# 5410 - STUDENT PROGRESSION

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The School Board shall provide for the placement and progression of students pursuant to Policy 5210 and Policy 5410.01 through Policy 5465, which shall constitute the *Student Progression Plan*. The plan describes a comprehensive program for student progression which shall include but not be limited to the following:

1. Student placement and progression at the elementary, middle, and senior high school levels during the regular school year (180 days).
2. Extended learning opportunities.
3. Adult education programs in which eligible students may enroll to earn high school credits toward graduation or for high school graduation in the adult education program.
4. Dual or early entrance to postsecondary institutions to earn credit toward high school graduation.
5. Credit Acceleration Program (CAP) by earning passing scores on State End-of-Course (EOC) Assessments (i.e.) Algebra 1, Geometry, Algebra 2, Biology, and US History.
6. Compliance with State Board of Education minimum performance standards.
7. Pinellas Virtual School for high school credit towards graduation requirements.
8. Students with disabilities who graduate or have met graduation requirements for a special diploma may audit courses at postsecondary institutions.

F.S. 1003.415, 1003.4156, 1008.25

F.A.C. 6A-1.094222

Adopted 12/9/09; Revised 12/6/11, 8/25/15

# 5410.01 - REQUIRED CORE CURRICULUM/PROMOTION/RETENTION/ACCELERATION - ELEMENTARY

1. Required Program: The required core curriculum for elementary school grades in the District reflects State and local requirements for elementary education. The following core curriculum areas are required for each grade, K-5.
   1. Art
   2. Language Arts (reading, writing and civics integration)
   3. Mathematics
   4. Music
   5. Science and Health
   6. Social Studies (must include economic education and law education)
   7. Character Education
   8. Computer Literacy Skills
2. Physical Education: Physical education is part of the required curriculum in elementary school and should be scheduled for 150 minutes per week. The physical education classes should be staffed by a certified physical education teacher and non-certified assistants when appropriate.
3. Critical thinking skills, problem solving skills, and student responsibility for learning, in the context core curriculum areas of mathematics, science and health, social studies, reading, and writing will also be included in the instructional program for the elementary students.
4. English for Speakers of Other Languages (ESOL) shall be provided for those students in need of such instruction.
5. In addition, exceptional student education services are required for eligible students as specified by state statutes, State Board of Education regulations and IDEA.

(2) Student Placement

1. Kindergarten/First Grade Legal Requirements
   * + 1. Students who are kindergarten age eligible (age five (5) years on or before September 1st) are enrolled in kindergarten. In extenuating circumstances, the Individual Educational Plan (IEP) team for a student with a disability may recommend that a kindergarten-age eligible student be assigned to a prekindergarten program.
2. First Grade Legal Requirements: Prior to placement in grade 1, students are required to:
3. First grade enrollment be limited to students who turn six years old on or before September 1st who have successfully completed kindergarten.
4. Provide evidence of a report card reflective of the student’s satisfactory completion of kindergarten, or letter by the principal or director of the school certifying the student’s satisfactory completion of a kindergarten program.
5. Student Progression: Acceleration, Promotion, Promotion with Instructional Support, and Retention
   1. Acceleration: Acceleration may include subject area acceleration or grade level acceleration. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. For grade level acceleration, the principal will review the following documentation before any accelerated placement is considered: student performance on locally determined assessments, statewide assessment, and norm-reference assessment; grade point average; attendance and conduct record; recommendations from one or more of student’s teachers in core-curricula courses; recommendation from a guidance counselor if assigned to the school to address social/emotional needs, and referral for gifted services.

