records of the receiving school.
- The expelled student applying for admission to the receiving school shall be advised of the final order of expulsion.

The superintendent or designee may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

**Placement of Dependent Children of Active Duty Military Personnel 1000.36 F.S.**

Dependent children of active duty military personnel moving into the district outside of normal application periods who otherwise meet the eligibility criteria for special academic programs shall be given special consideration for admission to such programs even if the program is being offered through a school other than the student's home zoned school.

**Placement of Students on Community Control 948.03 F.S.**

For information regarding procedures when students are placed on community control, please refer to Florida Statute 948.101, *Terms and Conditions of Community Control* and Florida Statute 948.03, *Terms and Conditions of Probation*. Florida Statute 948.03 specifically states that the court shall determine the terms and conditions of probation. Conditions specified in this section do not require oral pronouncement at the time of sentencing and may be considered standard conditions of probation. These conditions may include that the probationer or offender in community control shall:

- report to the probation and parole supervisors as directed, and
- permit such supervisors to visit him or her at his or her home or elsewhere.

**Placement of Pregnant, Married or Parenting Students**

Students who become or have become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may **voluntarily** be assigned to a class or program suited to their special needs. Pregnant or parenting teens may participate in a teenage parent program. Pregnant students may attend alternative education programs provided that the curriculum allows the student to continue to work toward a high school diploma.

**Parent/Guardian Role with Placement Decisions**

State law provides the authority for placement of students with the school district. Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course. Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

**Placement in Intensive Reading 1003.4156 (1) (b) F.S., 1003.4282 F.S.**

For each year in which a student scores at Level 1 or 2 on the Florida Standards Assessment (FSA) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading (IR) course the following year or a content-area course in which reading strategies are delivered based on a diagnosis of the student's specific reading needs. Intensive Reading courses shall be designed and offered pursuant to the District's Comprehensive Reading Plan (CRP). Please refer to the section on reading support in this document and to the CRP at: <http://www.madison.k12.fl.us/>.

**Placement from Accredited Schools in Grades 6-8**

Students enrolling in grades 6-8 from an accredited public, private or charter school shall be placed in a grade consistent with the recommendation of the sending school and the support information provided that documents student progress and mastery of standards.

**Placement of Home Education Students on a Part-Time Basis**

Home education students whose programs are registered with the district may request to enroll on a part-time basis at their home-zoned school on a space available basis and upon approval by the principal. Should a part-time home education student wish to enroll full-time at the school, grade placement shall be determined by school personnel as stipulated above. Home school students taking courses in a public school must complete and satisfy all registration admission paperwork. Students must comply with district disciplinary policies.

**Placement from Home Education or Unaccredited Schools in Grades 6-8**

Students seeking initial placement in grades 6-8 from a home education program or an unaccredited charter, public or private school shall be evaluated by the local school to determine the most appropriate grade level placement. Criteria to be considered shall include age and maturity, standardized achievement test results, state assessment results, progress as it relates to the Florida Standards and benchmarks, previous records from public or private schools and evidence from the student's portfolio of work and achievement while in home education.

In no instance shall the placement be automatic, based solely on the recommendation of the unaccredited public or private school, home educator, or age. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. Should there be reasonable suspicion of a student's grades, initial assessments may be required to determine grade placement.

**Instructional Support for Math 1003.4156 F.S.**

For each year in which a student scores at Level 1 or Level 2 on FSA for mathematics, the student may receive support the following year. Support may be provided within the student's regularly scheduled math class or through an Intensive Math (IM) course. Please refer to the section on remediation in this document.

**Termination of School Placement at Age 16**

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age, provided the student files a formal declaration of intent to terminate school enrollment with the district School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

The following steps must also be taken:

- The school shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

#### **Placement of Students in Transition (Homeless)**

A homeless student is defined as a child or youth who:

- shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- is abandoned in hospitals or awaiting foster care placement, or
- live in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

The Madison County School District adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll in the Madison County Public Schools. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school.

It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance. A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency.

Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days.

A "certified homeless youth" is a minor who is homeless, including an unaccompanied youth, who has been certified as homeless or unaccompanied by:

- a school district homeless liaison,
- the director of an emergency shelter program funded by the US Department of Housing and Urban Development, or
- the director of a runaway or homeless youth basic center or transitional living program funded by the U.S. Department of Health and Human Services. (382.022 F.S.)

A certified homeless youth has additional rights to certified copies of the birth certificate (382.0255 F.S.), and to have the disabilities of non-age removed if the student is 16 years of age or older (743.015 F.S.).

Information is also available at: <http://www.madison.k12.fl.us>.

#### **Placement of Immigrant Students**

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant status. The school district may not inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and

may not *for any reason* be reported to INC prior to or subsequent to admission (except in the case of foreign exchange students).

The following process will be followed:

1. Enroll any student and do not ask about their immigration status
2. Follow Madison County enrollment guidelines as for any student
3. Follow Madison County documentation of residency policy
4. Follow Madison County documented guardianship policy (if necessary). The guardianship court order should be from a U.S. court.

Please note that if the student meets the definition of homeless, including but not limited to the following circumstances: sex trafficking, natural disaster, or no legal guardian, the student must be enrolled immediately.

### **C. Transfers and Withdrawals**

Students transferring into the district once the school year has begun shall be assessed in reading and math to determine reading proficiency and to ensure proper course placement and instructional support. Students will be placed into middle or high school courses based on mastery of the appropriate Florida Standards in accordance with the student's Customized Learning Path (CLP) and based on the transferring school's transcript of work completed.

### **D. Attendance**

#### **Mandatory School Attendance 1003.21 F. S.**

Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to kindergarten during that school year. All students who have attained the age of 6 years or who will have attained the age of 6 years by September 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

Parent and student responsibilities are:

- to be informed of school board policies and school rules about absenteeism and tardiness,
- to appeal a decision about an absence,
- to make up class work in a reasonable amount of time after an excused absence,
- to attend classes daily and be on time,
- to explain or document the reason for an absence,
- and to request make-up work after an absence, and
- to request make-up work after an absence and to complete it in a reasonable amount of time.

## **II. SPECIAL PROGRAMS**

### **A. Charter School**

#### **Promotion and Retention of Charter School Students**

Charter schools are responsible for decisions regarding the promotion and retention of their students. Charter schools may opt to develop their own promotion and retention requirements or adopt local district procedures. When a student transfers from a charter school to a district school and a disagreement arises between the two schools regarding the promotion or retention of a student, the sending and receiving schools shall meet to resolve the issues. If the dispute is not resolved between the two schools, the sending school must retain the student or submit a referral to the Charter School Liaison to review the case and make a recommendation for the Superintendent's approval.

## **B. Foreign Exchange Students**

Admission of foreign exchange students is limited to students in grade 11.

