

**5.0**  
**MIDDLE SCHOOL (GRADES 6-8)**  
**STUDENT PROGRESSION PLAN**

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## **5.100 ADMISSION**

### **5.101 Admission: Documents Required**

~~In order to be admitted to Florida schools, a student must provide the following data:~~

In order to be initially admitted to Florida schools, as a first time student enrollment or as an out of state transferring student having never attended a Florida public or private school, a student must provide the following data:

#### **5.1011 Evidence of Birth**

Evidence of date of birth in accordance with s.1003.21(4), F.S.

#### **5.1012 Evidence of Immunization**

Evidence of immunization against communicable diseases as required by s.1003.22, F.S.

#### **5.1013 Evidence of Medical Exam(Also referred to as a Physical Exam or Florida Physical)**

Evidence of a medical examination completed within the last 12 months in accordance with s.1003.12, F.S.

In State Transfer: Students transferring from another public or private school in the state of Florida shall be given 30 days to provide the district with proper record of an up to date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents will result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record

Out of State Transfers: A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out of state to attend class until his/her medical exam can be obtained or brought up to date. After 30 days, the student will be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

#### **5.1014 Evidence of Residence**

Evidence of residence at an address within the attendance area of the school to which admission is requested or a request for reassignment approved by the school board.

#### **5.1015 Homeless Assistance**

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under s.722(d)(2), F.S., of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. ~~The Superintendent shall recommend and the Board adopt a Homeless Education Program Manual.~~ Students identified as homeless shall be given a temporary exemption for 30 school days to comply with school entrance documentation requirements (i.e. birth certificate, immunizations, physical exam) (s. 1003.22 (2), F.S.). After 30 days, mandatory exclusion from school is required by law in Florida until acceptable immunization documentation is presented. Physical exam will also be required within the 30 day time line.

### **5.102 Admission: Out-of-State Transfers**

Students transferring from an out-of-state school must provide the following additional data:

#### **5.1021 Letter of Transcript**

An official letter of transcript from a proper school authority which shows record of attendance, academic information and grade placement of student.

### **5.103 Admission: From Santa Rosa County Elementary Schools**

Students who have completed elementary school in Santa Rosa County Public School will move to the middle school based on the district's feeder school pattern and the zone in which the family resides.

#### **5.104 Admission: Home School Education**

Refer to section 10.0: Home School Education

~~Students who seek admission to middle school in Santa Rosa County District Schools from a Home Education Program must provide evidence of the completion of the elementary school years as substantiated by records from public schools, private schools, and/or Home Education Programs having successful annual educational evaluations as required by FS 1002.41.~~

~~A. Grade placement of a student entering middle school from home education will be determined as set forth in this document in 5.302.~~

~~B. Home education students entering middle school should be reported to the Director of Alternative Academic Programs who has responsibilities for serving as the school district's home education contact.~~

#### **5.1041 Extra-Curricular Activities**

~~Home education students shall be eligible to participate in band and/or chorus as extra-curricular interscholastic activities at the middle school level. This participation will include enrolling in the school for the attendance zone of the student's residence for the purpose of participating in the class that occurs during the school day in conjunction with the extra-curricular program. To be eligible, the home education requirements pursuant to FS 1002.41 must be met. Home schooled students are subject to the rules and extra-curricular activity with the Santa Rosa County School District.~~

#### **5.1042 Exceptional Student Education (ESE): Home School Education Exemption Participation**

~~ESE Home School Education students are eligible to participate in the activities and procedures as stated above in section 5.1041 as their non-disabled peers but are not eligible for ESE services.~~

#### **5.105 Expelled/Alternatively Placed Student**

A student who has been expelled without educational services from any non-district school shall not be allowed to enroll in any Santa Rosa County middle school. A request for a waiver of this policy shall be referred to the Director of Middle Schools who shall recommend placement or non-placement of the student to the Superintendent. In accordance with Florida Statute, the school board will either honor the final order of expulsion as recommended by the Superintendent in which case the student shall not be admitted to a district school, or will waive the final order of expulsion as recommended by the Superintendent in which case the student shall be admitted to the district school.

If a student requesting admission has been given expulsion with continued educational services or alternative placement in lieu of expulsion from any non-district school, the Director of Middle Schools should be contacted to determine appropriate placement within the district prior to the enrollment of the student in a Santa Rosa County district school.

A student with an active Individual Education Plan or a 504 Accommodation Plan who has been expelled from any non-district school, or who has been given an expulsion with continued education services or alternative placement in lieu of expulsion from any non-district school, who is seeking to enroll in Santa Rosa County District Schools shall be referred to the Director of Exceptional Education for an immediate placement review.

#### **5.106 Enrollment Disclosure: Expulsion or Alternative Placement/Charges**

Any student enrolling in any Santa Rosa County school shall, at the time of enrollment, indicate on the enrollment form any previous school expulsion, expulsion with continued education services or alternative placement in lieu of expulsion; arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld; or any juvenile justice actions.

### **5.107 Withdrawal: Between Ages of 16 and 18**

If a student between the ages of 16 and 18 desires to terminate his/her education, a guidance counselor or other school personnel will conduct an exit interview with the student to determine the reason for the student's decision, what actions could be taken to keep the student in school and to inform the student of opportunities to continue his/her education in a different environment. If the student chooses to terminate his/her education, he/she must officially withdraw and complete a "Declaration of Intent to Terminate School Enrollment" form, which will acknowledge that this action is likely to reduce his/her earning potential and must be signed by the parent and student. The student must complete a survey to provide data on student's reason for terminating enrollment and actions taken by schools to keep student enrolled s.1003.21, F.S. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege. S.322.061, F.S.

### **5.108 Irregular Attendance Placement Committee**

The Irregular Attendance Placement Committee shall be comprised of the following members:

- A. The Director of Middle Schools, Chairperson
- B. The Director of Elementary Schools
- C. The Director of High Schools
- D. The Principal of the Middle School

If a student requests admission to middle school and the student has not been regularly enrolled in an education program and does not have appropriate records regarding grades completed, the Irregular Attendance Committee will hear the parent's request when there is question regarding grade level placement.