(1) Acceleration Options (Whole Grade, Midyear, Subject-Matter and Virtual Instruction):

* + - 1. Each school principal will establish an Academically Challenging Curriculum to Enhance Learning (ACCEL) team to review requests for whole grade and midyear promotion. The team will include but not be limited to: principal, guidance counselor, gifted teacher, psychologist, student’s current teacher, a teacher from the receiving grade level and the parent.
      2. A teacher, administrator, or parent may request that a student be considered for ACCEL options of whole grade or midyear promotion by completing the appropriate form provided by the school principal.
      3. A conference will be held with the parent and ACCEL team to review the ACCEL evaluation process and obtain consent for evaluation using the Iowa Acceleration Scale (which may include an intellectual evaluation).
      4. Following the collection of all required data by the principal or principal designee, the ACCEL team will meet to review the data and determine student eligibility for whole grade or midyear acceleration.
      5. Student eligibility for whole grade or midyear promotion shall be based on obtaining an Iowa Acceleration Scale composite score of at least sixty (60) points.
      6. A performance contract including progress monitoring will be established and signed by the parent and student, if the student is eligible.
      7. If the ACCEL team determines that whole grade or midyear promotion is not appropriate for the student, the team will consider subject-matter acceleration as an option.
      8. For planning purposes, students who qualify for a whole grade or midyear promotion shall remain in their current grade level until the end of that semester.

(2) The school principal will determine criteria for subject-matter acceleration.

(3) Virtual instruction in higher grade level subjects is an ACCEL option for students demonstrating the need for subject area acceleration or students requesting subject area acceleration in core content areas. Enrollment in the virtual acceleration option will result in the student being withdrawn from the elementary subject area course in their current Pinellas County School and then enrolled in Pinellas Virtual School or another virtual instruction provider for the course. This ACCEL option will require principal’s approval.

(4) If a parent disagrees with the recommendation of the ACCEL team he/she has the right to seek an appeal through policy 5500.13.

* 1. Promotion: Promotion from one level to the next is based upon each student’s mastery of the standards specifically English language arts, mathematics, science and social studies standards. The evaluation of each student’s progress will be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. Student progression K-12 is determined by a variety of indicators, as defined by state and district expectations. These expectations include specific levels of performance in reading, writing, science, social studies and mathematics for each level on locally determined assessments, including universal screenings and ongoing progress monitoring and results of statewide assessments. These indicators may include:
     1. Teacher Judgment: Consideration should be given to teacher made tests, acceptable averaged final progress report grades, classroom participation, daily performance, level of student maturity, social development, and the number of retentions in elementary school.
     2. Student Proficiency: The student shall demonstrate proficiency in core curriculum areas of reading, writing, mathematics, social studies, and science as measured by district common assessments. Students must also demonstrate satisfactory progress in the core curriculum areas of art, music, physical education, health, social studies, and where offered, world languages. These areas are aligned to the Florida Standards and are necessary for students to meet graduation requirements.
     3. Fifth Grade Promotion: It is recommended that all fifth grade students will demonstrate adequate reading ability before promotion to the sixth grade. Acceptable demonstration of adequate reading ability includes: 1) scoring a level 2 or higher on the most recent Florida Standards Assessments in ELA or 2) scoring at a level that meets grade level expectations on other District approved ELA assessments or 3) demonstrating a year's growth on Florida Standards Reading or 4) meeting the District’s fifth grade portfolio requirements.
     4. Elimination of Social Promotion: No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
     5. Student/Parent Notification: Students and parents will be informed of academic progress and student achievement of proficiency through the end of the grading period progress reports, parent/teacher conferences, and the Progress Monitoring Plan (PMP) when appropriate.
     6. Intensive Remediation/Alternative Instructional Strategies for Retained Students: Retained students will receive intensive remediation/alternative instructional strategies different from previous years as defined on their Progress Monitoring Plan (PMP).
     7. Remedial/Supplemental Instruction: Allocation of remedial and supplemental instructional resources will occur in the following priority: 1) students who are deficient in reading in primary grades and 2) students who fail to meet performance levels required for promotion consistent with the District’s procedures.
  2. Promotion with Instructional Support: All students should be afforded every opportunity to meet achievement expectations. When students are not meeting district/state identified minimum levels of performance, assessment data will be used to identify student’s level of performance and rate of progress; intensive interventions will be administered; and the student’s response to the intervention will be monitored in order to accelerate the students’ rate of progress toward standards. Any student whose overall performance suggests he/she would benefit from being officially placed in a higher grade without meeting district/state identified minimum levels of performance in reading, writing, mathematics, or science will be promoted with instructional support. All students promoted with instructional support will receive a Progress Monitoring Plan (PMP).