## **C. Home Education**

Home Education, is the sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy Florida's requirement for compulsory education. Parents assuming responsibility for educating a child at home also assume the responsibility for providing curriculum, educational materials, and evaluations necessary to determine student progress. The school system does not supply textbooks, curriculum guides, or educational standards for the home-educated student (Fla. Stat. § 1002.01, 1002.41, 1003.01(4), and 1003.21(1)). To establish a Home Education Program under Florida Statute § 1002.41, a parent must:

- Notify the district school superintendent of the county in which the parent resides of his or her intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent's office within 30 days of the establishment of the home education program. A written notice of termination of the Home Education Program shall be filed in the district school superintendent's office within 30 days after said termination.
- Maintain a portfolio of educational records to include:  
A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used, and samples of any writings, worksheets, workbooks or creative materials used or developed by the student.  
The portfolio shall be preserved by the parent for two (2) years and shall be made available for inspection by the district school superintendent, or designee, upon 15 days' written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
- Provide for an annual educational evaluation documenting the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the Madison County School District's superintendent's office.
- The annual educational evaluation shall consist of one of the following:
  - A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
  - The student shall take any nationally normed student achievement test administered by a certified teacher;
  - The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
  - The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of Florida Statute § 490.003(7) or (8); or
  - The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parent resides.

The district school superintendent's office shall review and may accept the results of the annual educational evaluation of the student in a Home Education Program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent's office shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the one-year probationary period, the student shall be reevaluated as specified in

(Fla. Stat. § 1002.41 (1)(c). Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

Home education students may participate in interscholastic, extracurricular activities as long as they meet the requirements of (Fla. Stat § 1006.5). Home education students participating in interscholastic extracurricular activities, must meet the same immunization requirements as students attending any non-home education program (Fla. Stat. § 1006.15).

**Florida Statute 1002.41 defines home education programs. For more information, visit FLDOE Office of Independent and Parental Choice Website at <http://www.fl DOE.org/schools/school-choice/>.**

#### **D. Alternative Placement for Students Retained Two or More Years**

An alternative placement shall be offered for a student who has been retained two or more years. The alternative placement shall provide the student with intensive, differentiated instruction designed to remediate the student's academic deficiencies and shall include opportunities for the student to be placed in small group instructional settings. The alternative placement shall, under most circumstances, be at the student's home zoned school but may involve placement at a district-designated site. The alternative placement may not be a placement in a regular program at a higher grade.

#### **E. Virtual School (1001.42 F.S.)**

**Enrollment in Madison County Virtual School (MCVS) or Florida Virtual School (FLVS)** 1001.42 (23), 1003.498 F.S. Section 1003.498, F.S., establishes virtual school as an educational choice and an acceleration option for students.

Virtual coursework is available but not required at the middle school level. However, the successful completion of one virtual course is required for the standard 24 credit diploma. Approved high school virtual courses completed in middle school fulfill the graduation requirement.

House Bill 7063 (2012) revised statutes related to virtual instruction programs to provide student and parental rights relative to the eligibility of full-time Florida Virtual School students to participate in interscholastic extracurricular activities at certain public schools.

Madison County Virtual School (MCVS) is the provider of first choice for virtual instruction; however, for situations in which MCVS cannot fulfill the need, students may qualify to access the services of FLVS. Students with limited or no access to a specific course are given priority for enrollment. MCVS/FLVS may be appropriate for students with medical or behavior issues that may limit success in the traditional classroom, students who need single subject acceleration, or for students needing a more flexible schedule due to training or other extra-curricular endeavors. Parents should confer with the counselor to determine whether the course selected is appropriate for the student based on the student's academic history.

District students must meet at least one of the eligibility requirements designated in section 1002.455, F.S. to take these courses. These requirements include:

- The student is a military dependent who moved to Florida within the last 12 months.
- The student was enrolled in district virtual instruction programs or Florida Virtual School's full-time public school program the previous year.
- The student has a sibling who is currently enrolled in a virtual instruction program and was also enrolled at the end of the previous year.
- The student is eligible to enter kindergarten or first grade.

Eligible students may enroll in a virtual course offered by any other school district in the state if the student does not have access to the course in Madison County School District, pursuant to Section 1003.498, F.S. The law designates that the district of instruction report the student's completion of the course for funding and that the total reported FTE for both districts cannot exceed 1.0 FTE. When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course. The enrollment form is available from the District office.

For information on students taking middle school courses through MCVS/FLVS, see--Acceleration. Section IV (B).

Principals or designee will determine if placement in a MCVS/FLVS course is appropriate academically for the student based on course prerequisites, the student's academic history, age and appropriateness of the course for the student. For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a MCVS/FLVS course is appropriate based on their individual needs. Enrollment in virtual school must be approved by the student's guidance counselor prior to the start of a new semester.

The School Board shall provide students with access to enroll in courses available through the MCVS/FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and for FLVS only throughout the summer. Students wishing to take courses from MCVS/FLVS must work closely with their guidance counselors to ensure that they are placed in the appropriate courses. Requests for virtual courses made after the start of school fall under the normal school drop/add policies for any course. Schools shall make every effort for a student to access MCVS/FLVS coursework on site for a student that placement in an MCVS/FLVS course during the school day is appropriate.

Additional information is available in the Florida Public Virtual Schools Question and Answers, available at the FDOE Virtual Instruction webpage <http://www.fldoe.org/Schools/virtual-schools>.

#### **Awarding of New Credit**

Students should seek counseling from guidance department personnel prior to pursuing new credit outside of their zoned school. Curriculum is reviewed to ensure course alignment prior to course approval. New credit shall be awarded by a Madison County high school for pre-approved high school courses taken in an accredited public, private or virtual school by students provided EOC assessment requirements have been met. For a list of accreditation agencies see <http://www.madison.k12.fl.us/>

**Enrollment**

Students wishing to take advantage of courses offered by MCVS or FLVS must follow the procedure outlined below:

- The student must meet with the school counselor to determine if placement in MCVS or FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age, and appropriateness of the course for the student's customized learning path.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a MCVS/FLVS course is appropriate based on their individual needs.
- All petitions to take a course via MCVS or FLVS must be approved by the student's guidance counselor prior to the start of a new semester or summer school.
- Once a semester has begun and the regular drop period has passed, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- A student may not be placed in the same course concurrently at a district middle or high school and at MCVS or FLVS.

Schools shall make every effort for a student to access MCVS/FLVS coursework on site for a student whose customized learning path indicates that placement in a MCVS or FLVS course during the school day is appropriate.

### III. CURRICULUM AND INSTRUCTION

#### A. Regular Program—Course Requirements 1003.4156 F.S.

To be promoted to grade 9, students are required to successfully complete the following courses in grades 6-8:

- three middle school or higher courses in English which emphasize literature, composition, and technical text,
- three middle school or higher courses in mathematics,
- 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,
- three middle school or higher courses in science, and
- ~~one course in career and education planning to be completed in 7th or 8th grade, and~~
- the equivalent of one class period per day of physical education for one semester of each year required for students enrolled in grades 6 through 8.

