

Madison County Student Progression Plan 2019-2020



Approved Dec. 16, 2019

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Madison County School District Student Progression Plan Introduction

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

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

The Madison County School District Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the District will do to help the student meet the requirements for promotion. The plan and the procedures for its implementation reflect clearly that promotion is based on student mastery of grade level/course standards. The plan establishes procedures to achieve parent understanding, cooperation and support of the student's placement. School attendance procedures as described in the District's Attendance Policy are considered as part of the Student Progression Plan.

The District program for student progression is based upon local goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommendation that a student progress from one grade to another have been prescribed by the District School Board in its plan. The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website. Students will be placed in programs and levels best suited to meet their academic needs and customized learning path, with consideration given to their social, emotional and physical development.

Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. District and state regulations place the responsibility for decisions regarding student placement with the principal and the Multi-Tiered System of Support team or its equivalent. It is the responsibility of the School Board and district administration to provide students with effective instructional and support programs that accomplish the following:

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

General Information (K-12)

Admission and Enrollment

To enroll a student in school in the Madison County School District (MCSD), the parent must have physical custody of the student at least 50% of the time and certify to that fact on the enrollment form. The address of the enrolling parent will be used for purposes of pupil assignment to a school. If parents are separated or divorced, the student will not change schools when the student stays with the non-enrolling parent, unless there has been a documented change in custody. For purposes of this policy, the term "parent" is defined as either or both biological or adoptive parents of a student, or any legal guardian of a student. The term "legal guardian" includes any guardian established by court order or a guardian-in-fact established by the filing of a proper Guardianship Affidavit with the District. Step-parents have no legal rights regarding enrollment and school activities, unless guardianship to act on behalf of the spouse is established.

A "change in custody" occurs when a child who was living with the enrolling parent at least 50% of the time, no longer lives with the enrolling parent at least 50% of the time. Any Florida student who resides outside of Madison County who wishes to attend the Madison County School District must apply. Any student who receives permission prior to the start of the school year will be granted permission for their entire school career at that school. Any student requesting permission to attend a Madison District school from out of state must apply and receive permission from the District School Board on an annual basis.

A. First enrollment

Before admitting a student to Florida schools for the first time, a school must have received the following documents as required by Section 1003.21, Florida Statutes. The Enrollment Registration Form may be obtained from the zoned school or from the MCSB website. Changes can only be made to this form by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up section of the Annual Student Information Update Form. The enrolling parent is responsible for notifying the school of any updates or changes to the information submitted at the beginning of the year.

Students entering kindergarten must be five years of age on or before September 1st.

Verification of Age - One of the following documents must be provided:

- An original or certified copy of child's birth certificate or passport
- A certificate of baptism, accompanied by parent's affidavit
- An insurance policy
- An original or certified copy of a religious ceremony certificate, accompanied by Parent's Affidavit
- A copy of the student's school record
- An affidavit of age sworn to by parent, accompanied by a medical practitioner's statement

Evidence of immunization against communicable diseases

- This must be documented on Form DH 680 which may be obtained at the Department of Health. [Form DH 680 for MMR (mumps, measles, and rubella), DPT (diphtheria, pertussis, and tetanus) and OPU (polio)]. There is a state requirement that 7th graders must have a series of three Hepatitis B injections, a tetanus booster, and a second measles shot. Students must provide proof of these immunizations before they may enroll in the 7th grade.
- Evidence that a head-to-toe health examination has been completed within one year prior to enrollment shall be provided. If a student has ever been enrolled in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry (Fla. Stat. 1003.22(1)).

2. Academic History

- Last Report Card
- Transcript
- Withdrawal Form
- A 1st grader who attended a private kindergarten for a full year must provide proof of attendance and successful completion of kindergarten

The Madison County School District strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes.

4. Proof of Madison County Residency - One of the following sets of documents must be provided:

- A copy of a current utility bill, lease agreement, or proof of home ownership in parent's name, with address and name of parent/legal guardian as receiving the service
- A driver's license, voter registration card or insurance bill
- A copy of a Migrant Services Certificate of Eligibility
- A residency letter from the district Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide one of the listed requirements, the following is required:

1. A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
2. A government issued ID with the new address or processed USPS change of address documentation

B. Entry from another Madison County School

Upon initial admission or entry from one attendance zone to another in MCSD, evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School Board.

Parent must provide the following documents:

Registration enrollment form

Enrollment Registration Form may be obtained from the zoned school or from the MCSB website. Changes can only be made to this form by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list. The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

Proof of Madison County Residency - One of the following documents must be provided:

- A copy of a current utility bill, lease agreement, or proof of home ownership in parent's name, with address and name of parent/legal guardian as receiving the service
- A driver's license, voter registration card or insurance bill
- A copy of a Migrant Services Certificate of Eligibility
- A residency letter from the district Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide one of the listed requirements, the following is required:

1. A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
2. A government issued ID with the new address or processed USPS change of address documentation

C. Entry from a Public or Private school within Florida

Parent must provide the documents:

Registration enrollment form

Enrollment Registration Form may be obtained from the zoned school or from the MCSB website. Changes can only be made to this form by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list. The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

Proof of Madison County residency - One of the following documents must be provided:

- A copy of a current utility bill, lease agreement, or proof of home ownership in parent's name, with address and name of parent/legal guardian as receiving the service
- A driver's license, voter registration card or insurance bill
- A residency letter from the district Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide one of the listed requirements, the following is required:

1. A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
2. A government issued ID with the new address or processed USPS change of address documentation

Academic History

- Last Report Card
- Transcript
- A 1st grader who attended a private kindergarten for a full year must provide proof of attendance and successful completion of kindergarten.

The School District of Madison County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes.

D. Entry from Home Education

Students who are participating in a home education program may be admitted to MCSD on a full-time or part-time basis. The student seeking entry must meet the same registration requirements as full-time students. [F.S. 1002.41] Students transferring to MCSD from home education as a full-time student must have documentation to verify academic history in the form of a transcript, annual evaluation, or portfolio as outlined in section 1002.41 F.S. Students must register for all classes offered to home education students prior to the start of the semester they will attend.

The school principal will establish the time and place for arrival and departure of home education students. MCSD is not responsible for the transportation of students in a home education program to or from the school. Students who attend on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Students who are participating in a home education program may participate in extracurricular activities. Students must meet the same registration requirements as full-time students. [F.S. 1002.20(18)(b)]

E. Over Age Students Who Interrupt Their Education

- Except as provided in paragraphs below, a student seventeen years of age or older who has interrupted his or her high school education and who subsequently desires to enroll in Madison County District Schools may enroll in the county adult programs or high school alternative education programs. The student may not enroll in a regular high school except in extenuating circumstances approved by the principal of the regular school and the District Curriculum Coordinator. The principal will determine if enrollment is appropriate. Parents of students who are not enrolled may appeal the principal's decision to the Superintendent.
- Except as provided in the section below, students may not enroll in or continue in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. The student may enroll in the county adult programs or alternative programs.
- For students with disabilities who have not graduated with a Standard Diploma, the district will provide services until the end of the school year in which the student turns 22 years old, providing that the student was 21 years old on the first day of school.