1. Remediation: All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the students’ rate of progress toward standards. The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasing intense instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive research/evidence based interventions based on screening, progress monitoring, and diagnostic assessments.

* 1. Retention: According to research, students who are retained more than twice are not likely to graduate from high school. An additional retention may not be as beneficial as an intensive intervention program. On the recommendation of the principal after consulting with School Based Leadership Team or Promotion/Retention Committee and the Area Superintendent, a student may be retained.
     + 1. Promotion/Retention Committee: A school committee will review the student's performance data and make a recommendation to the principal regarding promotion or retention. The decisions to retain, promote, or accelerate shall follow State statute and be based upon multiple factors and the professional judgment of the principal and staff with the principal having final jurisdiction with the exception of 3rd grade. Further, a student who has been retained in third grade, due to a reading deficiency, shall be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in reading. In all instances of retention and challenged promotion parents' input will be solicited and included in the decision process. After consultation with the school administration, a student will be recommended for retention by the School Based Leadership Team or Promotion/Retention Committee to the principal. The school principal shall make such a recommendation in writing to the district area superintendent. The district area superintendent shall accept or reject the school principal’s recommendation in writing. A student who is retained must be in the MTSS process and include the teacher and parent input.
       2. Assessment and Remediation: Additional screening, progress monitoring, diagnostic, and outcome measures in reading may be administered as needed. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the progress monitoring plan, the student may be retained.
       3. Mandatory Grade 3 Retention: Any student deemed deficient in reading, will be retained if performance does not improve by the end of grade 3 (as demonstrated by scoring Level 1 on the Florida Standards Assessment in ELA).
       4. Exemption from 3rd Grade Mandatory Retention for Good Cause: The School Board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

1. Limited English proficient students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program; Less than two years of ESOL services starts from the “Date Entered US School.”
2. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education rule; the core curriculum for these students is the Florida Standards Access points.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
4. Students who demonstrated, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of Florida Standards in reading equal to at least a Level 2 performance on the Florida Standards Assessment;
5. Students with disabilities who participate in the Florida Standards Assessment and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3; Students may not be retained in grade three more than once.
6. Students who have received the intensive remediation in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan (PMP) that includes specialized diagnostic information and specific reading strategies for each student. The District shall assist schools and teachers to implement evidence-based reading strategies shown to be successful in improving reading among low-performing readers.
7. Good Cause Exemptions: Requests for good cause exemption shall be submitted from the student's teacher to the school principal. Documentation must indicate that the promotion of the student is appropriate and based on the student's academic record. Documentation shall consist of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, student progress report or student portfolio. The principal shall review and discuss such recommendation with the teacher and determine whether the student is eligible to be promoted. If the school principal determines that the student should be promoted, a recommendation shall be made in writing to the Superintendent who will accept or reject the recommendation in writing. Students in grade 4 who were promoted based on good cause exemption must be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of the students. The school district must provide schools and teachers with strategies that research has shown to be effective for improving student achievement with students that demonstrate reading deficiencies.
8. Mid-Year Promotion for Retained Students Currently Repeating a Grade Level: District Mid-Year Promotion procedures are located in the Teaching and Learning Handbook and on the Elementary Education Moodle Site. Parents can obtain copies of these procedures by contacting the school principal.
9. Parent Notification of Student Deficiency: Based on student’s performance on district common assessments, teacher assessments, statewide assessments, and progress report grades during the first two (2) reporting periods, schools will identify those students not meeting grade level expectations. The parents of each identified student shall be notified in writing of the possibility of non-promotion no later than the middle of February. In the case of transfer students, notification shall be given within nine (9) weeks of transfer. A parent of a third grade student who is identified anytime during the year as being at risk of retention may request the school immediately begin collection evidence for a portfolio.
10. End-of-Year Decisions for Students Not Meeting Standards: Any student who does not meet the District identified minimum grade level expectations or who does not meet the identified minimum levels of performance on statewide assessments must be provided remediation. Students not meeting grade level expectations receive increasingly intense instruction/intervention services implemented to support student academic performance. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments. At the conclusion of the school year, students’ performance is compared to the District identified minimum levels of performance in reading, writing, mathematics, and science to determine whether or not they meet expectations. Determinations are made for placement for the following year. Based on the performance there are two options for student placement.
11. Third grade students that master grade level standards through Summer Reading Camp before the beginning of the next school year will be promoted.
12. If retention is deemed appropriate then the student must receive instruction that is different from the previous year’s instruction and takes into account the student’s learning style.
13. A third grade student may not be retained in grade 3 more than once.