One of the social studies courses must be a civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the Constitution of the United States. A student transferring into middle grades after the beginning of the second term is not required to meet this requirement if three social studies courses or two year-long courses that include civics have already been completed. If this is not the case, the student must be immediately enrolled in the civics course, participate in the civics EOC, and the results of the EOC must constitute 30 percent of the course grade.

Each student's performance on the state Civics End-of-Course (EOC) assessment will be 30% of the final grade in the course. Students with disabilities may qualify for a waiver of the EOC requirement.

The physical education requirement shall be waived for students who meet one of following criteria: (1003.455 F.S.)

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school district that
  - ❖ the parent requests that the student enrolls in another course from among those courses offered as options by the school district, or
  - ❖ the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students are required to receive at least 300 minutes of instruction during the school day. Physical activities outside the school day do not release students from the 300 minutes of instruction requirement. A student must take an approved, alternative middle school course if physical education course is waived.

#### Grade-Level Classification Requirements:

- Classification for 6<sup>th</sup> Grade - promotion from 5<sup>th</sup> grade
- Classification for 7<sup>th</sup> Grade - completion of 6<sup>th</sup> grade language arts, mathematics, science and social studies with a grade of 60 or higher.
- Classification for 8<sup>th</sup> Grade - completion of 7<sup>th</sup> grade language arts, mathematics, science and social studies with a grade of 60 or higher.

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#### Additional Requirements:

- ~~completion of one course in career and education planning~~

Student grade level classification at the beginning of the second semester will determine which grade level Florida Standards Assessment (FSA) or Florida Standards Alternate Assessment (FSAA) is administered.

**Exemptions from Instruction 1003.42 (3) F.S.**

Any student whose parent/guardian presents a written request to the principal shall be exempted from instruction on reproductive health or any disease, including HIV/Aids, its symptoms, development and treatment. A student so exempted shall not be penalized by reason of the exemption. The exemption must be requested annually.

Students may be excused from conducting biological experiments upon written request of a parent. (1003.47 F.S.)

Any student whose parent/guardian presents a written request to the principal shall be exempted from a proposed supplemental literary study, the content or presentation of which causes parent/guardian concern. The student so exempted shall be provided an alternative selection and shall not be penalized by reason of the exemption.

**Replacement of Middle School Courses**

Course replacements for middle school students shall be made on a case-by-case basis upon petition to the middle school principal. Upon completion of a possible replacement course for a previously failed middle school course, students/parents/guardians must supply documentation consisting of the following items:

- proof of the accreditation status of the school at which the replacement course was completed,
- documentation of mastery of the appropriate benchmarks of the Florida Standards for the replacement course
  - ❖ a portfolio of work representative of the content of the course, or
  - ❖ Academic Recovery Lab record.

**Virtual Lab**

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Virtual Labs:

- students who are two or more years older than their peers,
- students who are performing two or more years below grade level,
- students who are not mastering specific skills,
- students in need of remediation beginning after the first interim report,
- students who are in danger of failing at the end of the first semester,
- students with an IEP, or
- students who have a grade of F at the semester.

The middle school principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. When the student's record is amended to reflect the replacement grade, the student may be reclassified from 6<sup>th</sup> to 7<sup>th</sup> or 7<sup>th</sup> to 8<sup>th</sup> grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

**B. Academic and Career Plans 1003.4156, F.S.**

Each middle school student prior to entering grade 9 shall develop a four- to five- year academic and career plan based on postsecondary and career goals. Students and their parents shall choose an academic path from among the following:

- four-year college or university, community college plus university or military academy degree,
- two-year postsecondary degree,
- postsecondary career certificate,
- immediate employment or entry-level military service, or
- a combination of the above.

Each student's plan will include a "path" of core courses and a recommended group of electives. Each school shall make provision for a teacher, school administrator, other school staff member, or a community volunteer to be assigned to a student as an "academic advocate" if deemed necessary. Student academic and career plans shall be reviewed annually and may be changed if a student's customized learning path changes.

~~The career and education planning internet-based course may be taught in sixth, seventh or eighth grade, by any member of the instructional staff and is designed to help students become aware of the relationships that exist between education and career achievement as outlined in s. 1003.4156, F.S. For more information, visit the Educator's Toolkit on Career and Education Planning at <http://www.fldoe.org/workforce/ced>.~~

~~The career and education planning course must:~~

- ~~• be customizable to each student;~~
- ~~• emphasize technology or the application of technology in careerfields;~~
- ~~• be research-based to assist students to identify education and career options and goals;~~
- ~~• emphasize entrepreneurship skills;~~
- ~~• provide diploma designation option details;~~
- ~~• provide information on assessment, scholarship and opportunities to earn college credit in high school, including career dual-enrollment courses.~~

Although statute does not require each school to hold a parent meeting, each school must inform parents about the course curriculum and activities.

#### **School-to-Work Transition**

All elementary, middle, and high schools shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students.

This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career.

Schools shall also delineate school procedures for identifying individual student interests and aptitudes which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce.

Beginning in grade 6, students shall receive information which includes recommended high school coursework that prepares students for success in college-level work. The information shall be made known to parents and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents and students.

#### **C. Advanced Courses/Honor Roll**

Each middle school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects including dual enrollment for students who are eligible, and the Credit Acceleration Program. ACCEL options do not supersede the promotion requirements of 1003.4156. Program specifics are available through each school's guidance department. Such placement shall be made after review by guidance personnel and administration. (1002.3105 F.S.) Students who are enrolled in an accelerated above grade level course must take the state and/or district assessments associated with that course.

**High School Credit in Middle School** 1003.4156 F.S., 1008.22 (3)(c)2.a. F.S.

Middle school students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan.

Students taking Algebra I, Geometry, Biology, or an equivalent high school course in middle school must take the EOC assessment and it will be 30% of the final grade in the course. Passing the Algebra I EOC assessment is a graduation requirement. Students with disabilities may qualify for EOC waivers. For more information, please see the Exceptional Student Education section of this document.

Middle school students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

**Credit Acceleration Program** 1003.4295, F.S.

The Credit Acceleration Program (CAP) authorizes students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a passing score on the EOC. These courses include Algebra I, Geometry, Biology and U.S. History.

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)c 5 on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295 F.S.

The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

**Course Acceleration (ACCEL)**

All students are eligible for course acceleration after demonstrating mastery of the current grade level course standards. When a student is accelerated, he/she is still responsible for mastering all standards in the current grade level course and will be required to take all state and district assessments. Integrated curriculum standards such as literacy and social studies may be missed through acceleration yet included on future assessments. In addition, math and science topics are presented only once rather than being repeated year after year. Therefore, the parent should consider carefully the full academic and social ramifications of acceleration and confer with the school counselor to determine if course acceleration is appropriate for the student based on the student's academic history, teacher recommendation, ability to work independently and the long range academic, social and emotional effect of acceleration. The Course Acceleration Request should be completed before end of the first semester.