- English Language Learners (ELL) who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the required state assessments shall be eligible for compensatory education for “a thirteenth year” as provided in Section 1003.43.F.S.
- If a foreign born ELL student without records enters school, the student must be placed age appropriately (14= 9th grade, 15= 9th or 10th grade, 16=10th grade, and 17=11th grade), and the Uniform Transfer of Records Guideline Verification Process must be followed.
- Per the State of Florida Consent Decree and the Office of Civil Rights, no student may be denied enrollment in the regular high school program on the basis of refugee status or limited English proficiency. Students who qualify for ELL services must be placed age appropriately if no official transcript is available.
- Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records Guidelines.

This procedure is to serve as a guide; the final decision will be made by the school principal of the regular school and the District Curriculum Coordinator.

* For Exceptional Education Students (ESE) who have not graduated with a Standard Diploma, the district will provide services until the end of the school year in which the student turns 22 years old, providing that the student was 21 years old on the first day of school.

F. School Choice Options

The School Choice Program shall provide an opportunity for all students in Madison County to apply for assignment to any district school. School Choice applications will be evaluated to determine school, program, and building capacities.

Applications to participate in the Voluntary School Choice Controlled Open Enrollment Program shall be available at the Madison County School Board office. This form shall be completed by the student’s enrolling parent or legal guardian and submitted to the District Curriculum Coordinator prior to the close of the Choice application period. Students who have been approved through the Choice process to attend a school out of their assigned area will be governed by the following rules:

- High school athletic eligibility at the Choice school will be determined according to the provisions of the Florida High School Athletic Association (FHSAA). If there is a question regarding the eligibility of any student, FHSAA procedures shall be followed.
- Students approved for School Choice are approved through the completion of the highest grade level at that school. The Choice school, therefore, becomes the student’s assigned district attendance school.
- Other School Choice options include: Hardship Transfers, Home Education, Madison County Virtual Programs, and Enrollment in Charter Schools.

G. Homeless Students

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence and include children who are:

- Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative accommodations;
- Living in emergency or transitional shelters or abandoned in hospitals;
- Sleeping in a place that is not ordinarily used as a sleeping place for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Migrant and living in one of the above.

Homeless children and youth shall be immediately enrolled with using a 30 School-Day Waiver to obtain proof of residency, school physical, immunizations, birth certificate, or any other school records and documentation. Families claiming to be homeless and needing a waiver should be referred to the Homeless Education Program.

Unaccompanied children and youths not in the physical custody of a parent or guardian, are defined as homeless students. Homeless unaccompanied students should be referred to the Homeless Education Program for enrollment assistance and other services.

When it is in the student's best interest and it is the wish of the parent, guardian, or it is the wish of an unaccompanied youth, homeless students can continue to attend the school of origin. The school of origin means the school that the student attended when permanently housed, or the school in which the student was last enrolled. Formerly homeless students can also continue at the school of origin for the remainder of the school year in which they obtain permanent housing.

H. Transfer Students from Out of Country

Students who transfer to a Madison County School District site without records should be placed age appropriately and the Uniform Transfer of Records Guideline Verification Process must be followed. The student's age on September 1 of the school year in which enrollment occurs should be used to determine "age" at entry. Coordination with the school-based ELL Committee is recommended to assist in issues regarding course placement for such students. Students cannot be denied access to free and appropriate education due to lack of academic records.

Students who indicate "yes" on the Home Language Survey during enrollment must be assessed for language proficiency within the first 20 days of enrollment. Students eligible for English Language Learner (ELL) services are entitled to equal access to programs, such as early childhood, vocational, and adult education programs. ELL students should not be restricted for reasons related to limited English proficiency. Students must receive understandable instructions, not necessarily in their native language.

A. State Uniform Transfer of Credit Guidelines for Middle School

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

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

B. State Uniform Transfer of Credit Guidelines for High School Credit Courses

The procedures for students transferring from out-of-state or out-of-country, including ELLs, into a Florida public school are as follows:

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. Credits for courses requiring an EOC will be accepted based on state statute.
- If the student does not possess an official transcript, or is a home education student, successful completion of courses shall be validated through performance during the first grading period. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should earn a grade of "C" or better at the end of the first grading period in that course. A student who meets this criteria will receive a Pass ("P") grade on the academic history for the validated courses, which has no impact on a student's GPA.
- Students must be provided at least 90 days from date of transfer to prepare for assessment if required.
- Students who enter a Florida public school at the 11th or 12th grade from out- of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state or country from which they are transferring. However, to receive a Standard High School Diploma, a transfer student must earn a 2.0 grade point average and pass the required state assessment(s) or an approved alternative assessment.
- Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

- A dependent child of a member of the United States Armed Forces who enters a public school at the 12th grade level from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the required state assessment(s) has satisfied the assessment requirement for a Standard High School Diploma. States shall accept exit or end-of-course exams required for graduation from a school in the sending state or national norm-referenced achievement tests or alternative testing, in lieu of testing requirements for graduation in a school of the receiving state.

Withdrawals

A. Withdrawal to a School Outside of the District

Parents or legal guardians withdrawing a student from a Madison County School District site to another school district must complete a withdrawal form at the school. This form is a record of the student's grades up to the last date of attendance. All books must be returned and any fines resolved prior to withdrawal.

The enrolling school will request official records. The registrar will send copies of the cumulative folder, a transcript (high school), and any other educational records pertinent to academic placement to the requesting school.

B. Withdrawal to a School within the District

Parents or legal guardians withdrawing a student from a Madison County School District site must complete the withdrawal paperwork at the current school site. All books must be returned and any fines resolved prior to withdrawal.

The enrolling school will request official records. The registrar will send the cumulative folder and any other educational records pertinent to academic placement to the requesting school within 2 weeks of the request.

Exit Interviews

Madison County students are required to remain enrolled in school until the age of 16. The student's school counselor or other school personnel is required to conduct an Exit Interview with a student to discuss actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult-education and GED test preparation. The student must complete a survey in the format prescribed by the Department of Education to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled to the student's school counselor.

Reporting and Notification

A. Annual Reporting

Each district 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:

- the provisions of student progression and the district’s policies and procedures on student retention and promotion
- by grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the required English Language Arts (ELA) state assessment
- by grade, the number and percentages of all students retained in grades 3 through 10
- information on the total number of third grade students who were promoted or placed for good cause by each category of good cause
- any revisions to the district’s policy on student retention and promotion from the prior year.

B. Allocation of Resources

Remedial and supplemental instructional resources must be allocated and spending prioritized as follows:

- First, to students who are deficient in Grades K- 3 Reading;
- Second, to students who score below grade level on required state assessments, including;
 1. Students in grades 3 – 10 who score Level 1 or 2 on required state assessments in English Language Arts (ELA) or mathematics or who fail the End of Course (EOC) Exam;
 2. Students in grades 11 and 12 who do not meet the required state assessments or EOC graduation requirement in English Language Arts (ELA) or mathematics.
- Third, to students who failed to meet the performance levels required for promotion.