(4) Progress Monitoring Plans (PMPs): Each student must participate in the statewide assessment tests required by F.S. 1008.22.

1. Progress Monitoring: A Progress Monitoring Plan (PMP) is a specific, detailed plan tailored to identify the individual assistance that will be given to remedy a student’s individual diagnosed deficiencies. The purpose of the PMP is to detail the current services provided to the student and the intensive, supplemental instructional, and support services that will be provided to the student to meet the desired level of performance. A PMP must be developed for any student (including ESOL and ESE) who has been retained or identified as not meeting State or District expectations for proficiency in reading in kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1-5. The District Assessment Plan information, published by Teaching and Learning, identifies the criteria for a PMP. A PMP must be developed in consultation with the student’s parent or legal guardian and must include the intensive remedial instruction that will be given in the areas of weakness. A copy of the PMP will be given to the parent.
2. Reading Deficiency and Parental Notification: Students at any grade who have been identified as having a deficiency in reading must have a progress monitoring plan that identifies the student’s specific area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary as well as desired levels of performance in these areas. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or Statewide assessments must be given intensive reading instruction outside of the ninety (90) minute reading block immediately following the identification of the reading deficiency.

The parent of any student who exhibits a substantial deficiency in reading, as determined by the current District assessment, must be notified in writing of the following:

* 1. that his/her child has been identified as having a substantial deficiency in reading;
  2. a description of the current services that are provided to the child;
  3. a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
  4. that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless s/he is exempt from mandatory retention for good cause;
  5. strategies for parents to use in helping their child succeed in reading proficiency;
  6. that the Florida Standards Assessment is not the sole determiner of promotion and that additional evaluations, assessments and portfolio review may be used to determine if the student is reading at or above grade level;
  7. when there is a change in the PMP status.

1. Reading, Writing, Science, and Mathematics Deficiency: Each student who does not meet minimum performance expectations for the Statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met. If the documented deficiency has not been remediated according to the Progress Monitoring Plan (PMP), the student may be retained. The intensive reading instruction shall be continued until the reading deficiency is remediated. Reading proficiency is reassessed by the use of Florida Assessments of Instruction in Reading (FAIR-FS), locally determined assessments, or through teacher observation at the beginning of each year and in an ongoing manner in accordance with District procedures.
2. District Assessment Plan: The District Assessment Plan is the District plan designed to provide curriculum, assessment, and instructional information for teachers in the academic areas of reading, writing, mathematics, and science, as well as information about health, social development, and behavior strategies. Periodic and ongoing assessments are an integral part of instruction. The District Assessment Plan lists specific assessments that are to be given at each grade level for each assessment cycle. Additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need are included. Each K-5 student shall have an Assessment Plan folder. The folder should contain assessments, which support the student's instructional needs, and Progress Monitoring Plans (PMPs) for identified students. Kindergarten students should have a student record sheet, which includes all assessment data. Students with disabilities whose core curriculum is the Sunshine State Standards with Access Points will have an alternate assessment portfolio.
3. Annual Reports: The parent of each student will receive information regarding the progress of the student towards achieving State and District expectations for proficiency in reading, writing, science, social studies, and mathematics, including the student’s results on each Statewide assessment test. The evaluation of each student’s progress will be based upon the student’s classroom work, observations, test data, District and State assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the Board. Additional forms of progress reporting include reporting at parent/teacher conferences, and on the Progress Monitoring Plan (PMP) and Individual Education Plan (IEP), when appropriate. Multiple factors will determine promotion or retention.