Madison County Virtual School (MCVS) is the provider of first choice for virtual instruction; however in situations in which MCVS cannot fulfill the need, students may qualify to access the services of Florida Virtual School (FLVS).

#### **Procedure for Course Acceleration (except math)**

- A teacher or parent who believes a student might be a candidate for course acceleration shall contact the school counselor and share classroom evidence and FSA performance in support of the student's possible assignment to the next grade level course.
- The counselor shall review the classroom evidence of potential course mastery and review course acceleration options with the parent.
- If testing is authorized by the parent, the counselor shall notify the principal and obtain the appropriate assessments from the Academic Services department.
- The teacher shall administer the recommended assessments and consult with the District Curriculum Specialist to determine if the student demonstrates mastery, defined as 80% or better.
- If the student achieves a mastery score of 80% or above, the teacher shall note the areas that the student has not yet mastered and instruct the student in those areas prior to or while the student is taking the next course in the sequence.
- The principal and counselor shall complete and submit the **Course Acceleration Request** to the District Curriculum Specialist.
- The District Curriculum Specialist will review the documentation of mastery and make a final determination of single course acceleration and shall notify the school within five days of the decision.
- If virtual school is required for the next course level, the District Curriculum Specialist will send the **Course Acceleration Request** to the Virtual School Coordinator for registration.
- If the acceleration is to a virtual school, the progress of the student in the new course shall be monitored by the virtual teacher.
- If the acceleration is to another teacher's classroom, the sending teacher shall monitor the student's mastery of the items not mastered on the assessments and keep the teacher of the accelerated course apprised of the student's progress on the missed items.

Accelerated students take state assessments at the level they have received instruction and FSA and course performance data is used to determine appropriate placement for the student in the next school year.

#### **Eligibility for Honor Roll in Middle School**

Middle school honor roll, as defined by the Madison County School District, is comprised of students who earn the following:

- **Principal's List: 4.0**
- **A Honor Roll: 3.5-3.9**
- **B Honor Roll: 3.0-3.4**

#### **Advanced Course Placement Criteria**

Consistent with school board rules and in accordance with state statute [1012.28 (5) F.S.], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. The following criteria represent consensus of all middle school and district administrators:

- **Grades - A grade of C or better in the previous honors or advanced course**  
Students earning a grade of A in the previous standard course may be recommended for honors or advanced course placement. Teachers will conference with students to offer guidance for appropriate placement;  
**OR**
- **FSA - Level 4 or 5 in appropriate area and not less than a Level 3 in any area**
  - ❖ On Mathematics FSA for placement in honors or advanced mathematics.
  - ❖ On Reading FSA for placement in honors or advanced English, social studies, science, or foreign language;**OR**
- In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

Midterm performance and teacher recommendation should be considered in student placement. Consistent with school board rules and in accordance with state statute [1012.28(5)F.S.], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

#### **Middle School Mathematics Placement Criteria**

Any student who scores a Level 3 or higher on the 7<sup>th</sup> grade Math FSA will be enrolled in Algebra 1.

FSA performance and teacher recommendation should be considered in student placement for other math courses. Student placement is at the discretion of the principal.

#### **D. Assessment, Instructional Support, and Progress Monitoring**

In all 7<sup>th</sup> and 8<sup>th</sup> grade middle school courses that do not have a state assessment, students will take a district/teacher-made midterm and it will count as 10% of the first semester grade and a district final exam that will be 10% of the second semester grade.

##### **State Assessments 1008.25 (2) (b), 1 F.S., 1008.22 F.S.**

Participation in the statewide testing program, which consists of the FSA, State End-of Course (EOC) assessments and alternate assessments, is mandatory for all K-12 students attending public schools. The assessment of reading shall be administered annually in grades 3-10, writing in grades 4-10 and math and science in grades 5 and 8.

Middle school students take the state End-of Course (EOC) assessment in Civics and it will be 30% of the final grade in the course. Middle school students taking Algebra I, Geometry, Algebra II, Biology 1 or U.S. history must take the EOC and it will be 30% of the final grade in the course. These students are not required to take the corresponding standard subject and grade-level FS assessment (SB 7031-2014). Passing the Algebra I EOC is a graduation requirement. Students with disabilities may qualify for an EOC waiver.

##### **State Assessments for Transfer Students**

If a student transfers into a Florida middle school from out of country, out of state, a private school, or a home school, and the student's transcript shows credit received in algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment *in order to earn a standard high school diploma* unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act.

If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

There are two options for students who enter school mid-year with a .5 credit in Algebra 1, Biology, Geometry, or equivalent courses which have a state EOC assessment:

- Option 1  
The parent/student may decide to keep the half credit and grade that is on their records. The state EOC would then be worth 30% of ONLY their second semester. The student would earn two half credits, one they came in with and the other from the second semester using the state EOC grade for 30% of the grade for only the second semester.
- Option 2  
Quarters 1-4 are each worth 17.5% and the state EOC would be 30% of the final grade. The students would use the grades for the first two quarters only with no .5 credit awarded and take the state EOC for 30% of the final grade to earn a year (1.0) credit. The important point with this option is not to award the .5 credit for transfer grades for the first semester. If a full credit is not earned at the end of the year, we must still award the half credit they came with, as we cannot take away credits earned.

These options should be discussed with the parent when the student enters school.

If a student in an EOC course withdraws from the district and is going out of state:

- If it is at the semester, the student is awarded .5 credit.

If a student in an EOC course withdraws for the district and goes out of state and then returns to District the same year:

1. Student can keep the .5 credit and the EOC is 30% of the second semester only, OR
2. Student can use the grades from the out of district school (trailed grades) and the EOC is 30% of the whole year.
3. The school gives the parent a letter to sign documenting their choice. The student never loses the original .5 credit.