### **5.109 Student ~~Reassignments~~ Transfer- In County**

~~Students may be reassigned to a school outside of their residential zone with the approval of the Santa Rosa County District School Board. Reassignment is not an automatic right but is a carefully considered process by the District with obligations on the part of the parents and students to whom it is granted. Parents may submit an application for a school reassignment/transfer request beginning May 15<sup>th</sup> and ending June 15<sup>th</sup> each calendar year. No applications will be accepted after June 15<sup>th</sup> unless the parent/student has established residence in Santa Rosa County after June 15<sup>th</sup> of the current year. Reassignment determinations will not be made prior to July 15<sup>th</sup>.~~

~~A parent must meet with the Principal of the school serving the student's residential address and request a reassignment, using Form 61-02-04. After this meeting, the parent must meet with the Principal of the school where they would like their child to attend to request the reassignment. Both Principals must sign the reassignment request which will be forwarded to the Director of Middle Schools for presentation to the Santa Rosa County School Board. The parent will be notified of the school board's decision and will be required to provide their child's transportation to and from school.~~

~~A. Requests for reassignments are initiated at the school in the attendance zone where the parent/court awarded guardian resides. A letter stating the reason for the request for reassignment should be attached to the form at the initiating school.~~

~~B. The Reassignment Form, which contains the statement "to the best of my knowledge all of the above information is true and correct" must be notarized.~~

~~C. An approved reassignment request shall be for the duration of that child's tenure at the school to which he or she is reassigned.~~

~~D. An additional request for a reassignment must be made when a student leaves elementary school and desires to go to a middle school outside of their attendance zone. An additional request for reassignment must also be made when a student leaves middle school and desires to go to a high school outside of their attendance zone.~~

- E. A parent or guardian who wants a reassigned pupil to return to a school in their attendance zone shall complete a "Reassignment Form," which must be approved by the school board prior to the pupil re-enrolling in the school of their attendance zone.
- F. Any parent or guardian requesting a second reassignment within the same school year in which the initial reassignment was processed will be required to prove to the school board that denial of the request would cause great personal hardship.
- G. A request for reassignment will not be processed for any student with disciplinary action pending.
- H. As determined by the Principal of the school to which a pupil is reassigned, a reassigned student who does not conform to the policies, rules and regulations of the school to which a reassignment was processed may be administratively withdrawn from the reassigned school and returned to the school from which the student was reassigned.
- I. As determined by the Principal and approved by the grade level director, a reassignment to a school may be administratively withdrawn if a parent or parents of a student are causing or seeking to cause an uncooperative or hostile environment among the teacher(s), the student, the parent(s) and the school. The school must document at least three good faith attempts to obtain the cooperation/support of the parent(s) before considering this option.
- J. As determined by the grade level director only, a student may seek a transfer based upon a Power of Attorney if, in the opinion of the director, ample evidence has been presented that the educational welfare of the student will be severely jeopardized. The director will petition the school board for special temporary permission for the student to attend a school outside their attendance zone in accordance with residency established by the assigned Power of Attorney. This permission would expire at the end of the current school year.
- K. A school that has been deemed as closed to transfers due to capacity will entertain requests based upon the following reason(s):
1. Employees who reside in Santa Rosa County and work at the school of request or at a school within that feeder pattern pending availability of space.
  2. Court ordered action on a student.
  3. Needs of the district that would benefit the functioning of the school(s).
  4. A student who is currently attending a school and moves into another school zone may continue to attend the school until the end of the current school year. Parents are responsible for providing transportation to and from school.
  5. A student who is currently attending a school and that school's attendance zone has been rezoned, may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.
- L. A school that has not reached capacity will consider transfers based upon the following reason(s):
1. Employees who reside in Santa Rosa County and work at the school of request or at a school within the feeder pattern pending space availability.
  2. Is currently attending a school and moves into another school zone.
  3. Needs of the district that would benefit the functioning of the school(s).
  4. A student who is currently attending a school and moves into another school zone may continue to attend the school until the last grade level of that school. Parents are responsible for providing transportation to and from school.
  5. A student who is currently attending a school and that school's attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.

6. If an academic program exists in a school and is not available in the school in which the student resides. If the transfer is granted, the student must continue in the academic program or return to the home school.
7. If an athletic program is offered at a school and not in the school in which the student resides. If after entering, the student chooses not to participate he/she must return to the home school.
8. ESE students reassigned through the Individual Education Plan (IEP) process are not subject to general reassignment procedures. Transportation is provided by the school district.

\*See the Santa Rosa County School Choice Plan regarding procedures for transfers/ reassignments.

#### **5.110 Exceptional Student Education (ESE): McKay Scholarship *John M. McKay Scholarships for Students with Disabilities Program***

Exceptional Student Education students may be reassigned to a school outside their residential zone if eligibility for a McKay Scholarship has been determined. The school district will offer the student's parents an opportunity to enroll the student in another public school within the district which has not reached capacity and has a program with the services agreed to in the student's current Individual Education Plan (IEP). All such McKay Scholarship public school transfers will be approved by the district McKay Scholarship contact. Transportation is the responsibility of the parent.

All McKay Scholarship transfers are subject to 5.109(D) in the Student Progression Plan requirements regarding a reassignment in schools. New applications must be completed and approved for reassignment from elementary to middle school or middle to high school. All application eligibility and transfer continuation is subject to the Santa Rosa County School Choice Plan.

The John M. McKay Scholarships for Students with Disabilities Program is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:

(a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or

(b) A 504 accommodation plan has been issued under s. 504 of the Rehabilitation Act of 1973.

NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; an other health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

#### **Public school McKay Scholarship option:**

Pursuant to Section 1002.39(5), F.S., a student meeting the McKay eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district McKay Scholarship Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

- Capacity of the school center that the parents are requesting.
- Program availability (determined by the student's IEP) at the requested school center.
- Program capacity at the requested school center.
- Ability of parent to provide transportation for their child to and from the school of choice if the scholarship is awarded. **(Transportation is the responsibility of the parent.)**



*\*Capacity is defined by the SRCSD as 95% of the available student stations based upon the Florida Inventory of School Houses (FISH) report or at 90% of the allowable core class size for class average based upon class size calculation per class size amendment guidelines (1003.03, F.S.).*

*\*See the Santa Rosa County School Choice Plan for more information regarding guidelines for the application process.*

**5.111 No Child Left Behind School Choice**

School Choice options will be made available in accordance with the district's plan developed to meet the requirements of the No Child Left Behind Act of 2001.