C. Participation in District and State Assessments

All students in grades K through 12 must participate in the statewide assessment programs as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule. STAR Early Literacy Assessment is administered to each kindergarten student within 30 days from the start of the school year. Retained kindergarten students are exempt from the STAR Early Literacy Assessment.

D. Reporting to Parents

The district must report annually and in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test. The progress of students toward achieving state and district requirements for proficiency in reading, writing, social studies, mathematics and science shall be reported to each student and his/her parents or legal guardian quarterly (in a written format) adopted by the district school board. 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.

All written and oral communication between school district personnel and parents of current or former English Language Learners shall be in the parents’ primary language or other mode of communication commonly used by the parents, unless clearly not feasible

E. Report Card

The Report Card must clearly depict the following:

- the student’s academic performance on grade level work in each class, which in must be based upon achievement of the State Standards as evidenced by class work, tests, and other academic performance indicators;
- citizenship/behavior - Student’s citizenship marks are S, N, U (S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory)and
- the student’s attendance, including absences and tardies.
- the student’s end-of-the-year report card must indicate promoted, retained, or placed for good cause.

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations.

A student with a disability who is taking standardized state assessments such as required state assessments or SAT is graded on his/her achievement of the standards, benchmarks and grade level expectations appropriate for his/her grade using the standard Report Card. The student is to be given appropriate accommodations for all classroom instruction and testing. These accommodations are to be documented on the student’s Individual Education Plan (IEP).

F. Progress Reports

Schools will notify students and their parents or guardians of mid-term academic progress of students. Schools will make the Spanish translation of the Progress Reports available to parents, if appropriate, and inform parents in the comments section of the Progress Reports that “the English Language

Grades for courses taken through Madison Virtual School and course recovery will not be included on the mid-quarter Progress Report.

General Curriculum Information

A. Curriculum Modification

Any curriculum modification being considered by a school must be approved by the District Curriculum Coordinator prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida be aligned to the State Standards.

B. District Homework Guidelines

The School District of Madison County acknowledges the educational validity of homework as an extension of the instructional program.

Definition:

Homework shall typically refer to those assignments that are meaningfully prepared by the classroom teacher for students to complete outside of the school setting to reinforce and extend the curriculum taught within the classroom.

Purpose:

Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom. Homework is designed to promote student responsibility and independent work habits.

Guidelines for Homework:

Homework assignments shall be based on the abilities of the students. Homework shall not be used as a punitive measure. Homework assigned for reinforcement shall be done outside of class time.

Teacher Expectations:

Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of the homework assigned to any one student is not excessive. Homework grades should reflect the attainment of content knowledge and should not be impacted by non-academic criteria.

C. Multi-tiered System of Supports (MTSS)

The District's Multi-tiered System of Support (MTSS) is a system of supports for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The MTSS framework is a continuum of integrated academic, behavioral, and attendance supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.

To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made about which instruction and interventions should be intensified, maintained, and layered. Students who need instructional intervention beyond what is provided universally for behavioral and academic content areas are provided with targeted, supplemental interventions delivered and embedded within the content area courses, individually or in small groups, at increasing levels of intensity.

Throughout the continuum of instruction and intervention, planning/problem-solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Regular communication between problem-solving teams (i.e., Instructional Leadership Team led by the

principal, Grade Level/Content Area Teams, the Student Intervention Team (SIT), Individual Education Plan Team, Positive Behavior Support Team), where data-based problem solving is occurring, will guide the appropriate intervention needs.

D. Intervention, Remediation and Progress Monitoring

Students must participate in Florida's statewide assessments. Each student who scores below Level 3 in reading or mathematics 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 instruction and intervention using the problem-solving process within the MTSS framework.

The school in which the student is enrolled must engage in the problem-solving process to develop and implement, in consultation with the student's parent, an intervention plan which includes a progress- monitoring plan. The Multi-Tiered System of Support framework (MTSS) will serve as a guide for identifying students in need of tiered interventions and progress monitoring. The problem-solving cycle, which is an integral part of the MTSS framework, should be used to match interventions with areas of need. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction within the MTSS framework and identify ways to improve his or her behavioral and/or academic achievement:

- a federally required student plan such as an individual education plan; or
- a school-wide system of progress monitoring for all students; or
- a targeted individualized intervention plan that includes a progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, 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. Problem solving teams should monitor students' responses to intervention and engage in problem solving as needed to ensure positive student response to intervention.

At the elementary school level, in addition to an intervention plan, which includes progress monitoring, students performing at Level 1 or Level 2 on required state assessments must receive intensified support the following year. Explicit, systematic, and multi-sensory reading intervention strategies beyond the 90-minute literacy block and frequent, ongoing progress monitoring must occur. The school must flag the course where the student is receiving intensive intervention. An Early Warning System and Elementary Reading Decision Tree will be used by Problem Solving teams to identify students in need of supplemental and intensive supports in the areas of behavior, attendance and academics.

- Explicit, systematic, and multi-sensory reading intervention strategies beyond the 90-minute literacy block and frequent, ongoing progress monitoring must occur.

- Mathematics intervention may be integrated within the student’s current mathematics class.

For middle and high school students, in addition to an intervention plan, which includes progress monitoring, students performing at Level 1 or 2 on Florida’s statewide assessment in reading and mathematics or who do not earn a Level 3 or higher within the last two academic years may be enrolled in and complete an intensive reading or mathematics course the following year. Students may exit intensive courses by demonstrating proficiency at Level 3 or higher on Florida’s statewide assessment or by meeting a concordant/comparative score on a state- approved assessment (SAT, ACT) in reading and/or mathematics. Problem-solving teams should monitor students’ response to intervention and engage in problem solving as needed to ensure positive student response to intervention.

A school-wide progress monitoring plan provides structure for monitoring the progress of all students and will be an integral part of the school improvement plan. Within the school improvement plan, the school-wide progress monitoring plan has four major components. The intervention plan, which includes progress monitoring for students scoring below a level 3 on the required state assessments, must include the following:

- Diagnostic Assessment:
Diagnostic assessments, in addition to the initial screening, are to be administered to all students.
 1. The specific diagnostic assessments to be administered must be identified, as well as the process for administering the assessments.
 2. For students scoring Level 1 or 2 on required state assessments in reading, reading proficiency must be assessed at the beginning of the school year. The student must continue to be provided with targeted and intensive reading instruction until the reading deficiency is remediated.
 3. Targeted intensive instruction is usually associated with the following:
 - a. Variety of opportunities for practice
 - b. Problem solving which results in interventions targeted to specific skill development
 - c. Smaller chunks of text or content
 - d. Guided and independent practice
 - e. Skill development and practice integrated into all activities
 - f. Frequent progress monitoring
 - g. Criterion-based evaluation of success
 4. Diagnostic results are to be gathered and maintained for the students scoring Level 1 and 2 on required state assessments in reading or math.
 5. Diagnostic results must be readily accessible to teachers, school administrators, Certified School Counselors, parents, and School Psychologists.
- Intervention plans should include:
 1. Interventions, in the targeted areas of weakness, to assist students’ in meeting state and district expectations in behavior, reading, writing, and or math.
 2. Targeted strategies to accelerate learning.
 3. Measureable targets or goals for each deficit area.