#### Algebra I EOC information

Because passing the Algebra I EOC is a graduation requirement, it is important to understand the possible scenarios for an Algebra I student:

Course	EOC:	<i>The EOC is always 30% of the final grade.</i>
Passes	Fails	<ul style="list-style-type: none"> <li>• The final course grade is included in the GPA</li> <li>• Credit in the course is awarded</li> <li>• The student must retake and pass the EOC to fulfill graduation requirements</li> <li>• The final course grade is re-averaged once the EOC is passed</li> </ul>
Fails	Passes	<ul style="list-style-type: none"> <li>• The final course grade is included in the GPA</li> <li>• Credit in the course is awarded</li> <li>• If the student chooses to participate in grade forgiveness, the EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final grade.</li> </ul>
Fails	Fails	<ul style="list-style-type: none"> <li>• The final course grade is included in the GPA</li> <li>• The student must retake and pass the EOC to fulfill graduation requirements</li> <li>• The final course grade is re-averaged once EOC is passed</li> </ul>

If an Algebra I student participates in the Summer Algebra Program (if offered):

- The student will earn a 0.5 elective credit if attendance and participation requirements are met
- If the student passes the EOC, but still does not have a passing grade in the course after re-averaging the grade with the new EOC score, the student will receive a 75% as a final course average (grade forgiveness)

#### EOC Retake Policy

If a student is repeating the class, either brick and mortar, recovery lab or MCVS, the student may retake the EOC. The higher of the two scores will be used for grade calculation. A student may retake an EOC to qualify for the scholar designation or as part of a grade forgiven program.

#### No Assessment Exemptions Based on Attendance

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

#### Support Requirements 1008.25 (4) (b) F.S.

Each student who does not meet specific levels of performance in reading, writing, science, social studies and/or mathematics shall be provided with support through scientifically research-based interventions. Support instruction shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

**Instructional Support**

All schools offer supplemental learning opportunities. Student eligibility is based primarily on below-grade-level performance.

Consistent with Madison County Comprehensive Reading Plan, middle school students who score at Level 1 or Level 2 on the Florida Standards Assessment (FSA) in English language arts may be enrolled in a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

Students with decoding and text efficiency needs will receive support by either 45 minutes or 90 minutes of Intensive Reading (IR).

Students who scored Level 1 or Level 2 on the state reading assessment and who do not have decoding and text efficiency needs may be served by:

- 45 minutes of IR or,
- 45 minutes of reading remediation delivered by a CAR-PD trained social studies or science teacher within the content area class or,
- 45 minutes of reading remediation delivered by a CAR-PD trained or reading endorsed/certified Language Arts teacher within the language arts class.

Students score Level 1 or Level 2 on the state mathematics assessment or the Algebra I EOC , may be enrolled in and complete a remedial course or a content area course in which support strategies are incorporated into the course content delivery. Middle school students must pass the Algebra I EOC to qualify for a standard high school diploma.

**Content of Instructional Support**

All instructional support shall include effective, research-based, standards-driven instruction. Each school shall use the materials listed in its section of the district's Comprehensive Reading Plan as resources for support in reading. Any additional resources must be scientifically research-based and approved by the Curriculum Services Department prior to use. Instructional support in reading shall be continued until a student's reading deficiency is remediated and shall include the following components:

- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success

**Progress Monitoring 1008.25 (4) (b) 1,2,3 F.S.**

One of three types of progress monitoring shall be developed in consultation with the parent/guardian for any student not meeting district or state proficiency levels in reading, writing, science or math. Consultation is defined as a conference, a conversation via email, phone, or written exchange. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring from which to choose are as follows:

- a federally required student plan such as an individual education plan (IEP),
- a school-wide system of progress monitoring for all students, or
- individualized progress monitoring.

All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- the specific diagnosed academic need(s) to be remediated,
- 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.

Schools shall monitor the progress of students needing reading intervention a minimum of twice a year and adjust interventions based on data.

#### **Instructional Support through Progress Monitoring and a Multi-Tiered System of Supports (MTSS)**

1008.25(4)(b)1,2,3 F.S.

Students in grades 6-8 who score at Level 1 or 2 on the FSA in reading and/or mathematics or below criterion on progress monitoring assessments in reading and/or math shall receive instructional support through a MTSS in the appropriate subject(s).

#### **Parent Refusal for Support through Progress Monitoring and a Multi-Tiered System of Supports (MTSS)**

The school district has the authority and responsibility to advise a student's course of study. Statute requires a school to develop a MTSS in consultation with the parent, but it does not require parental approval, nor does it give the parent the right to veto a MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's approval. Students whose progress monitoring plan is an IEP, however, must have parent approval of the plan.

If the parent refuses to participate in the support strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute [1012.28 (5)F.S.], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. For more specific requirements, refer to the District's Comprehensive Reading Plan on the MCSB website:

<http://www.madison.k12.fl.us/>

### **IV. GRADING AND REPORTING PROCEDURES**

#### **The Importance of Grading**

Madison County School District offers a standards-based curriculum. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indication of the level of mastery as determined by summative assessments.

*Summative assessments* are those assessments that are administered at the end of a learning sequence after ample practice or rehearsal of essential knowledge. Summative assessments indicate mastery of benchmarks and standards. Examples of summative assessments include:

- chapter tests
- reading selection tests
- quizzes (only if ample practice/rehearsal has been provided prior to the quiz)
- performance assessments evaluated by a rubric shared with students prior to the assessment.

Teachers also use *formative assessments*, which are frequent, in-progress checks for understanding, on a regular basis. Formative assessments are used to inform instruction, to provide ongoing and helpful feedback (1) to alert teachers to what challenges students are still facing, and (2) to inform students about where they are in relation to mastery of the standard. Examples of formative assessments include:

- guided and independent practice activities – classwork and homework
- workbook exercises as a direct follow-up to instruction

- quizzes to spot check for understanding
- observing students at work and noting progress or need for re-teaching
- students and teachers communicating about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction).

Examples of formative/summative assessments and multiple opportunities to improve can be found in everyday life. A child falls while attempting to ride a bicycle – this is formative feedback (1) for the child, who may need to sit up straight, maintain balance or pedal faster, and (2) for the parent who is teaching the child to ride. What matters is not the number of times the child fell, but if the child is now able to ride the bicycle. Similarly, some people fail their initial test for a driver's license, but no one cares as long as they can ultimately demonstrate knowledge of the necessary driving skills by passing the test.

Grades should be clear, undiluted indicators of what students know and are able to do at the conclusion of the learning sequence.

Middle and high school students take a mid-term assessment at the end of semester one and a final exam at the end of the semester two in courses that do not have a state FSA or EOC assessment. See the table below for:

**Assessments in Middle 2016-2017**

	Semester 1	District Common Semester 1 Exam	Semester 2	State EOC	District Common Semester 2 Exam
6 <sup>th</sup> grade courses	Q1 = 50% Q2 = 50%	n/a	Q3 = 50% Q4 = 50%	n/a	n/a
EOC courses are year-long courses	Q1 = 17.5% Q2 = 17.5%	Used in Q2 grade	Q3 = 17.5% Q4 = 17.5%	30% of final grade	n/a
7 <sup>th</sup> and 8 <sup>th</sup> grade Middle School Courses with a Common District Final.	Q1 = 45% Q2 = 45%	10% of Sem 1	Q3 = 45% Q4 = 45%	n/a	10% of Sem 2
High School Courses with a Common District Final	Q1 = 45% Q2 = 45%	10% of Sem 1	Q3 = 45% Q4 = 45%	n/a	10% of Sem 2

**State Grading Scale 1003.437 F.S.**

The following grading scale is used by all schools in Madison County:

GRADING SCALE		
Grades	Descriptor	GPA Unweighted Value
A = 90 -100	Outstanding Progress	4.0
B = 80 - 89	Above Average Progress	3.0
C = 70 - 79	Average Progress	2.0
D = 60 - 69	Lowest Acceptable Progress	1.0
F = 0 - 59	Failure	0
I = 0	Incomplete	0

**Grade Averaging 1003.436(2) F.S.**

A student enrolled in a full-year course shall receive one-half credit, if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit, if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as homework, participation, and other indicators of performance, shall be successfully completed by the student.