F.S. 1003.21, 1003.455(2), 1008.25, 1008.25(6), 1008.25(6)(b)

Revised: 02/25/2014, 10/28/2014, 8/25/2015

# 5410.02 - REGULAR PROGRAM CORE CURRICULUM/PROMOTION/RETENTION/ACCELERATION - MIDDLE SCHOOL

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Regular Program Requirements

Each middle school student will be registered in a minimum of seven (7) courses per year while in a Pinellas County middle school.

Basic Course Requirements

The basic course requirements are listed below for middle school student progression. Students must pass all twelve

(12) of these courses or higher level courses:

1. Language Arts: Grades 6, 7, 8

Three middle grade or higher courses in language arts.

* M/J Language Arts 1 or 1 ADV
* M/J Language Arts 2 or 2 ADV
* M/J Language Arts 3 or 3 ADV
* English 1 Honors (High School Credit)

1. Mathematics: Grades 6, 7, 8

Three middle grades or higher courses in mathematics.

* M/J Grade 6 Math or Grade 6 Math ADV
* M/J Grade 7 Math or Grade 7 Math ADV
* M/J Grade 8 Pre-Algebra
* Algebra 1 (High School Credit)
* Algebra 1 Honors (High School Credit)
* Geometry Honors (High School Credit)

Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student’s performance on the statewide, standardized end-of-course (EOC) assessment.

To earn high school credit for Algebra 1, a middle grades student must take the statewide, standardized Algebra 1 EOC assessment and pass the course. A student’s performance on the Algebra 1 & Geometry EOC assessments will constitute 30 percent of the student’s final course grade.

1. Science: Grades 6, 7, 8

Three middle grade or higher courses in science.

* M/J Science 1 or Science 1 ADV
* M/J Accelerated Science 1 Honors
* M/J Science 2 or Science 2 ADV
* M/J Accelerated Science 2 Honors
* M/J Science 3 or Science 3 ADV
* Integrated Science Honors (High School Credit)

1. Social Studies: Grades 6, 7, 8

Three middle grade or higher courses in social studies.

* M/J World History or World History ADV
* M/J Civics or Civics ADV
* M/J US History or US History ADV

Students enrolled in Civics are required to take the statewide, standardized middle grades Civics EOC assessment. This assessment will constitute 30 percent of the student’s final course grade in Civics.

Additional Requirements

* 1. Reading is required for the following students:
     1. Each student must participate in the statewide, standardized assessment program required by F.S. 1008.22. Each student who does not score Level 3 or above on the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment, or on the statewide, Algebra I EOC assessment, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. If the student is not enrolled in a reading or algebra remediation course determined by state assessment and local diagnostic data to appropriately support the student in reading and/or algebra then the school in which the student is enrolled must develop and implement, in consultation with the student's parent a progress monitoring plan. A student who is not meeting the district and/or state requirements for satisfactory performance in English Language Arts/Reading and Algebra shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

A. A federally required student plan such as an individual education plan;

B. A schoolwide system of progress monitoring for all students;

C. An individualized progress monitoring plan.

Middle school students who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment the following year the student may be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. Students in grades 6-8 who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment and do not need instruction in decoding or text reading efficiency may receive reading remediation through a content area course with a Reading Certified/Endorsed, Content Area Reading Professional Development (CAR-PD), or Next Generation/Common Core Content Area Reading Professional Development (NGCAR-PD) qualified teacher in which remediation strategies are incorporated into course content delivery. Those students who qualify for content reading remediation must also have an approved Secondary Individual Literacy Improvement Plan in place, and data must be available to show that Level 1 or Level 2 students do not have decoding or text reading efficiency issues based on district placement criteria.