**5.112 Interstate Compact on Educational Opportunity for Military Children (See Page 4)**

**5.113 Twice Retained Students**

Students that are two (2) grade levels behind their peers will be evaluated for placement in an alternative program. These programs may include but are not limited to Virtual Programs and Charter Schools.

**5.200 PROGRAM OF STUDY**

**5.201 Mathematics**

Three (3) middle school or higher courses in mathematics. Algebra I and/or Algebra I Honors will be offered for high school credit.

**5.202 English/Language Arts**

Three (3) middle school or higher courses in English (Language Arts). These courses shall emphasize literature, composition and technical text.

**5.203 Science**

Three (3) middle school or higher courses in science which shall include instruction in life science, earth science and physical science.

**5.204 Social Studies**

Three (3) years middle school or higher courses in social studies which shall include the study of the United States and world geography. One (1) semester must include state and federal government and civics education.

**5.205 Physical Education**

Every student should have the opportunity to participate in and benefit from a quality Physical Education Program. Santa Rosa County School District's Physical Education Program adheres to the state adopted standards and reflects state and local requirements for middle school education. The required program of study for middle school students in the Santa Rosa County School District mandates that physical education classes will be staffed by Certified Physical Education teachers.

The Middle School Physical Education Program of study will reflect the following outcomes:

- Every middle school student will take a minimum of one (1) class period per day for one (1) semester of physical education for each year he/she is enrolled in a middle school.
- All middle schools will schedule daily physical education classes into the school's master schedule.
- Classes will provide physical activities that require at least a moderate intensity level for a duration sufficient to provide a significant health benefit to students, subject to their differing capabilities.
- All participants in the physical education classes will undergo pre/post fitness assessments. Such assessments will be utilized to help students understand their present level of fitness, improve

their personal fitness levels through good nutrition and physical activity and maintain their physical well-being throughout daily life.

- Students will be exposed to a variety of motor skills experiences and physical activities designed to enhance the physical, mental, social, emotional and academic development of every student.
- Students will be supported in the development of and receive instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy life style.
- Students will be encouraged to maintain regular amounts of appropriate physical activity now and be taught why they should continue these activities throughout life.
- Each student will receive instructions in how to develop healthy eating habits and what foods constitute good nutrition.
- The middle school curriculum will further refine and develop all skills previously learned at the elementary level.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

#### **5.2051 Medical Exemption**

Principals may exempt a student from physical education only after meeting with the student's parents and/or guardians, consulting with the physical education staff and receiving written verification that the exemption is necessary for validated medical reasons.

#### **5.2052 Academic Exemption**

A principal may exempt a student from the physical education requirement for the following reasons:

- If academic courses required in Florida Statute and/or the requirements of the student's IEP do not leave a class period available during a middle school year for enrollment in physical education.
- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school each year that
  1. The parent requests that the student enroll in another course from among those courses offered as options by the school; or
  2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

#### **5.206 Health Education**

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; and substance use and abuse. Instruction may be provided in acquired immune deficiency syndrome and such instruction may include, but not be limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the students.

#### **5.2061 Exemption**

Any student whose parent or guardian makes a written request to the school Principal shall be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. s.1003.42(3), F.S.

#### **5.207 Career and Education Planning**

One (1) course in career and education planning to be completed in the 7<sup>th</sup> or 8<sup>th</sup> grade, which may be a stand-alone course or instruction integrated into an existing course or courses.

#### **5.208 Critical Thinking Skills/Computer Literacy**

Instruction in the following areas will be provided through specific courses and/or by integration into other courses:

- A. Critical Thinking Skills
- B. Computer Literacy

#### **5.209 Additional Instructional Topics**

Instruction in topics required in s.1003.42, F.S., will be integrated into appropriate middle school curriculum areas as a part of the district's K-12 sequencing of curriculum.

#### **5.210 Electives**

A series of learning opportunities shall be provided for student development through experiences to be selected from, but not limited to, the following: art, music, foreign languages, exploratory vocational education and health.

#### **5.211 State Standards**

The courses offered in Grades 6 – 8 will conform with Florida Statutes that relate to the established state standards adopted by the Florida Board of Education.

- A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able to do in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards.

Copies of the publications containing the established state standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, FL 32399-0400 or at [www.fldoe.org](http://www.fldoe.org)

- B. The established state standards shall serve as the basis for statewide assessment.

#### **5.212 EOC: End of Course Exams \***

***\*EOC grades/credit will be awarded as outlined in this section OR according to the current legislation (as interpreted by FLDOE) at the end of the year when grades/credits are awarded***

1. 1<sup>st</sup> Year of EOC Implementation and 9<sup>th</sup> grade Cohort Groups (Algebra1, Geometry, Biology).

- a. End of Course (EOC) exams will count 30% of the courses' final grade.
- b. The EOC scores returned will be converted to a numeric value that will be averaged to assign a final course grade as follows:  
 $1^{\text{st}} \text{ semester average } (.35) + 2^{\text{nd}} \text{ semester average } (.35) + \text{EOC grade } (.30).$
- c. For courses requiring an EOC, credit will not be awarded and the course will not count towards Grade Point Average (GPA) or Class Rank calculations until the final grade calculation is complete.

2. Subsequent EOC years and Non Cohort Groups (Algebra1, Geometry, Biology).

- a. The EOC exam will not count as part of the final course grade.
- b. EOC exam scores will be reported in terms of achievement levels. Level 3 or higher will be interpreted as a passing score.
- c. For courses requiring an EOC exam, a student will be awarded credit for the course only after receiving a passing score on the EOC exam (level 3 or higher).

### **3. Civic End of Course Exam**

**The Civics EOC exam will count as 30% of the course' final grade.**

#### **5.2121 End of Course (EOC) waiver for Students with Disabilities**

Students with an identified disability and a current IEP may be considered eligible for a waiver from passing EOC exams. Eligibility for EOC waivers will be based on state/district guidelines

#### **5.213 ESE: Assessment Exemption**

All exceptional students shall participate in state and district assessments. Students with disabilities must be afforded appropriate accommodations for assessment in accordance with allowable test accommodations as stated in the test administration manual. The decision to include or exclude a student with disabilities in state and district testing shall be made by the Individual Educational Plan (IEP) Team.