**Grade Forgiveness of High School Credit by Middle School Students 1003.428 (4) (d) F.S.**

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven; it will appear on the student's high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures. (1003.428(4)(d), F.S.)

If a student fails the Algebra I EOC, the student may attend the Summer Algebra program (if available) and earn a .5 credit elective to prepare to re-take the Algebra I EOC (passing is a graduation requirement).

**A. Progress Reports**

**Report Cards 1003.33 F.S.**

Report cards provide the student and the student's parents with an objective evaluation of scholastic achievement with indicators of progress. Report cards shall clearly depict and evaluate the following:

- the student's mastery of Florida Standards,
- the student's academic performance in each class or course in grades K through 12 based on examinations as well as other appropriate performance items,
- the student's performance at his or her grade level
- the student's conduct and behavior, and
- the student's attendance, including absences and tardies.

All schools shall use the district's approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

**Mid Term Progress Reports 1008.25 F.S.**

Mid term progress reports shall be issued to all students in grades K-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar.

**Annual Reporting of Student Progress in Local Newspaper (SPAR Report) 1008.25 (8) (b) F.S.**

Each year, by September 1, the district shall publish in the local newspaper and report in writing to the State Board of Education, the following information on the prior school year:

- the provisions of the law relating to student progression and the district School Board's policies and procedures on student retention and promotion,

- by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of the FSA,
- by grade, the number and percentage of all students retained in grades 3-10,
- information on the total number of students who are promoted for good cause by each category of good cause, and
- any revisions to the district School Board's policy on retention and promotion from the prior year.

#### **District Report on Enrollment and Completion of High School Courses Completed in Middle School**

Schools shall report in Florida's Automated System for Transferring Records (FASTER) the enrollment and completion with a grade C or higher all high school courses taken by middle school students.

#### **B. Promotion Requirements 1003.4156 F.S.**

To be promoted to high school, the middle school student must successfully complete:

- three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text,
- 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,
- three middle school or higher courses in social studies,
- three middle school or higher courses in science, and
- one course in career and education planning to be completed in sixth, seventh or eighth grade.

Middle school students enrolled in civics must take the civics End-of-Course (EOC) assessment and the score earned will be 30% of the final grade in the course. If a student transfers into a Florida public school after the beginning of the second term of eighth grade, the student is not required to meet the civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. If this is not the case, the student must be immediately enrolled in civics, participate in the civics EOC and the results of the EOC must constitute 30% of the course grade (1008.22 F.S., 1003.4156 F.S.).

Students with disabilities may qualify for an EOC waiver. For more information, please see the Exceptional Student Education section of this document.

#### **Eighth Grade Students who did not successfully complete Middle School Promotion Requirements**

Students in grade eight who do not successfully complete course work required to enter high school must receive individual counseling regarding their academic options before the close of the school year. This academic counseling must include information regarding any available summer remediation programs at a high school site, at the middle school, virtually, or some combination of these and/or other options.

Academic counseling must include contact with the parent(s) or guardian(s) of the student. A planning document describing options to which the student and family has agreed must be produced and maintained at the school site and shared with the appropriate high school. This plan must be progress monitored during the summer to determine if the student is making adequate progress on the remediation plan. The summer remediation plan can be added to an existing MTSS/RTI plan.

Students who are missing several required courses that are unable to remediate them in the summer should repeat the missing middle school courses at their middle school.

#### **No Social Promotion/Administrative Placement 1008.25 (6) (a) F.S.**

Florida statute prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for student mastery of the appropriate Florida Standards. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve Level 3 on the Florida Standards Assessment (FSA) in reading,

mathematics and/or science. As the FSA is not the sole determiner of promotion or retention, the Intervention Team or its equivalent shall base a promotion or retention decision on the preponderance of evidence reviewed.

#### **Promotion of Late-in-the-Year Transfer Students**

The promotion of students transferring into Madison County during the last grading period shall be determined primarily by the grades and records received from the sending school.

### **C. Mid-Year Promotion**

#### **Mid-Year Promotion of Retained Students from 6<sup>th</sup> to 7<sup>th</sup> or 7<sup>th</sup> to 8<sup>th</sup>**

In middle school, mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four (4) core grade academic requirements (language arts, mathematics, science, social studies) of the preceding grade level. Student course enrollment at the end of the first semester will determine which grade level Florida Standards Assessment (FSA) is administered.

### **D. Retention 1008.25 (2) (b) F.S.**

Retention may occur when the school's instructional staff, through its School Intervention Team or its equivalent, determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required district and/or state performance standards.

A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning style. Only in exceptional cases will a student be assigned to any one grade more than two consecutive years. The district shall provide an appropriate alternative placement for a student who has been retained two or more years.

#### **Options for Students Not Meeting Promotion Standards 1008.25(2)(c) F.S.**

There are two options if a student does not meet district or state promotion standards. Those options are as follows:

- remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards, or
- retain in a different program that takes into account a student's unique academic needs and learning style.

### **E. Homework**

As homework is a proven strategy in improving student achievement, however, it is important to look at the recommendations from the research. Research studies identify four areas to guide teachers in assigning homework: (1) the effect size of homework on student achievement, (2) purposes for homework, (3) the importance of providing feedback to students and (4) parental involvement. Assigning homework from elementary school to middle school and from middle school to high school should follow a normal predictable progression.

#### **Homework Recommendations for Middle Schools**

##### **1. Amount**

The amount of homework assigned in middle school has a larger effect size on student achievement than in elementary school, with a gain of about 12 percentile points (Marzano, 2001). The Madison County School District Office for Academic Services recommends that students in grades 6, 7 and 8 receive 10 minutes of homework per grade level. A sixth grade student should have no more than a total of 60 minutes of homework, a seventh grade student 70 minutes and an eighth grade student 80 minutes. The amount of homework assigned should be non-negotiable and monitored by teachers, parents and administration.

Because middle school students have several teachers, it is not advisable for each teacher to assign 70-90

minutes of homework daily. The team of middle school teachers should collaborate and develop a homework plan. Possibilities include but are not limited to: a scheduled day of the week for each content area, short targeted homework from each teacher (1/6 of 70-90 minutes each), or an integrated approach (two classes could assign homework together, for example, math and science, or a writing assignment in social studies, etc.).