* + 1. Sixth grade students who scored Level 3 or higher must take a year long reading course, as determined by the school. Sixth grade students enrolled in the gifted elective or a district level application program may exempt this requirement if they scored at Level 3 or above on the fifth grade statewide, standardized Reading Assessment.
  1. If a middle grades student scores Level 1 or Level 2 on the statewide, standardized Mathematics assessment the following year the student may receive remediation, which may be integrated into the student’s required mathematics courses. In Pinellas County all students scoring a Level 1 on the statewide, standardized Mathematics assessment will receive direct daily instruction in an intensive math class. Students scoring a level 2 can receive remediation which must be integrated into the grade level required math course; however, schools must closely monitor the progress of these students to ensure student success.
  2. Career Education and Planning

Students must complete a course containing the standards of Career Education and Planning before finishing eighth grade. Each student must generate a personalized academic and career plan.

SB 1076 adds requirements that the middle grades career and education planning course:

* Be Internet-based, easy to use and customizable to each student
* Include research-based assessments to assist students in determining educational and career options and goals
* Emphasize the importance of entrepreneurship skills
* Inform students about diploma designation options
  1. Physical education is required in grades 6, 7, and 8 for a minimum of one (1) semester. Any student having written parental consent (see PCS Form 2-3097) or who is enrolled in a remedial class may be exempt from the physical education requirement.

Physical education teachers should be certified in physical education.

* 1. Health is required in grades 6 and 8 for a minimum of one (1) semester.
     1. M/J Health 6 (08000500) or Personal Development (85002300) will meet the requirement for Comprehensive Health Education/Family Life Education.
     2. Sixth grade students enrolled in a yearlong program (i.e., band, strings, chorus, world languages, etc.) may opt out of the sixth grade health and physical education requirement. Written parental consent is required. (see PCS Form 2-3180 and PCS Form 2-3097)
     3. Only eighth grade gifted students enrolled in the gifted elective may opt out of the eighth grade health and physical education requirement. Written parental consent is required. (see PCS Form 2-2648)
  2. School-Based Requirements

Reading, physical education, and health may be scheduled beyond the minimum requirements shown above.

* 1. Elective Program Grades 6, 7, and 8

Elective courses are part of the core curriculum and are described in the Middle School Course Code Directory with recommendations regarding course length and grade level. Middle schools should attempt to schedule a variety of elective offerings, but no attempt should be made to establish classes that are not feasible or practical for a particular school as it strives to meet the needs of its students.

* 1. CAPE Industry Certification

All middle school students will have the opportunity to earn at least one industry certification validating proficiency of certain technical skills. Technical skills validated at the middle school level are generally computer based skills related to digital technology literacy. (F.S. 1003.4203)

* 1. Return on Investment for Industry Certification

Students who earn an industry certification that articulates for postsecondary credit will realize a cost savings in tuition and fees related to the postsecondary program. The scope of industry certifications earning articulated credit changes annually as additional articulation agreements are established. The most current list of articulated postsecondary credit can be found at the Florida Department of Education web

page: <http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp> F.S. 1003.02 (1)(j)

Exceptional Student Requirements

The IEPs for each student with disabilities must specify the student's instructional levels and level of participation in the general education curriculum. Course selections (general or exceptional education), progress reporting, participation in assessment, and implication for diploma options must be clearly communicated to parents. Annual parental consent must be obtained in order to administer the alternate assessment in accordance with s.1008.22, FS and for the provision of instruction in state standards access points’ curriculum. This decision is reviewed annually by the IEP team. The decision may be changed, understanding that it may increase the amount of time required to graduate.

Students with disabilities are enrolled in coursework in one (1) or more of the following options:

1. General education classes with no accommodations required (Speech only);
2. General education classes with accommodations required;

Accommodations cannot change course performance standards. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication systems. Courses may be taught by ESE teachers, but students must be graded based on the grade level performance standards.

Students in "A" and "B" above are pursuing standard high school diplomas and participate in all State and District assessments.

Student Promotion, Retention and Acceleration

1. Promotion from Elementary School to Middle School

Students entering middle school must have successfully completed the requirements and standards of the elementary school program and demonstrated adequate reading ability as specified in the elementary promotional guidelines in Board policy or shall have been administratively promoted by the elementary school.