When making the determination, the IEP Team should use the following questions to guide the decision-making process. Exemption from state and district assessments may be permitted only when the criteria below are met.

1. Does the student have a significant cognitive disability?
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?
4. Does the student require extensive direct instruction in academics, based on access points in order to acquire, generalize, and transfer skills across settings?

If the IEP Team determines that answers to all four (4) of the questions accurately characterize a student's functioning levels, as "significantly cognitively disabled" then the student will pursue a special diploma consisting of courses based on NGSSS Access Points and the Florida Alternate Assessment (FAA) should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all four (4) areas, then the student should participate in FCAT with accommodations, as appropriate.

If the decision of the IEP Team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on NGSSS Access Points and this decision must be documented on the IEP. Students assessed on NGSSS Access Points will be assigned exceptional education course code directory numbered courses consistent with special diploma requirements. The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternately assessed students.

#### **5.214 High School Courses**

When a high school level course, such as Algebra I or Algebra I Honors, is taken during the middle school years, a student will earn high school credit in accordance with the policies outlined in the High School Section of the Student Progression Plan. This includes the inclusion of the credit in the high school graduation requirements, and the inclusion of the grade in the calculation of the Grade Point Average (GPA) for high school graduation purposes. A student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D" or "F" or the equivalent of a grade of "C", "D" or "F", may replace the grade with a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced shall be included in the calculation of the cumulative grade point average required for graduation.

### **5.215 Section 504**

Under Section 504 Services, a student may be considered disabled if he or she has been determined by the Section 504 committee of having a physical or mental impairment that substantially limits one or more life activities, such as learning, walking, talking, reading, concentrating, focusing, seeing, hearing, breathing, working and performing manual tasks. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for, or receive exceptional student education services.

- All Section 504 plans will be reviewed annually to determine if the student continues to meet eligibility criteria.
- All students who receive Section 504 services will participate in the general education curriculum provided with access to an Accommodation Plan.
- All Students who receive Section 504 services will participate in all district and statewide assessments provided with access to an Accommodation Plan, in accordance with approved test accommodations as stated in the test administration manual.
- Section 504 services are not specialized instruction in an exceptional student education program.

### **5.216 ESE: Eligibility**

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education programs and requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student's Individual Education Plan (IEP). An eligible exceptional student may qualify for services enrolled in one or more of the following programs:

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Dual-Sensory Impaired
- Emotional/Behavioral Disabilities
- Gifted
- Hospital/Homebound
- Intellectual Disabilities
- Language Impaired
- Occupational Therapy
- Orthopedically Impaired
- Other Health Impaired
- Physical Therapy
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injury
- Visually Impaired

See the ESE Policies and Procedures manual for specific eligibility requirements.

### **5.217 ESE: Mastery of Course Content**

All middle school exceptional students working on established state standards are required to demonstrate mastery in the same areas of academic or vocational disciplines as their non-disabled peers, unless otherwise specified on the Individual Education Plan (IEP).

### **5.218 ESE: Course Length/Time Requirements**

Course length or time requirements for each area (academic, vocational, elective) for middle school ESE students may be adjusted if specified and documented in the student's Individual Education Plan (IEP).

### **5.219 ESE: Allowable Accommodations**

Exceptional students must have accommodations implemented in general education courses. These may include but are not limited to the following:

- A. An increase or decrease in the instructional time;
- B. Variations in instructional methodology;
- C. Teacher instruction or student responses through special communication systems;
- D. Accommodations for or test administration procedures and other evaluation systems to accommodate the student's disabilities.

#### **5.220 Equal Access**

No student shall be denied the opportunity to participate in appropriate programs, services, and activities by this school district on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, if otherwise qualified, social and family background, or on the basis of the use of a language other than English, except as provided by law.

#### **5.221 English Language Learners**

Students whose native language is other than English and who are identified as English Language Learners (ELL) shall be provided instruction and services in accordance with the Santa Rosa County Plan for Services to English Language Learners (ELL).

#### **5.222 Student Schedules**

Students will be ranked for advanced class eligibility based upon the following criteria. Pleasement in an advanced class is dependent upon available student stations.

- Previous Year's Final Grade in Specific Content Area: Minimum of 85% in general content course or 85% plus 5% in advanced course. This will count as 75% of the ranking score
- Previous year's FCAT SS must be a mid-level 3 or better. This will count as 25% of the ranking score.
- The student may not have had a truancy plan from the previous year.

#### **5.223 Final Decision: Responsibility of Principal**

School personnel should utilize available resources to achieve parent under-standing and cooperation regarding the student's schedule. The final decision for a student's schedule is the responsibility of the Principal of the school in which the student's schedule is implemented.

### **5.300 GRADE PLACEMENT**

#### **5.301 Transfer Students**

Transfer students shall be assigned to a grade on a probationary basis until transfer work is validated with official evidence of actual grade placement. The student's academic performance on Santa Rosa County District selected standardized tests and classroom performance may be considered in making the final decision for placement of the student.

As delineated in the District K-12 Comprehensive Research-based Reading Plan, students in Grade 6 and above with no FCAT scores should be administered a grade-level fluency screen and Scholastic Reading Inventory, STAR assessment, or FAIR, if available, to determine if they have reading difficulties. Students scoring below grade level on the STAR Grade Equivalency Score/Scholastic Reading Inventory and whose standardized tests are below the 75<sup>th</sup> percentile will be considered for reading intervention. However, fluency/text reading efficiency will be the primary criteria used for deciding the level of intensity in course placement. When FAIR scores are available, FAIR Maze assessment will be used to determine fluency/text reading efficiency based on the targets delineated in the District K-12 Comprehensive Research-based Reading Plan.

#### **5.302 Home Education Students**

When a student transfers from a Home Education Program, the Principal shall be responsible for making an appropriate grade placement of the student based on at least the following variables:

- A. age and maturity;
- B. academic skills and abilities based upon the results of standardized tests or diagnostic assessments administered by the school's personnel;
- C. previous records in public and private schools; and
- D. evidence of work and achievements while in home education.