## **2. Purpose**

Homework should have a specific purpose, be familiar and connected to the standards being studied, and be relevant. The purpose could be for students to (1) *practice or rehearse*, to begin (2) *preparation for the introduction of new content*, or to (3) *deepen knowledge and understanding* (Marzano, 2001). Homework assignments can be differentiated; that is, teachers could assign some high cognitive level work for the students who understand and can apply new concepts readily. This helps students to think more critically and creatively on a much broader and deeper scale. Assigned homework for an elementary student could typically be reading each night and 3-5 math problems *differentiated* (Marzano, The Art and Science of Teaching, "Chunking Content into Digestible Bites", 2007).

## **3. Grading**

According to the research, homework must be commented on to be of value. When the teacher provides specific feedback on student work in writing, it enhances their achievement by 30 percentile points (Marzano, 2001). When it is checked by the teacher, even if checked through whole group discussion and participation, there is a gain of 28 percentile points in learning. Homework check takes little time if the guidelines for the amount given are closely followed. It is important for teachers to check and discuss homework to gather data and reteach as necessary.

There must be time to celebrate success and effort even in middle school (Marzano, 2001). Middle school students should not be given a grade for homework; or if a grade is given, it should be a no more than 10 percent of the student's overall grade. Procedures for checking homework should be communicated to students and parents at the beginning of the school year. School homework policy could be posted on the website, and included in the parent handbook and/or newsletters.

## **F. Parent and Student Notifications 1008.25(8)(a)F.S.**

### **Parent Notification of Student's Annual Progress**

Each year, schools shall provide parents with a report of the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. This report traditionally accompanies the last report card of each year but may be sent at an earlier date as determined by the school. In addition, progress reporting information shall be provided to parents.

### **Parent Notification of Student Retention**

Parents shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept, and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents shall be maintained.

### **Parent Notification of Remediation**

Parent notification shall be documented when a student is being remediated in reading, writing, science and/or math and is being considered for retention. School personnel shall use available resources to achieve parent understanding and cooperation regarding a student's remediation, progress monitoring plan, and possible retention. Parents shall be informed of student progress via quarterly report cards and conferences as deemed necessary by the school.

**Parent Notification of Student Assignment to Remedial Classes in Middle School**

Parents of middle school students with Level 1 or Level 2 FSA scores in reading and/or math shall be notified when their student is placed in an intensive reading or intensive mathematics class in lieu of an elective or in a content-area class focused on reading strategies. The notification shall explain that placement in the course is based on the student's need to master Florida Standards in reading and/or math as evidenced by a score of Level 1 or Level 2 on the most recent FSA.

**Parent Notification of Career Course Curriculum and Activities**

Each middle school shall inform parents about the required career education course curriculum and activities.

**Parent/Student Notification of Graduation Program Options 1003.429(3) F.S.**

Beginning in 2011-2012, HB 1255 requires that each school provide students in grades six through twelve and their parents with information concerning the three-year and four-year high school graduation options. The information shall include a timeframe for achieving each graduation option.

**V. EXCEPTIONAL STUDENT EDUCATION (GRADES 6-8)**

The Madison County School District actively seeks to locate exceptional students and maintains information on those students screened and identified as "exceptional." The term "exceptional student" includes, but is not limited to, the following:

- students who have intellectual disabilities
- students with speech and language impairments
- students who are deaf or hard of hearing
- students who are blind or visually impaired
- students who have orthopedic impairments
- students who have traumatic brain injuries
- students who have other health impairments
- students who have emotional or behavioral disabilities
- students who have specific learning disabilities
- students who are gifted
- students who have autism spectrum disorders
- students who are developmentally delayed

Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the student. Information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies. Students are screened for vision, hearing, speech, and academic achievement at the initial step in the process of identifying a suspected disability. If a child is recommended for further testing, the parent will be asked to provide written consent prior to the evaluation.

**A. Admission and Placement of Students with Disabilities****Eligibility for Exceptional Student Education (ESE) Services**

All students having difficulty meeting promotional requirements shall be monitored carefully by the School Intervention Team. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and activities using a multi-tiered system of supports/response to intervention process. State law requires that students with learning problems in reading and/or math, language or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at

<http://beess.fcim.org/sppDistrictDocSearch.aspx>.

#### **Placement for Students with Disabilities enrolled in Exceptional Student Education (ESE)**

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. School teams use this information to determine classroom(s) and teacher(s) to which the student will be assigned. Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers, but some ESE students may require instruction in a separate environment for a portion of the day.

#### **School to School Placement**

Whenever an IEP team at a student's current/home-zoned school questions whether the ESE program that the IEP team determines a student needs is not available at the student's current/home-zoned school, the ESE Staffing Specialist will work with the ESE District Review Committee (DRC) to review the current placement and services that are being provided. The DRC will provide input to the IEP team about possible instruction/interventions that may be implemented to determine whether the student's needs can be met in the current school. If review by the DRC indicates that resources at the current/home-zoned school have been exhausted, then the IEP team can recommend placement at the school closest to the student's home that provides the ESE program the student needs. Parents/guardians shall be invited to attend any meeting discussing school-to-school placement.

#### **B. Curriculum and Instruction**

##### **Instructional Accommodations for Exceptional Student Education (ESE) Students**

Accommodations are changes to the way a student with disabilities accesses curriculum, demonstrates learning, or how he or she is tested. Accommodations do not change the content of the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environments, and special communications systems or assistive technologies. These accommodations must be identified and documented on the student's IEP.

Most students with disabilities can achieve general state content standards pursuant to rule 6A-1.09401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education and modified technology courses. Exceptional education students who are using general state content standards to attain a standard diploma will have to meet the same requirements as do regular education students. The student's Individual Educational Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. However, students with significant cognitive disabilities utilize Florida Standards with Access Points to access the general curriculum. Florida Standards with Access Points consist of foundation skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations. Florida Standards with Access Points were developed with three levels of complexity to ensure that all students have access to the general state content standards. The three levels of complexity are Independent, Supported and Participatory.

ESE students who are following the Florida Standards with Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Florida Standards with Access Points and assessed with the Florida Standards Alternate Assessment (FSAA) based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) For more information regarding the decision-making process, see Section D. Statewide Assessment below. Parents must sign consent for their student to receive instruction on Florida Standards with Access Points.

### **C. Reporting Student Progress**

#### **Notification of IEP Goals**

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of a non-disabled peer enrolled in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.

#### **Report Cards and Grading**

- A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- ESE students must receive a report regarding progress toward IEP goals and objectives along with the report card. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level; acceptable or unacceptable behavior and attendance and promotion or non-promotion.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- An ESE student shall not be penalized with a lower grade for using accommodations.