4. A description of the supplemental or intensive instructional intervention and support, including support and interventions, when they will be provided, how often, by whom, and for how long.
5. For reading deficiencies, identification of a student's specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and oral language. Targeted intervention must be provided for any students scoring Level 1 and 2 on required state assessments in reading or math.
6. Remedial instruction and intervention strategies may include, but are not limited to the following:
 - a. Summer school
 - b. Dropout prevention services
 - c. Parent tutorial programs required
 - d. Contracted academic services
 - e. Reading instruction
 - f. After-school instruction and other extended day services
 - g. Tutoring
 - h. Mentoring
 - i. Intensive skill development programs
 - j. In-person academic advising for struggling high school students

- Parent Consultation and Communication:

Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

1. That their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child's difficulty in reading achievement.
2. A description of the current services that are provided to the child.
3. A description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency.
4. That if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria.
5. Strategies, including multisensory strategies, the parent can use through a read-at-home plan to help their child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for promotion.
7. That any grade 3 student who is identified as being at risk for retention, the parent can request the school immediately begin collecting evidence for a portfolio.
8. The district's specific criteria and policies for mid-year promotion for student retained in grade 3.

In addition, schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions.

For students in grades 6 through 12, the school shall notify the student and his/her parents or guardians of any remedial or supplemental academic instruction by the end of the first quarter. Parents may be notified through personal verbal contact, through a district-provided letter, during an Individual Education Plan team meeting, or a face-to-face meeting.

All written and oral communication between the school district's personnel and parents of current or former English Language Learners shall be in the parents' primary language or the mode of communication commonly used by the parents unless clearly notfeasible. The letter is to include general information about the seriousness of the situation and the intervention plan in place for the students not meeting proficiency. The letter should also include an invitation for the parents to meet with instructional staff to consult about their child's plan. Parents should be given an explanation of the information on which the decision was based, as well as a copy of the intervention plan for their child.

*Parental approval for general education instructional interventions is not required.

- **Monitoring for Results:**

The intervention plan must be developed by the end of first quarter, or within 6 weeks of a new student entering school, or as soon as a need is identified through the analysis of data by a problem-solving

team. Students receiving supplemental interventions at the end of a school year should begin receiving interventions at the beginning of the next school year until there is evidence that the student has closed the gap and no longer needs supplemental or intensive support services.

The principal or designee will monitor the implementation of the school-wide progress monitoring plan and the school's plan for providing targeted intervention.

Each quarter, the principal or designee will review the progress of students identified as not meeting proficiency with the Instructional Leadership Team (ILT). The team will check for compliance with the school-wide progress monitoring plan (diagnostic assessment, intervention strategies, quarterly progress updates) and use data to inform instruction. Student progress shall be monitored at least twice a month and compared with the progress of peers to guide instructional decisions. If a student is not responding positively to interventions, an intensive individualized intervention plan should be developed with assistance from a problem-solving team at the school.

Each school will identify its problem-solving teams and their roles and responsibilities for monitoring the progress of all students (e.g. Instructional Leadership Team; Grade-Level Teams, IEP Teams, PBS Team, and Intensive Support Team).

If a student is not responding positively to interventions, an intensive individualized intervention plan should be written. In order to reduce paperwork, the intervention plan, including the plan for monitoring progress, can be documented on a student's Individual Education Plan (IEP), English Language Learner's Plan(ELL), or Section 504 Accommodation Plan.

- Elementary School Students who are retained:
 1. For a retained student, the intervention plan, which includes a plan for progress monitoring, must specify, through the problem-solving process, how the second year's instructional program will be different from the previous year's program, utilizing interventions matched with the student's deficit areas.
 2. Students who are retained must be provided evidence-based, explicit, systematic, and multi-sensory reading instruction in an area of deficit, (i.e. phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies).

E. Career and Technical Education Course Offerings

Career and Technical Education elementary and middle school students, including students with disabilities, may be given the options to earn Career and Professional Education (CAPE) Digital Tool certificates and CAPE industry certifications.

Elementary School Education (Grades K-5)

Program of Studies Grades K-5

All students will receive instruction in reading, language arts, mathematics, science, social studies, the arts, health, and physical education. Students must be notified at the beginning of each year as to how their grades in each core academic area will be determined. This could be included in the course information shared with students and parents.

A. Reading

All students in K-5 shall be assigned an uninterrupted 90-minute reading block, with additional time for instruction in the writing process and additional time for reading intervention with a highly qualified, effective teacher, a core reading program, and ongoing progress monitoring.

B. Physical Education and Recess

Physical education instruction focuses on the outcomes of achieving and maintaining a health-enhancing level of fitness and understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, communication, and well-being. Elementary schools must provide a minimum of 150 minutes of physical education per week. In addition, schools will provide 20 consecutive minutes of free-play recess per day. A minimum of 30 consecutive minutes of physical education is required on any day that formal physical education (PE) instruction is provided. The elementary school principal may designate any instructional personnel to provide the physical education. Elementary schools will integrate health education standards into science and physical education as appropriate.

Students in grades K-5 are eligible to waive the physical education requirement if they meet any of the following criteria:

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

C. K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options; whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires an elementary student to meet the district acceleration procedures as well as student progression promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade level subjects is available

when students have exhausted the course offerings at the school, and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

- The student’s performance on required state assessments
- The student’s grades or grade point average
- The student’s attendance and conduct
- Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement

Whole-Grade Promotion:

An elementary student must meet all of the following criteria to be eligible for whole-grade promotion:

1. The student must be consistently performing above grade level standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years.
2. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.
3. The student cannot skip third grade as a result of whole-grade promotion.
4. The student must be recommended by the classroom teacher and the school counselor.
5. All whole-grade promotions must be approved by the school principal and entered appropriately in the student information system.

Mid-Year Promotion:

An elementary student must meet all of the following criteria to be eligible for mid-year promotion:

1. The student must be consistently performing above grade standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years.
2. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.
3. The student must be recommended by the classroom teacher and the school counselor.
4. All mid-grade promotions must be approved by the school principal and take place prior to the end of first semester and entered appropriately in the student information system.
Third graders must meet all the requirements in statute. Students cannot skip third grade.

Subject-Matter Acceleration:

An elementary student is eligible for subject-matter acceleration when the student has mastered the subject standards in the prerequisite grade-level course. The student must be recommended by the

classroom teacher and the school principal based on achievement of the learning targets and standards.