In no instance shall the placement be based solely on the recommendation of the home educator.

#### **See Section 10.0: Home School Education**

### **5.303 Final Decision: Responsibility of Principal**

School personnel should utilize available resources to achieve parent understanding and cooperation regarding the student's grade placement. The final decision as to grade placement is the responsibility of the Principal of the receiving school.

### **5.304 Grades and Grading**

#### **5.3041 Grading Scale**

Santa Rosa County students will receive grades based on the following scale:

Grading Scale for Grades 3-12

- A = 90 – 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 0 - 59

#### **5.3042 Appropriate Procedures**

Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each pupil's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should a student's grade be judged solely on the basis of a single test.

#### **5.3043 Advised of Grading Criteria**

Students are to be advised of the grading criteria utilized at the school and in each class at the beginning of the school year.

#### **5.3044 Report Card**

The primary means of reporting student progress is the report card. The report card will be issued each nine (9) week period and will contain academic grades, attendance, conduct and other information.

Exceptional students' progress toward IEP goals and objectives will be reported in accordance with the regular reporting of academic progress (report cards).

#### **5.3045 Skill Level Below Assigned Grade Placement**

The regular reporting of academic progress (report cards) for students in Grades 6-8 will reflect when a student is working at a skill level below that of his assigned grade placement.

#### **5.3046 Notification of Potential Failure of Course**

Parents must be notified periodically when it is apparent that a student may fail in any course. The school should request an acknowledgment of such notification.

#### **5.3047 Notification of Decline in Performance**

Each middle school shall develop a plan for communication with parent/guardian regarding an apparent decline in a student's academic performance that is likely to result in a decrease of more than a letter grade for the grading period. This should also include notification of a marked change in a student's work habits.

#### **5.3048 Mid-term Reports/Parent Internet Viewer**

Mid-term grade reports will be issued by each teacher on the dates reflected on the district's calendar. Some schools will have grades available through the Parent Internet Viewer. Those schools will provide parents with directions to access the child's grades. In this case a mid-term report will only be sent if requested by the parent.

### **5.305 Promotion of Students, 6 – 8**

#### **5.3051 Promotion Criteria**

A student must successfully complete the following academic courses for promotion from 8<sup>th</sup> grade:

1. Three (3) middle school or higher courses in English (Language Arts),
2. Three (3) middle school or higher courses in mathematics,
3. Three (3) middle school or higher courses in social studies,
4. Three (3) middle school or higher courses in science.
5. One (1) course in career and education planning in 7<sup>th</sup> or 8<sup>th</sup> grade. Completion of a personalized academic and career plan using Florida Choices or similar planning tool.
6. One (1) class period equivalent for one (1) semester for each year enrolled in middle school of physical education.

A student will be expected to successfully complete an English, mathematics, social studies and science year-long course in each grade level in order to stay on course to complete middle school in three (3) years. The course may be year-long, or the equivalent at schools on the 4X4 block schedule.

A student must successfully complete three (3) of the required core courses each year to be promoted to the next grade level classification. Any required course not completed successfully must be taken over or successful completion of a "course recovery program" may be utilized to fulfill the course requirement. Successful completion of middle school is expected prior to entering high school.

Students and parents will be notified of options available for course recovery should a student fail to successfully complete a required course.

Any student who fails two (2) or more core subjects will be retained in their current grade unless the student successfully completes a course recovery program or summer school program, if available. The maximum number of subjects a student can be enrolled in for course recovery for summer school is two (2).

#### **5.3052 Intensive Reading/Math Remediation**

Each year in which a student scores at Level 1 and are **text deficient** on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of the student's reading needs.



Students scoring at Level 1 or 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction may receive their reading intervention through a content area reading intervention course. Teachers of these classes *must complete* the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

A middle grades student who scores at Level 1 or Level 2 on FCAT Reading, but who did not score below Level 3 in the previous three (3) years may be granted a one (1) year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parents, for years for which the exemption is granted.

Specific details regarding reading intervention are delineated in the approved Santa Rosa K-12 Comprehensive Research Based Reading Plan  
([http://www.justreadflorida.com/Reading\\_Plans/view\\_plans.aspx](http://www.justreadflorida.com/Reading_Plans/view_plans.aspx))

Additional information can also be found in the Secondary Reading Placement Chart ([http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)).

Each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course or additional intensive math course as in elective as determined by student need and/or the school administrator.

#### **5.3053 Failure to Meet Performance Levels**

Students who fail to meet the proficiency level in reading, writing, mathematics, and/or science on the state assessment as defined by the district must receive remediation in the area(s) lacking proficiency and/or be retained within an intensive program that takes into account the student's learning styles and a program that is different from the previous year's program. When a student has been retained two (2) or more years, appropriate alternative placement will be determined based on the student's academic needs and programs and/or courses available to best serve the student and assist in continued academic progress in conjunction with Florida Statutes.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. There should not be placement of a student to the next grade without regard to the student's proficiency.

#### **5.3054 Required Attendance**

A student in Grades 6 – 8 is required to be in attendance 162 days per year in the 180 day school year. If a student accrues more than 19 absences within a school year, the student will be referred to the Integrated Services Team or the Academic Review Committee at the school to determine whether the student shall be promoted.

#### **5.3055 Retention**

Any student who has been retained may be assigned to the next higher grade at any time during the first reporting period of the next school year upon the recommendation of the teacher to the Principal, if it has been determined that standards for successful course completion have been met and that the student will benefit from instruction at the next higher grade level. This is subject to the final approval of the Principal.

The Principal may also consider promoting the student to the next higher grade at the conclusion of the first semester if situation in which it is deemed appropriate and if it has been determined that the standards for successful course completion have been met, and the student will benefit

from instruction at the next higher grade. Students should not be promoted after the second semester begins unless the student is participating in a competency-based program.

If an 8<sup>th</sup> grade student passes only 11 of 12 core courses but achieves FCAT 2.0 Level 2 or above in reading and math (or equivalency) and a minimum of 60% grade on content mastery test(s) or equivalency, the school administrator may convene a meeting consisting minimally of the Principal or designee and the teacher who gave the failing grade to consider recommending that student for promotion to the 9<sup>th</sup> grade. The Principal has the final administrative responsibility for the promotion of the student.