### **D. Statewide Assessment - Assessment of Students with Disabilities Enrolled in Exceptional Student Education**

All students, including Exceptional Student Education (ESE) students, must participate in the state's assessment and accountability system. ESE students who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida Standards Assessment (FSA) and End of Course (EOC) assessments. If ESE students receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Legislation provides for a waiver of the state assessment as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least twice. The individual educational plan (IEP) team may request a waiver of the state assessment requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver.

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

To be considered for an FSA or EOC waiver, the student must:

- be identified as a student with a disability
- have an IEP
- have been provided instruction to prepare the student to demonstrate proficiency in the core content knowledge and skills necessary for grade to grade progression and high school graduation
- for FSA waiver, must have taken FSA with appropriate accommodations at least once
- for EOC waiver, must have taken the EOC with appropriate accommodations at least once
- have demonstrated achievement of course standards as determined by the IEP team
- be progressing toward meeting the state credit, GPA and district graduation requirements.

ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) The IEP team should consider the student's present level of educational performance in reference to the Florida Standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, the following criteria must be met:

- The student has a significant cognitive disability.
- The student is unable to master the grade-level general state content standards.
- The student is participating in a curriculum based on the state standards access points,
- The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Parents must sign consent for a student to participate in the FSAA. A student with a disability may be allowed a special exemption from participating in FSA or FSAA due to extraordinary circumstances that affect the student's ability to communicate in acceptable modes for statewide assessment. A specific process and timeline must be followed as outlined in Rule 6A-1.0943(5)F.A.C.

#### **Parent Notification of Non-Participation in Florida Standards Assessment (FSA)**

The school must notify the student's parents/guardians in writing that their child is not participating in the statewide assessment (FSA) and provide the parent with information regarding the expected proficiency levels in reading, writing, math, and science. The school is also responsible for administering an alternate assessment based on alternate achievement standards.

#### **Parent Notification of Classroom Instructional Accommodations Not Allowed on Statewide Assessments**

If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the school must:

- inform the parent in writing, and
- provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.

This notification is documented on the student's individual educational plan.

### **E. Promotion, Assignment, and Retention of Exceptional Students for Standard Diploma**

#### **Promotion and Retention of Exceptional Student Education (ESE) Students**

Students who receive ESE services and are following the general education program, take the Florida Standards Assessment (FSA) and End-of-Course (EOC) assessments and are working toward a standard diploma, fall under the same guidelines for promotion as non-disabled students. Promotion of ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievements of the students' goals and objectives.

### **F. Additional Programs**

#### **Extended School Year**

Extended School Year (ESY) is specially designed instruction and related services beyond the normal school year of the district; these are provided to a student with a disability, who the IEP team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the Exception Student Education Policies and Procedures (SP&P) located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

**Hospital Homebound**

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem must confine the student to home or hospital and restrict activities for an extended period of time. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule, is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

The minimum evaluation for determining eligibility is an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis and medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or through their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

**VI. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)****Assessment**

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). In general, all ELLs participate in the state's assessment and accountability system. As part of the No Child Left Behind legislation, all ELLs shall be assessed annually in reading, writing, listening and speaking.

**Placement**

ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and mathematics, science, social studies and computer literacy.

The ELL Committee, which is composed of the principal or designee, an ESOL/language arts teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of ELLs, shall make recommendations concerning the appropriate placement, promotion and retention of ELLs. Parents/guardians of students being reviewed shall be invited to participate in the meetings. Criteria to be utilized in making appropriate placement decisions include the following:

- academic performance and progress of a student based on formal and/or alternate assessments in English and/or the student's native language
- age of the student
- progress, attendance and retention reports, and
- number of years the student has been enrolled in the ESOL Program

**Promotion**

Promotion of an ELL is based on satisfactory student performance in reading, writing, mathematics and other requirements as set by the district and the state. ELLs not meeting district promotion criteria due to their limited English proficiency may be recommended for promotion by the Intervention Team or its equivalent, which will meet jointly with the ELL Committee. The student's parent/guardian shall be invited to attend.

The other academic progress and benchmark mastery of an ELL in reading, writing and mathematics, and on requirements set forth by the district and the State of Florida, are determined through appropriate modifications to formal and informal assessments and on modifications to instruction provided to the ELL.

**Retention**

Retention of an ELL is based on unsatisfactory performance in reading, writing and mathematics as determined by

the Intervention Team or its equivalent, in conjunction with the ELL Committee. Students cannot be retained based solely on lack of English language proficiency.

# Appendix

- Required Instruction

## **REQUIRED INSTRUCTION (K-12)**

### **Introduction**

The requirements for instruction are designed to conform to the vision, mission and objectives of Madison County Schools. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of Madison County students.

### **Based on State Standards**

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in each school. These standards are incorporated into appropriate courses in all subject areas in grades K-Adult and are the basis for curriculum, instruction and evaluation of student performance in the district.

### **Equity in Classroom Instruction and Extra-Curricular Activities**

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. No student shall be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities.

### **Federal Required Instruction**

Constitution Day and Citizenship Day (TITLE 36.1.A.1 § 106)

- September 17 is designated as Constitution Day and Citizenship Day.
- Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
- Proclamation.— The President may issue each year a proclamation calling on United States Government officials to display the flag of the United States on all Government buildings on Constitution Day and Citizenship Day and inviting the people of the United States to observe Constitution Day and Citizenship Day, in schools and churches, or other suitable places, with appropriate ceremonies.
- State and Local Observances.— The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities. Educational agencies who receive federal funds are required to participate in the observance of Constitution Day.  
In instances when September 17<sup>th</sup> does not fall on a school day, the observance of Constitution Day will occur on the school day prior or after.

### **State Required Instruction K-12 1003.42 F.S.**

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

- (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government

To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include

- at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
- To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."
- Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
- Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. 1003.421F.S.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers

(d) Flag education, including proper flag display and flag salute

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society

(i) The elementary principles of agriculture

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind

(k) Kindness to animals

(l) The history of the state

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; substance use and abuse; dating violence and abuse in grades 9 – 12; and Internet safety

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law

(p) The study of Hispanic contributions to the United States

(q) The study of women's contributions to the United States

(r) The nature and importance of free enterprise to the United States economy

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation

(t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and [protecting democratic values worldwide. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable

(3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

(4) Instruction shall expand each student's knowledge, the understanding and the awareness of individuals with disabilities, the history of disabilities and the disability rights movement (1003.4205, F.S.).

(5) SB 1096, the Justice Sandra Day O'Connor Civics Education Act, passed by the 2010 Florida Legislature includes revisions to section 1003.41, F.S. This legislation states that beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics education content for all grade levels. The intent of this new legislation is that selected civics benchmarks be taught in the English language arts curriculum, not separately, but naturally woven in to fit whatever reading topics are taking place in the classroom.