Promotion and Good Cause Placements

A. Promotion Requirements

All decisions pertaining to the promotion or retention of students will be communicated to parents and made under the authority of the Madison County School District in accordance with Florida statute. A student in K-2 or 4-5 is promoted if the student achieves the Florida Standards in English Language Arts, mathematics, science, and social studies as evidenced by attaining a 70 or above in those subjects. In accordance with state statute, students are mandated to participate in required state-approved assessments, and grade 3 students must score a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4. A student may not be retained more than once in grade 3.

K-2 and 4-5 students may be promoted or “Good Caused” each year with their cohort group. Those students who do not meet grade-level standards in English Language Arts and Mathematics will be supported in the next grade level through intensive remediation as well as an alternative instructional setting if needed.

B. Good Cause Criteria for K-2

A student who does not meet the promotion criteria should be considered for good cause placement in the next grade. A student is exempt from retention for good cause for the following:

K-2 Grade Good Cause
<u>Good Cause “A-ESE”</u> – The principal may opt to promote a student in grades K-2 with disabilities whose Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and is receiving services appropriate to progressing their individual skills. Documentation that indicates that the promotion of the student with disabilities is appropriate is based upon the student’s academic record and shall be submitted from the student’s teacher/therapist to the school principal.
<u>Good Cause “A-ESOL”</u> -- English Language Learners (ELLs) who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.)
<u>Good Cause “A-504”</u> -- Students with a Section 504 plan that indicates the student’s disability and the recommendation and reasons for the student’s exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.

Good Cause “A-Com”-- A student in grades K-2 can be placed for good cause if a committee comprised of the student’s teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

C. Good Cause Criteria for Grade 3

Per state statute, a student may not be retained more than once in grade 3. A student is exempt from retention for good cause and placed in the next grade if the student meets one of the following. 3rd grade good cause is defined as:

3rd Grade Good Cause
<u>Good Cause “1”</u> -- English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (excepting PreK) based on the initial date of entry into a school in the United States (DEUSS). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
<u>Good Cause “2”</u> -- Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements <u>F.S. 1008.212</u> ,
<u>Good Cause “3”</u> -- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, administered after the results of the required state assessments are received. The acceptable levels of performance on the alternative assessments for grade 3 is at or above the 45th percentile on the reading comprehension measure of the Stanford Achievement Test-10 or the 50 th percentile or above on the spring i-Ready reading diagnostic as the alternative standardized assessments (Spring Scale Score of 535).
<u>Good Cause “4”</u> -- Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must: <ul style="list-style-type: none">• be selected by the student’s teachers as determined by district criteria;• be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom; include evidence that the benchmarks assessed by the grade 3 reading required state assessment have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% informational-test text, and that are between 100-700 words with the district’s/school’s adopted core reading curriculum that are aligned with the State Standards.

Good Cause “5”-- Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for 2 years or more but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

Good Cause “7”--Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. A student may not be retained more than once in 3rd grade. Any currently retained 3rd grader would qualify for this Good Cause.

*The school district Superintendent shall accept or reject the school principal’s recommendation in writing.

D. Good Cause Criteria for Grades 4-5

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. 4th and 5th Grade good cause is defined as:

Grade 4-5 Good Cause
<u>Good Cause “A-ESE”</u> – The principal may opt to promote a student in grades 4-5 with disabilities whose Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and is receiving services appropriate to progressing their individual skills. Documentation that indicates that the promotion of the student with disabilities is appropriate is based upon the student’s academic record and shall be submitted from the student’s teacher/therapist to the school principal.
<u>Good Cause “A-ESOL”</u> -- English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages program based on the initial date of entry into a school in the United States (DEUSS). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
<u>Good Cause “A-504”</u> -- Students with a Section 504 plan whose Report of Conference Form indicates the student’s disability and the recommendation and reasons for the student’s exemption from the promotion criteria in reading and mathematics.
<u>Good Cause “A-Com”</u> -- A student in grades 4-5 can be placed for good cause if a committee comprised of the student’s teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Good cause must be documented in the comment section on the student’s cumulative folder by stating, “Student is placed for good cause into grade (state grade).” Promotion decisions will be made at the end of the school year and good cause cases must be approved by the superintendent or his/her designee.

E. Summer School Promotion

Summer school reading programs are provided for third grade students who do not meet the promotion criteria or who are not approved for Good Cause placement. Third grade students who score at the 45th percentile or above on the Stanford Achievement Test in Reading Comprehension or a 535 on iReady at the end of the Summer Reading Camp will qualify for good cause. Third graders who complete their portfolio documenting that they are reading on grade level may receive a Good Cause promotion.

Intensive Remediation Intervention

Reading

Parent Notification of a Reading Deficiency for Students Grades K-5 (F.S. 1008.25)

Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

- that their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child's difficulty in reading achievement;
- a description of the current services that are provided to the child;
- a description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency;
- that if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria;
- strategies, including multisensory strategies, the parent can use through a read-at-home plan to help their child succeed in reading;
- that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for promotion;
- that any grade 3 student who is identified as being at risk for retention, the parent can request the school immediately begin collecting evidence for a portfolio; and
- the district's specific criteria and policies for mid-year promotion for student retained in grade 3.

In addition, schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. and beginning July 1, 2020, the teacher must also be certified or endorsed in reading. In addition, these students must be provided intensive interventions in reading to remediate the student's specific reading deficiency and prepare the student for promotion. These interventions must include:

- Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
- Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above.
- A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies. This instruction may include:
 1. Integration of content-rich texts in science and social studies within the 90-minute block.
 2. Small group instruction.
 3. Reduced teacher-student ratios.
 4. More frequent progress monitoring.
 5. Tutoring or mentoring.
 6. Transition classes containing 3rd and 4th grade students.
 7. Extended school day, week, or year.

Services for Students Promoted to Grade 4 with a Good Cause Exemption

- A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

Elementary Grading

Madison County School District offers a standards-based curriculum and strives for consistency so that a course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in Madison County is based on the Florida Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indication of the level of mastery as determined by summative assessments.

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

Examples of summative assessments include:

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

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

Examples of formative assessments include:

- guided and independent practice activities – classwork and homework
- workbook exercises as a direct follow-up to instruction
- quizzes to spot check for understanding
- observing students at work and noting progress or need for re-teaching
- students and teachers communicating about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction).

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

Grading Categories

Quarterly grades for shall be computed as follows: Assessments (60%) and Daily Assignments (40%). A minimum of 4 assessment grades and 9 daily grades must be given each quarter.

Grading Student Performance

Kindergarten

Decisions about promotion from Kindergarten to Grade 1 will be based on the following:

- Academic performance (report card) and state/district assessments
- Mastery on the Madison County Kindergarten Report Card: Students will score a 3 or higher on a minimum of 16/19 ELA Standards and 12/15 Math Standards.
- Teachers will maintain checklists, grades, and/or a portfolio of standards-based performance for review.