In considering a student for retention at parent request, the district would need documents with clear and compelling evidence of a need for the student to spend time in the same grade level in order for the student to gain emotional, cognitive, or physical maturity.

Documentation in terms of coursework grades, test scores, or a medical evaluation to support this decision would need to be provided. If the student is a student with a disability, reviewing information on the periodic reporting on the progress the student is making attaining the annual IEP goals may be used as another data source. The student, if retained by parent request, will be required to re-take all of the course work required by the grade level he/she has been retained.

#### **5.3056 ESE: Promotion and Retention**

An Individual Education Plan (IEP) for each exceptional student must indicate established state standards, including Access Points for students who are alternately assessed, and are expected to be mastered by the student. Documentation of mastery and/or remediation of these standards is the joint responsibility of all of the student's service providers.

#### **5.3057 Completion Schedule**

Under most circumstances, a student should complete middle school (Grades 6-8) in three (3) years and in not more than four (4) years. Any student who appears to be having difficulty meeting promotion requirements should be monitored carefully by the professional staff to be certain that the student does not require additional services.

#### **5.3058 ESE/ELL Grade Replacement**

In situations involving ESE students, the IEP Team may convene to determine grade placement. The Principal has the final administrative responsibility for the promotion of students. Grade placement of English Language Learners (ELL) must be determined by the school's ELL committee and Principal.

#### **5.3059 Academically Challenging or Accelerated Curriculum (ACCEL)**

Students are able to participate in ACCEL options that provide academically challenging curriculum or accelerated instruction to eligible students. See section 2.0 for detailed information.

### **5.306 Course Recovery**

#### **5.3061 Course Recovery**

Course recovery opportunities will be made available to students who are failing, or have failed, a course required for middle school completion. Opportunities may be before, after or during school, on Saturday, or during summer, as availability and funding permits. Notification will be provided when a student is eligible to participate in a course recovery opportunity offered by the school.

A student may also recover a course that was failed by enrolling and successfully completing the course outside of the regular school day and at home through the Florida Virtual School.

### 5.3062 Summer School

Students who have not successfully completed a required core course in which the student was enrolled will be permitted to attend summer school, if available, as an opportunity for course recovery. The maximum number of subjects in which a student can be enrolled in summer school provided by the district is two (2).

### 5.3063 Completion After Three (3) Years

If a student has completed three (3) years at middle school and lacks no more than two (2) courses meeting the middle school requirements, then the student will be permitted to attend summer school, if available, as an opportunity to complete the middle school course requirements.

### 5.307 Remediation Criteria

Remediation is an effort to help a student become proficient in content and/or skills for which a lack of proficiency has been identified.

Remediation may occur within the regular course, in an intensive class, in before/after school programs, in small group pull-out during the day and other such settings.

The results of the State Assessment Program are the primary source for criteria to determine a need for remediation. Additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation. State assessment results below Level 3 on the criterion-referenced test (FCAT 2.0) are indicators. The assessment results from the previous year are used to determine the need for remediation for the present grade level. For example, a student in Grade 6 who scored in Level 1 or 2 on FCAT 2.0 in Grade 5 the previous year would meet criteria for remediation.

### 5.3071 Reading, Writing, Mathematics, Science

#### **Reading**

~~Grade 6: Below Level 3 on the FCAT 2.0.~~

~~Grade 7: Below Level 3 on the FCAT 2.0.~~

~~Grade 8: Below Level 3 on the FCAT 2.0.~~

#### **Reading**

Grade 6: <216 on FCAT 2.0 Reading for Grade 5

Grade 7: <222 on FCAT 2.0 Reading for Grade 6

Grade 8: <228 on FCAT 2.0 Reading for Grade 7

#### **Writing**

Grade 6: Writing portfolio sample demonstrating skill level below 4.0.

Grade 7: Writing portfolio sample demonstrating skill level below 4.0.

Grade 8: Writing portfolio sample demonstrating skill level below 4.0.

#### **Mathematics**

~~Grade 6: Below Level 3 on the FCAT 2.0.~~

~~Grade 7: Below Level 3 on the FCAT 2.0.~~

~~Grade 8: Below Level 3 on the FCAT 2.0.~~

#### **Science**

~~Grade 6: FCAT score below Level 3 or a final course grade of "F" in science the previous year.~~

~~Grade 7: A final course grade of "F" in science the previous year.~~

~~Grade 8: A final course grade of "F" in science the previous year.~~

<b>Mathematics</b>	
Grade 6:	<220 on FCAT 2.0 Mathematics for Grade 5
Grade 7:	<227 on FCAT 2.0 Mathematics for Grade 6
Mathematics	<234 on FCAT 2.0 Mathematics for Grade 7
Algebra	<399 on Algebra I EOC in Grade 7
	< 60 in Geometry (1206310) or an equivalent course (1206320) Geometry Honors
<b>Science</b>	
Grade 6:	<323 on FCAT 2.0 science for Grade 5
Grade 7:	<60 in M/J science course 2002040 to 2002110 for previous year
Grade 8:	<60 in M/J science course 2002040 to 2002110 for previous year

### **5.3072 Progress Monitoring Plan Needed**

In accordance with statute 1008.25, the Santa Rosa School District utilizes a school-wide progress monitoring process. Academic, attendance, and behavioral data on each student is evaluated to determine the effectiveness of the core instructional program as well as additional intervention strategies. A Progress Monitoring Plan (PMP), will be established for those students not demonstrating proficiency based on spring testing data from the previous year or previous year's grades as detailed in 5.3071.

Additional diagnostic assessments will be used to determine the nature of the student's difficulty and areas of academic need. The Progress Monitoring Plan (PMP) may also be based on the student's academic performance in class or other diagnostic assessment during the year and implemented when the need is recognized during the year.