1. Promotion and Retention
   1. Promotion of middle school students shall be based upon their achieving minimum standards as identified in program objectives and meeting the required number of courses. Each middle school student who performs below the minimum performance expectation level on the statewide standardized Reading and/or Mathematics assessments will receive remediation.

For promotion to high school, an eighth grade student must successfully complete three (3) courses in Language Arts, three (3) courses in Science, three (3) courses in Social Studies, and three(3) courses in Math. All courses must be at the middle school level or higher.

To be considered for promotion, an eighth grade student must also successfully complete a career planning course (currently embedded in US History and Adv. US History) or career themed course and a personalized academic and career plan. No students may be assigned to a grade level based solely on age or other factors that constitute social promotion.

* 1. Basic Course Requirements for Promotion/Retention
     1. Promotion to grades 7 or 8: To be promoted from grade to grade within the middle school program, a student may fail only one (1) basic course. The student will be required, however, to pass the course either during the following year or in the extended learning/course recovery program or its equivalent.
        1. If a sixth or seventh grade student fails two (2) basic courses, the student may be promoted upon passing one (1) course in the extended learning/course recovery program and taking one (1) course during the following school year.
* Recommendation to reflect that the student be retained – if he/she has not taken advantage of either the extended learning/course recovery program or its equivalent.

2) If a sixth or seventh grade student fails three (3) basic courses in an academic year, the student will be retained at the same grade level or will be promoted upon passing two (2) courses in the extended learning/course recovery program and taking one (1) course during the following school year.

* Recommendation to reflect that the student be retained – if he/she has not taken advantage of either the extended learning/course recovery program or its equivalent.

3) If a sixth or seventh grade student fails **more than** three (3) basic courses within an academic year, the student will be retained.

* + 1. Promotion to High School: If an eighth grade student fails one (1) or more core courses, the student will be retained or will be administratively promoted upon passing the course(s) in the extended learning/course recovery program.

Promotion from a middle school to a high school is contingent upon the student's passing not fewer than twelve (12) core courses (3 courses each in Language Arts, Math, Science & Social Studies). Students who pass the required courses will be considered to have demonstrated adequate progress for promotion to ninth grade.

* + 1. In all instances the parents’ input shall be solicited and considered for purposes of promotion, retention, and challenged promotion; however, the decision to retain, accelerate, promote, or place a student in an alternative program shall be based upon the professional judgment of the principal and staff, with the principal having final jurisdiction.

1. Acceleration Options (Whole Grade, Midyear, Subject Matter and Virtual Instruction)
   1. Core Requirements
      1. For a student to be eligible for whole grade or midyear promotion, they must have completed all basic course requirements for their current grade level prior to promotion.
   2. Acceleration Process

a. Each school principal will establish an ACCEL team to review requests for whole grade and midyear promotion. The team will include but not be limited to:

the middle school executive director, principal, guidance counselor, gifted teacher, psychologist, student’s current teacher, a teacher from the receiving grade level and the parent.

b. A teacher, administrator, or parent may request that a student be considered for

ACCEL options of whole grade or midyear promotion by completing the

appropriate form provided by the school principal.

c. A conference will be held with the parent and ACCEL team to review the ACCEL

evaluation process and obtain consent for evaluation using the Iowa Acceleration

Scale (which may include an intellectual evaluation).

d. Following the collection of all required data by the principal or principal designee,

the ACCEL team will meet to review the data and determine student eligibility for

whole grade or midyear acceleration.

e. Student eligibility for whole grade or midyear promotion shall be based on

obtaining an Iowa Acceleration Scale composite score of at least sixty (60) points.

f. A performance contract including progress monitoring will be established and

signed by the parent and student, if the student is eligible.

g. If the ACCEL team determines that whole grade or midyear promotion is not

appropriate for the student, the team will consider subject-matter acceleration as

an option.

h. For planning purposes, students who qualify for a whole grade or midyear

promotion shall remain in their current grade level until the end of that semester.

i. If a parent disagrees with the recommendation of the ACCEL team he/she has the right to seek an appeal through policy 5500.13.