Grades 1-2

For language arts, mathematics, science, and social studies, grades shall be calculated using a standards-based grading scale. Codes used shall be **EX** for Exemplary, **PR** for Proficient, **AP** for Approaching, and **ND** for Needs Development. Any course other than the four (4) core academic courses, will generate grades of S, N, or U.

The following table shall be used to establish standards-based grades for Grades 1 & 2:

Exemplary (EX)	Proficient (PR)	Approaching (AP)	Needs Development (ND)
90% - 100%	70% - 89%	60% - 69%	Below 60%

Grades 3-5

For grades 3-5, any course other than the four (4) core academic courses, grades of S, N, or U shall be awarded.

In language arts, mathematics, science, and social studies, final grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$). A marking system of **A, B, C, D**, or **F** is used at the end of the grading period for each course. Codes used shall be **(A)** Outstanding, **(B)** Above Average, **(C)** Average, **(D)** Below Average, and **(F)** Failure.

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

Honor Roll

Students averaging a 3.0 in a single quarter are recognized with the title of Honor Roll recipient. A 3.0 grade point average (GPA) is earned through calculating the amount of A's, B's and C's a student earns. Each grade is worth a set amount of points: A=4, B=3, C=2. Students receiving D or F grades are disqualified from earning Honor Roll, regardless of their GPA.

- A Honor Roll – 3.6 and above
- B Honor Roll – 3.0 to 3.59

GPA is tallied by adding up the sum of grade points and dividing by the total number of grades.

Middle School Education (Grades 6-8)

Program of Studies Grades 6-8

A. Course Offerings

Middle school grades 6-8 basic education course offerings are selected from the Florida Department of Education’s Course Code Directory and approved by the district.

The program of studies for middle school grades includes the following state and local offerings:

Language Arts	Music	Critical Thinking
Mathematics	Physical Education/Health	
Science	Computer Science	
Social Studies	Reading	

Other enrichment and exploratory courses may be offered based on the number of students who request the courses. Middle school students may have the opportunity to earn high school credits and industry certifications.

In addition to research-based reading courses, reading instruction is integrated throughout the entire curriculum. All middle schools must follow the district-approved curriculum. Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for a statewide assessment. However, activities including instruction on test-taking strategies are authorized.

Students are required to be enrolled on a full-time basis, to include 6 courses or the equivalent. If there are extenuating circumstances, students may use a combination of Madison Virtual School courses and traditional courses to meet the full-time criteria. In order to use this option, seats must be available in the required Madison Virtual School courses, and principal approval is required.

Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to 3 courses at their district school, providing there is room in the course(s).

B. Required Courses

Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in each of the following:

- English Language Arts
- Mathematics
- Social Studies (including Civics, assessed by a state required End-of-Course Exam)
- Science

Social Studies:

The required study of state and federal government and civics education will be incorporated into Civics. Each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the Civics education requirement for promotion from the middle grades if the student's transcripts document passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.

Language Arts:

English Language Arts must emphasize literature, informational/technical text, writing, listening and speaking, and language.

Science:

The middle school science body of knowledge includes the Nature of Science, Life Science, Earth & Space Science, and Physical Science.

Mathematics:

Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit. Seventh graders who score an achievement level 3 or higher must be placed in high school algebra in 8th grade.

C. Physical Education

- Middle schools must offer the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6 through 8.
- Physical Education Waiver:

Parents may submit a written request for a waiver of the physical education requirement for their child. Students in grades 6-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that:
 - a. The parent requests that the student enroll in another course from among those courses already offered as options by the school district as space allows; or
 - b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Students who use the waiver because they participate in physical activities outside the school day must be enrolled in school on a full-time basis.

D. Career Research Course

Middle school students must successfully complete one course in career and education planning which must result in a completed internet-based, customizable personalized academic and career plan for the student. The personalized academic and career plan may be revised as the student progresses through middle school and high school. The course must include research-based assessments to assist students in determining educational and career goals, emphasize the importance of entrepreneurship and employability skills, and must include information from the Department of Economic Opportunity's economic security report under F.S. 445.07.

The personalized academic and career plan must inform students of:

- high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under F.S. 1003.4285.
- the requirements for each scholarship in the Florida Bright Futures Scholarship Program;
- state university and Florida College System institution admission requirements;
- available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and
- career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to F.S. 1003.492 or 1008.44.

E. Required Remediation

Participation in the assessment program is mandatory for all students enrolled in a public school. Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Math on a standardized assessment within the last 2 or more consecutive years. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the student's skills and in mastering standards.

F. Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

- the student's performance on required state assessments
- the student's grades or grade point average

- the student’s attendance and conduct
- teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This request will be followed by a parent conference to discuss eligibility and placement.

Promotion and Retention

A. Promotion Requirements

To be promoted from 6th to 7th grade and from 7th to 8th grade, students must pass 3 of the 4 academic courses. All failed academic courses must be retaken and passed to be promoted to high school.

From 8th to 9th	12 core academic courses to include 3 courses in each of the follow academic areas: language arts, math, science, and social studies(to include Civics)
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Promotion from 8th grade to 9th grade for a student who transfers into Florida from out-of-state during middle school will be based on the student successfully completing the number of core courses in language arts, mathematics, science, and social studies for each year the student has been in Florida. If a student transfers into a Florida public middle school from a private school during their middle grades years, the student must meet all promotion requirements as defined by state statute.

If a student has successfully completed a high school course, failure of the End-of-Course Assessment will not result in the student being retained in middle school.

Special Assignment

On the recommendation of the principal and with the approval of the superintendent, any 8th grader who has been previously retained may be assigned to the next higher grade if the student has completed courses as required by s. 1003.4156, F.S. and the student will be able to benefit from Madison County Student Progression Plan board approved instruction at the higher-grade level. In all cases, the student's cumulative record and report card should indicate special assignment to the next grade and the name of the principal who initiated the placement.

Parents/guardians must be notified in writing that their child is being assigned to the next higher grade. A copy of this notification must be placed in the student's cumulative record along with the major reason(s) why the placement was made.

B. Middle School Grading Scale:

Student achievement in all courses will be evaluated using numeric and letter grades. Students must be notified in writing at the beginning of each course as to how their grades will be determined. This could be included in the Course Syllabus or information shared with students and parents. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 6 through 8 are as follows:

A	B	C	D	F
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90% - 100%	80% - 89%	70% - 79%	60%-69%	0-59%
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Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

Grades submitted by teachers at the end of the term are final and are not subject to change on the basis of revision of judgement such as a new exam or additional work completed after the original grade has been submitted.

Grades may only be changed due to the following:

1. Correction of error in grading, or entering a grade wrong
2. Submitting a final grade for an “I” grade

*An incomplete grade (“I”) will be changed to a letter grade upon completion of all course requirements within 10 school days, under normal circumstances. If after ten days the course requirements are not completed, the incomplete grade will become an “F.” A progress report or report card grade cannot be more than 100%.