If the student has been identified as having a deficiency in reading, the PMP will identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension and vocabulary, and will also identify the desired levels of performance in these areas. The PMP will identify the instructional and support services to be provided. The PMP will be developed in consultation with the parent. Schools shall also provide for the frequent monitoring of the student's performance in meeting the desired levels of performance. District school boards shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the Statewide Assessment Test in reading, writing, science, and mathematics, must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

If the student's federally required plan does not address the student's deficiency in reading or mathematics as required by Florida law, then the school must address these deficits in either a school-wide progress-monitoring system or an individual progress monitoring plan.

### **5.3073 Progress Monitoring Plan Not Needed**

Students scoring at or below the remediation criteria may not need remediation if other objective measures and diagnostic information indicate the student is performing on grade level.

### **5.3074 Other Objective Measures**

If FCAT 2.0 results are not available, other objective performance indicators or diagnostic assessment may be used to determine the need for a Progress Monitoring Plan.

### **5.3075 Parent Notification**

Parents are to be notified formally in writing that the child has failed to meet the established district/state grade level performance criteria in reading, writing, mathematics and/or science. A

Progress Monitoring Plan will be developed for the purpose of establishing a plan for remediation in the deficit area(s). The Progress Monitoring Plan would identify the specific academic needs to be remediated, the intervention strategies to be used, which will provide the remediation instruction, monitoring of progress and re-evaluation activities. The parent and the student should participate in the development and implementation of the plan.

#### **5.3076 ESE: Extended School Year (ESY) Services**

Students qualifying for Exceptional Student Education will receive Extended School Year Services (ESY), as determined by the IEP Team. The need for ESY services must be documented by progress monitoring evaluations administered prior to a ten (10) day break in school instruction (winter break) and upon the return from the same winter break to determine if regression and/or recoupment of skills will occur as a result of an interruption in education. The content, type of services, hour/minutes and location of services are determined by the IEP Committee.

#### **5.308 Annual Report of Student Progress**

Each District school board must annually report to the parent of each student the progress of the student towards achieving state and District expectations for proficiency in reading, writing, science and mathematics, as required by FS 1008.25(8). The District school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, District and state assessments and other relevant information. Progress reporting must be provided to the parent, in writing, in a format adopted by the District school board. Beginning with the 2001-2002 school year, each District school board must annually publish in the local newspaper and report in writing to the State Board of Education, by September 1 of each year, the following information on the prior school year:

- A. The provisions of this section relating to public school student progression and the District school board's policies and procedures on student retention and promotion must provide:
  - 1. By grade, the number and percentage of all students in Grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0,
  - 2. By grade, the number and percentage of all students retained in Grades 3 through 10,
  - 3. Information on the total number of students who were promoted for "good cause", by each category of "good cause", as specified in paragraph(6)(b),
  - 4. Any revisions to the District school board's policy on student retention and promotion from the prior year.
- B. Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each student's performance throughout the school year to determine if expected achievement levels are being met. Reading diagnostic assessments are given to students who are not proficient based on district assessment. Under no circumstance should a student's performance be judged solely on the basis of a single test.

### **5.400 COMPLETION**

#### **5.401 Completion of Middle School**

A student will have completed middle school when the guidelines established in Section 5.305, Promotion of Students, has been satisfied for Grades 6-8.

### **5.500 ATTENDANCE, ABSENCES, AND TARDINESS**

#### **5.501 Attendance**

Students have the right and responsibility to attend classes, be informed of school rules and policies regarding absenteeism, and request make-up assignments immediately upon returning to school.

## **5.502 Absences**

### **5.5021 Notifying the School**

Any student who has been absent from school shall bring a note from one of his/her parents or guardians stating the cause of absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure to properly notify the school, or the inability of the school to reach the parent to establish the reason for the absence within three days, shall result in an unexcused absence.

### **5.5022 Make-up Work**

When a student is absent from school for individual reasons or for school sponsored activities, he/she shall be responsible for making arrangements with teachers for completing all work and assignments missed during the absence:

- A. All make-up work assigned during the absence shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher.
- B. Tests announced prior to the absence can be given on the student's first day back to school, or at the discretion of the teacher.
- C. Assignments given prior to an absence should be turned in the first day the student returns to school.

### **5.5023 Gifted Education: Make-Up Work**

Best practice dictates that gifted students should be required to complete only work which, if not completed, would affect their classroom progress. The following are guidelines to be used when making decisions regarding work missed while attending Gifted Program classes:

- A. Students attending Gifted Program classes will be excused from the daily/homework assigned during the class period(s) missed. Students will be excused from these assignments without penalty to their grades, loss of other scheduled activities, or loss of any classroom privileges. Assignments made prior to the day students attend the Gifted Program class are to be turned in the next scheduled class time.
- B. Mastery of standard curriculum objectives may be determined by oral review, teacher observations, quizzes, modified assignments, and/or a few selected problems.
- C. Time spent in the Gifted Program class is governed by State Regulations (**6A-6.0331**)  
Therefore, students are not to miss any of the scheduled time for Gifted Program services.

## **5.503 Excused Absences**

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays, religious instruction, court dates, special emergencies and pre-arranged absences approved by the Principal or designee.

### **5.5031 Pre-Arranged Absences**

When a student desires to be absent for reasons not given under 5.503, he/she may make a prior request of the school Principal by bringing a written request from his/her parent or guardian.

- A. Pre-arranged absence requests must be made at least five (5) days prior to the date of the absence except in case of an emergency.
- B. Students shall make pre-arrangements for their school work to be done and it will be due the day the student returns to school. Work done in the pre-arranged time allotted will be given full credit.

### **5.5032 Illness or Injury**

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

#### **5.5033 Head Lice**

A student who has been sent home with head lice and/or nits should return to school free of head lice and/or nits within ~~three (3)~~ **two (2)** calendar days; absences from school during the ~~three (3)~~ **two (2)** calendar days will be excused. For each occurrence of head lice and/or nits, absences ~~three (3)~~ **two (2)** calendar days will be unexcused.

#### **5.5034 Section 504**

If a student's excessive absenteeism is related to a physical or mental impairment, the student may be eligible for services under Section 504 of the Rehabilitation Act of 1973. Parents should contact the school to request a Section 504 evaluation.