Progress Monitoring Plan

Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance for each grade level, or who does not meet specific levels of performance on statewide, standardized assessments, must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. A student who is not meeting the School District or State requirements for proficiency in reading and math shall be covered by a school wide system of progress monitoring for all students. The plan must assist the student or the school in meeting State and District expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support services to be provided to meet the desired levels of performance. Students may be required to attend remediation programs held before or after regular school hours or during the summer. Each student who does not meet the minimum performance expectations for the statewide, standardized assessment testing program must continue to be provided with remedial or supplemental instruction until the expectations are met or the student is promoted from middle school.

Middle grades students enrolled in Algebra 1, Geometry or Biology 1 must take the statewide, standardized EOC assessment for those courses and are not required to take the corresponding subject and grade-level statewide, standardized assessment.

Enrollment in Pinellas Virtual School or Florida Virtual School

With the approval of the principal (or designee) and the student’s parent, a middle school student may enroll in a Pinellas Virtual School or Florida Virtual School course or courses beyond the regular school day/year.

1. The course must fulfill an educationally valid purpose and be an appropriate course placement based on the student's academic history, grade level, and age. The assistant principal will collaborate with the certified school counselor and teacher(s) to decide if placement in a virtual course is appropriate. A parent may appeal the staff decision to the principal who will make the final decision on placement.
2. Certain District required middle school courses or course sequences may not be substituted by taking a Pinellas Virtual School or Florida Virtual School course.
3. The student must meet the recommended prerequisites.
4. Students enrolled in a magnet program may not take their specific magnet courses through Pinellas Virtual School or Florida Virtual School.
5. A student may not be enrolled simultaneously in the same course at both their school and the Pinellas Virtual School or the Florida Virtual School. Students should enroll in Pinellas Virtual or Florida Virtual courses at the beginning of a semester. While students await acceptance in a Florida Virtual School course, they must be enrolled full time in a District school.
6. Although Florida Virtual School may have institutional drop/add procedures and timelines, students must be enrolled in a full schedule in the District and may not drop a Pinellas Virtual School or Florida Virtual School course that results in less than a full course load. Pinellas Virtual School or Florida Virtual School “W/F” grades will be treated as a grade of “F” “W/F” on a student’s transcript.
7. During a grading period, a student must be enrolled in and attending at least four (4) courses in middle school or be a full time student of the Pinellas Virtual School Program in order to be a District student.

Middle School Course Offerings – Advanced and/or High School Credit

1. Placement in advanced and/or high school credit courses will be based on the consideration of a variety of indicators such as grades, classroom performance, assessment data, student motivation/interest, and by the student making a plan with the school counselor and parent for a sequence of courses that would allow the student to earn college credit while in high school through advanced placement course(s) or dual credit course(s).

If a student is not recommended for placement, placement may be requested by signing a Request for Placement form (PCS Form 2-3059). The request must be made prior to the start of the academic school year. Students experiencing difficulty (i.e. a grade of “D” or “F”) in the placement may be removed from the advanced or high school credit course and placed in the appropriate course for the remainder of the school year. All end of the grading period grades will be included in the final grade average for the course.

1. Credit for high school courses can only be awarded upon successful completion of all course requirements.
   1. Students must pass the course itself to earn high school credit (regardless of whether or not a state EOC is required for the course).
   2. For courses with a required End of Course Assessment, students who receive a failing grade in the course, but pass the End of Course Assessment receive high school credit. Credit Acceleration Program (CAP); a student who is not enrolled in or who has not successfully completed the related course may take the EOC during any regular administration of the assessment.  If the student earns a passing score, they will receive regular course credit (i.e. Geometry, not Geometry Honors) and a “P” for the course grade.  The “P” does not impact a student grade point average.
2. Grades for courses that offer high school credit in middle school will be used to calculate high school class rank and grade point average. A middle school student enrolled in a course awarding high school credit and earning a grade of "C", "D", or "F" may repeat the course for forgiveness as defined in Board policy.

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1003.415, 1008.25

Adopted 12/9/09; Revised 12/6/11, 01/15/13, 2/25/14, 10/28/14, 8/25/15