Semester Exams

Middle school students will take semester exams to be averaged into their semester grades. The computation is as follow:

Quarter 1 = 47%	Quarter 3 = 47%
Quarter 2 = 48%	Quarter 4 = 48%
EOC = 5%	EOC = 5%

Honor Roll

Students averaging a 3.0 in a single quarter are recognized with the title of Honor Roll recipient. A 3.0 grade point average (GPA) is earned through calculating the amount of A's, B's and C's a student earns. Each grade is worth a set amount of points: A=4, B=3, C=2. Students receiving D or F grades are disqualified from earning Honor Roll, regardless of their GPA.

- A Honor Roll – 3.6 and above
- B Honor Roll – 3.0 to 3.59

GPA is tallied by adding up the sum of grade points and dividing by the total number of grades.

Progress Reports:

Progress reports are issued mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the Skyward Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school, through email, or through a school approved communications app.

Grades for courses taken through Madison Virtual School and course recovery will not be included on the mid-quarter Progress Report.

Report Cards:

Report cards, which are available on a quarterly basis, specify the student’s academic performance, conduct and behavior, and attendance, including absences and tardies. Academic performance is based

on examinations as well as written papers, class participation, and other academic performance criteria.

Makeup Work:

Following an absence, the student has the responsibility to contact his teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within 3 days of the students return to school. Only work missed on days that have been excused may be made up for a grade.

Transfer Students

A. Transfer Grade Policy

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation.
- If the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.
- Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined above if required.
- Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

B. Virtual School Transfers

Students who are enrolled full time in a virtual school program are required to meet the same promotion requirements of all other public school students in the state of Florida. For a student who transfers back into a non-virtual district school any time during the year, the student shall be required to bring evidence of grades in progress as documented by withdrawal forms, Progress Reports, or Report Cards.

If the student is able to produce the required documentation, the grades received while attending the virtual school program will become part of the student's record in the same manner as any other transfer student.

Course Acceleration and Enrichment

Principals may override district criteria and place students in high school courses based on data indicating that the student is capable of success in the courses. This data must be documented.

A. High School Credit Courses Offered in Middle School

High school dual credit courses provide middle school students who have advanced skills the opportunity to pursue a more rigorous education. High school credit courses are not offered in middle school for the purpose of graduating early or experiencing an “easier” senior year. Failure to take rigorous academic courses during the senior year could prevent a student from being accepted into many colleges and universities. Parents of student athletes who take high school courses in middle school should visit the National Collegiate Athletic Association (NCAA) web site.

Grades for high school courses taken during middle school will appear on the high school transcript and will be averaged in with the high school grade point average. Students must carry forward all grades and any credits earned in high school courses. Middle school students who earn a “C” or lower in a high school course are strongly encouraged to retake the course under the Grade Forgiveness Policy.

Schools will use district criteria for identifying eligible students for enrollment in honors or high school credit courses. Schools must have a plan for reviewing students’ required state assessments scores and their grade point averages to ensure that all eligible students are considered for placement into these courses. Principals may override the district criteria and place students in high school credits based on data indicating that the student is capable of success in the courses. This data must be documented.

B. District Criteria for Enrollment in High School Credit Courses

Students earning a “D” or “F” in a high school credit course at the end of the first semester may be withdrawn and scheduled into a middle school course in the same subject area by the school administrator.

- 8th Grade Algebra I or Algebra I Honors:
The student must have earned a Level 3, 4, or 5 on the most current required state assessment in Mathematics or have both of the following:
 1. teacher, counselor, and/or administrator recommendation
 2. 3.0 grade point average for the year in the 7th grade Advanced Mathematics course
- 8th Grade Geometry Honors:
The student must have earned a “C” or higher in each semester of Algebra I Honors and must have passed the End-of-Course Assessment.

C. Awarding Grades and Credits for High School Credit Courses in Middle School

Courses must meet all of the requirements of high school courses. High school requirements include:

- assessment of students through a semester exam;
- administration of any state-required end-of-course exams;
- calculation of the semester grade using the high school procedure;
- minimum 135 hours as required in Florida Statute;
- district-approved instructional materials aligned with the district-approved curriculum; and
- reporting of the first and second semester grades to the high school the student will

attend

D. Grades

Algebra and Geometry course grades will be averaged using the following formula.

Quarter 1 = 35%

Quarter 2 = 35%

EOC = 30%

Quarter 3 = 35%

Quarter 4 = 35%

EOC = 30%

End-of-Course Exams (EOC):

To earn high school credit for Algebra I or geometry, a middle school student must take the state-wide standardized EOC assessment, pass the course, and the student's performance on the EOC assessment constitutes 30% of the student's final course grade. If a student passes the course but does not pass the EOC, the promotion requirement for middle school is met, but the student must pass an Algebra I EOC retake or have earned a comparative/concordant score on a state approved assessment in order to earn a high school diploma.

Credit

Rule 6A-1.0955(3), F.A.C., requires each school district to keep a record of courses taken and a record of achievement, such as grades. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. The authority for a school district to adopt forgiveness policies is for the express purpose of assisting students in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements.

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course, but fails the other semester based on the defined recalculation process. The numeric semester grades will be averaged to calculate a year-long grade.

Courses carried forward as high school credit will be used to satisfy the high school graduation and Florida Academic Scholars Award requirements. A middle school student must be granted credit toward high school graduation requirements for courses taken. Once a high school grade is earned (credit carried forward to high school), that grade becomes a permanent record on the student's transcript and may not be removed from the transcript.

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course (EOC) assessment with accommodations cannot accurately measure the student's abilities, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be

waived.

Any waiver of the statewide, standardized assessment requirements by the individual education plan IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

All middle school students must take the Civics EOC as a requirement for promotion. The Civics EOC will count 30% of the year-long grade. The year-long grade calculation as follows:

Quarter 1—17%

Quarter 2—18%

Quarter 3—17%

Quarter 4—18%

EOC—30%

A middle school student who transfers into the state’s public school system from out-of-country, out-of-state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the Civics Education requirement for promotion from middle school if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

E. Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.

The credit awarded is for the regular course level and not the honors level. The credit for this course is not weighted for GPA calculation purposes.

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a “C” or above.

F. Grade Forgiveness Policy

Middle school students taking high school courses may repeat and replace a grade of “C”, “D”, or “F” earned during middle school in the high school course, with a grade of C or higher, earned subsequently in the same or comparable courses.

Credit Recovery courses are credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the

Credit Recovery courses are exactly the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

G. Bridge

For students in alternative programs, including Bridge and DJJ, the Career Education component must be completed by all students prior to leaving the 8th grade. For students in DJJ programs, the physical education requirement will be waived if the student is in a commitment program as an eighth grader. Physical education is not available in the DJJ program. For juvenile justice programs and alternative programs offering extended learning opportunities, promotions may occur as the requirements herein described are met.