#### **5.504 Unexcused Absences**

Unexcused absences shall result under the following conditions:

- A. Lack of appropriate notification and/or documentation by the parent to the school site;
- B. Elective activities such as shopping trips, vacations, pleasure trips;
- C. Truancy (skipping class);
- D. Other avoidable absences.

#### **5.5041 Truancy/Truancy Procedures**

**Habitual Truant:** "Habitually truant" means that the child has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent or legal guardian, is subject to compulsory school attendance under s.1003.21, (1) and (2)(a).F.S., and is not exempt under s.1003.21.(3), F.S., or s.1003.24, F.S., or any other exemptions specified by law or rules of the State Board of Education.

**Truancy Procedures:** If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern or nonattendance.

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's Integrated Services Team to determine if early patterns of truancy are developing.
- B. The parent shall be invited to the Integrated Services Team meeting.
- C. The parent/guardian shall be informed of the requirements of compulsive attendance laws, Truancy Pick-Up Program and the Department of Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Integrated Services Team shall implement interventions that best address the problem. The interventions may include, but need not be limited to

- 1. frequent communication between the teacher and the family
- 2. changes in the learning environment
- 3. mentoring
- 4. student counseling
- 5. tutoring, including peer tutoring
- 6. placement into different classes
- 7. evaluation for alternative education programs
- 8. attendance contract
- 9. referral to other agencies for family services; other intervention services; other interventions, including, but not limited to a truancy petition pursuant to s.984.141, F.S.

- E. The Integrated Services Team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted.
1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board.
  2. If the board's final determination is that the strategies of the Integrated Services Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.
  3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents may be subject to continued court jurisdiction, fines, probation or jail.
- F. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, or the Superintendent or his designee shall refer the case to the case staffing committee (Child in Need of Services – CINS) and the Superintendent or his designee may file a Truancy Petition pursuant to the procedures in s.984.151 F.S.
- G. If the parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a Home Education Program pursuant to s.1002, F.S., the Superintendent of Schools shall provide the parent a copy of s.1002.41, F.S., and the accountability requirements of this paragraph. The Superintendent of Schools shall also refer the parent to a Home Education Review Committee composed of the District contact for Home Education Programs and at least two (2) home educators selected by the parent from a district list of all home educators who have conducted a Home Education Program for at least three (3) years and who have indicated a willingness to serve on the committee.

The Home Education Review Committee shall review the portfolio of the student, as defined by s.1002.41, F.S., every 30 days during the district's regular school terms until the committee is satisfied that the Home Education Program is in compliance with s. 1002.41(1)(b) F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of paragraph seven (7) below do not apply once the committee determines the Home Education Program is in compliance with s.1002.41(1)(b), F. S.

- H. If the parent fails to provide a portfolio to the committee, the committee shall notify the Superintendent of Schools. The Superintendent of Schools shall then terminate the Home Education Program and require the parent to enroll the child in an attendance option provided under F.S. 1003.01(13), (a), (b), (c) or (e) within three (3) days. Failure of a parent or guardian to enroll the child in an attendance option provided under s.1003.01(13)(a)(b)(c) or (e)F.S., after termination of the Home Education Program pursuant to this subparagraph shall constitute noncompliance with the compulsory attendance requirements of s.1003.21, F.S., and may result in criminal prosecution under s.1003.27(2), F.S. Nothing contained herein shall restrict the ability of the Superintendent of Schools, or the ability of his or her designee, to review the portfolio pursuant to 1002.41(1)(b), F.S.



Zeroes will be given for class work and assignments missed during an unexcused absence and may not be made up for grading purposes unless an exception is made by the Principal or designee.

#### **5.5043 Suspended Students**

Assignments provided to students suspended out-of-school are due upon the student's return to school. Zeroes will be given to any assignment not turned in upon the student's return to school.

#### **5.505 Hospital/Homebound**

Students with medically diagnosed physical or mental conditions which confine the student to home or hospital and whose activities are restricted for a period of at least 15 school days, which need not run consecutively, may be eligible for homebound/hospital services. Parents should contact the student's school to secure an application for these services.

#### **5.506 Tardiness**

A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. ~~When a student reports to school late or to a class late, the tardy must appropriately be identified as excused or unexcused.~~ Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

##### **~~5.5061 Excused Tardy~~**

~~An excused tardy will be given when a student is late to school or a class due to sickness or injury, death in the family, medical or dental appointment with a note from the physician, school-sponsored activities, court date or other reasons pre approved by the school Principal.~~

##### **~~5.5062 Unexcused Tardy~~**

~~An unexcused tardy will be given any time student is late to school or to class due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips or excessive number of tardies due to illness without a physician's note stipulating that the medical condition justifies the student's tardiness.~~

#### **5.507 Leaving School Prior to End of Day Late to School Check-In or Early Check-Outs**

Students arriving after a school's designated start time are considered late to school and will receive a "Late to School Check In" coding. Students checking out of school prior to the end of the school's designated dismissal time will receive an "Early Check -Out" coding. Five (5) accumulated "Late to School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) Unexcused absence.

~~If a student leaves school before the end of the instructional day, the absence for the time missed will be determined to be excused or unexcused.~~ It is required that the parent or designated adult sign the student out unless prior arrangement has been made by the parent/guardian. *Repeated and/or excessive incidents of leaving school prior to the end of the day or checking in late to school may potentially result in disciplinary action for the student.* Five (5) accumulated "late to school Check-Ins" or "early Check-Outs" will equate to the student receiving 1 unexcused absence.

~~When a student leaves school through the established procedure at the school due to sickness or injury, death in the family, medical or dental appointment with a note from the physician, school-sponsored activities, court date or other reason that was pre approved by the school Principal, the absence will be excused.~~

~~When a student leaves school early for any other reason, the absence will be unexcused.~~

**Students with an IEP/504 Plan indicating a modified/shortened school day will not be marked absent.**

#### **5.508 Learnfare Program**

Each participant of the Learnfare Program with a school-age child is required to have a conference with an appropriate school official of the child's school during each semester to assure that the participant is involved in the child's educational progress, and is aware of an existing attendance or academic problems. The conference must address acceptable student attendance, grades and behavior and must be documented by the school and reported to the Department of Children and Families.

**5.600 Virtual Instruction Programs**

**See Section 9.0: Virtual Instruction Programs.**