High School Education (Grades 9-12)

Program of Studies Grades 9-12

High school basic education course offerings are selected from the Florida Department of Education’s Course Code Directory and approved by the District Curriculum Coordinator for the Madison County School District. All students will receive instruction in reading, English/ language arts, mathematics, science, social studies, the arts, health and physical education. The School District of Madison County will adhere to all statutes regarding required instruction.

Students are required to be enrolled on a full-time basis, to include 8 courses or the equivalent. If there are extenuating circumstances, students may use a combination of Madison Virtual School courses and traditional courses to meet the full-time criteria. In order to use this option, seats must be available in the Madison Virtual School courses, and principal approval is required. Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to three courses at their districted school, providing there is room in the course. Home education students will not be awarded a diploma from the Madison County School District and may not participate in any senior graduation activities on the districted school campus.

Grades and Credits

A. Grading Scale

Student achievement in all courses will be evaluated using numeric and letter grades. Students must be notified in writing at the beginning of each course as to how their grade will be determined. This could be included in the Course Syllabus or information shared with students and parents. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 9 through 12 are as follows:

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

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

Grades submitted by teachers at the end of the term are final and are not subject to change on the basis of revision of judgement such as a new exam or additional work completed after the original grade has been submitted. Grades may only be changed due to the following:

1. Correction of error in grading, or entering a grade wrong
2. Submitting a final grade for an “I” grade

*An incomplete grade (“I”) will be changed to a letter grade upon completion of all course requirements within 10 school days, under normal circumstances. If after ten days the course requirements are not completed, the incomplete grade will become an “F.”

A progress report or report card grade cannot be more than 100%.

Exam Exemptions:

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

Progress Reports:

Progress reports are issued mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the Skyward Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email.

Grades for courses taken through Madison Virtual School and course recovery will not be included on the mid-quarter Progress Report.

Report Cards:

Report cards, which are available on a quarterly basis, specify the student's academic performance, conduct and behavior, and attendance, including absences and tardies. Academic performance is based on examinations as well as written papers, class participation, and other academic performance criteria.

Makeup Work:

Following an absence, the student has the responsibility to contact his teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within 5 days of the student's return to school. Students are only allowed to make up work from days that have an excused absence.

B. Semester Grades

A Semester Exam is required in all courses for high school credit. Semesters Exams may not be given early.

Course grades will be averaged as follows:

The Algebra I, Geometry, U.S. History, and Biology EOCs will constitute 30% of the final course grade. The grade will be calculated as follows:

Quarter 1 = 45%
Quarter 2 = 45%
Semester Exam = 10%

Quarter 3 = 45%
Quarter 4 = 45%
Semester Exam = 10%

Quarter 1 = 35%
Quarter 2 = 35%
EOC = 30%

Quarter 3 = 35%
Quarter 4 = 35%
EOC = 30%

C. Credit

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester based on the defined recalculation process. If recalculation of a year-long grade, even if a semester grade of “F” was not earned, would result in a higher final grade for the student, this statute may also be applied.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student’s benefit, it will be entered in the student’s academic history as the final grade for the course. Each school will follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

D. Honor Roll

Students averaging a 3.0 in a single quarter are recognized with the title of Honor Roll recipient. A 3.0 grade point average (GPA) is earned through calculating the amount of A's, B's and C's a student earns. Each grade is worth a set amount of points: A=4, B=3, C=2. Students receiving D or F grades are disqualified from earning Honor Roll, regardless of their GPA.

- A Honor Roll – 3.6 and above
- B Honor Roll – 3.0 to 3.59

E. Promotion

Students will be promoted based on 9th grade cohort minimum credits.

Grade Level	9 th Grade Prior to 2019	9 th Grade 2019 and beyond
9 th	6 credits	6 credits
10 th	12 credits	13 credits
11 th	18 credits	20 credits

Students entering high school for the first time may be placed into the 9th grade.

Students who plan to graduate in three years will be promoted to 12th grade after the first semester of their third year in high school.

F. Transfer Grades

The procedures relating to the acceptance of transfer work and courses for students entering Florida’s public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school’s accreditation.
- If the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period

as outlined in subsection (b) of this rule.

- Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined above if required.
- Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Virtual School Transfers

Students who are enrolled full time in a virtual school program are required to meet the same promotion requirements of all other public school students in the state of Florida. For a student who transfers back into a non-virtual district school any time during the year, the student shall be required to bring evidence of grades in progress as documented by withdrawal forms, Progress Reports, or Report Cards.

G. Grade Point Average

- A student's cumulative grade point average (GPA) will be calculated based upon all of the courses a student has completed, including courses taken for high school credit in middle school, except those where the forgiveness policy applies. Transfer credit(s) with a grade of Pass (P) will not be calculated into the grade point average. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on a 4.0 scale in the courses required for graduation.
- Parents of students who have a cumulative GPA of 1.5 or below at the end of each semester in Grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.
- Special assistance to obtain a high school equivalency diploma may be given only when all requirements for graduation are completed except for the required cumulative grade point average.

H. Class Rank

- For the purposes of class ranking, high schools will use a weighted grading system for appropriate courses as indicated in the Florida Department of Education Comprehensive Course Table for high school credit courses. Class rank for graduation will be determined in January.
- An additional one (1) weighted grade point will be added to each course grade of a "D" or above in courses designated as weighted in the Florida Department of Education Comprehensive Course Table. The charts below identify the grade weighting rules for courses taken in specified academic years.
- Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning a Special Diploma, Hospital Homebound students, and

Home Education students will not be included the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.

- Class rank will be calculated and locked for graduation recognition purposes ten (10) days after the end of the first semester. After it is locked, there will be no recalculation of class rank for graduation purposes.
- The grade weighting scale is as follows:

Unweighted Grade Points	Weighted Grade Points
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 2

Career and Technical Education courses that are level 3 courses and lead to an industry certification are weighted the same as a grade earned in an Honors course for the purpose of calculating gpa.

I. Honors Recognition

In recognition of excellence in academic achievement, Honors and High Honors students will be recognized at the graduation commencement. A Valedictorian and a Salutatorian will be selected based on class ranking. Honor and High Honor graduates, will be determined based on a cumulative weighted grade point average (GPA) and will be calculated at the end of the seventh semester:

High Honors

- Students with a weighted GPA of 4.0000 and above

Honors:

- Students with a weighted GPA of 3.000 to 3.9999

Valedictorian and Salutatorian Awards

To determine class ranking, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average on all courses taken for high school credit. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the seventh semester.
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Madison County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18 Credit Graduation Program are eligible for Valedictorian and Salutatorian status.

- A student who transfers to Madison County during the last semester of his/her junior year is not eligible to be named Valedictorian or Salutatorian.
- A student must complete his/her LAST four full semesters in Madison County consecutively to be eligible to be named Valedictorian or Salutatorian. A new student who registers before school starts for his/her junior year is eligible for Valedictorian/Salutatorian. However, if a student transfers to Madison County during his/her junior or senior year, he/she will not be eligible for Valedictorian or Salutatorian.

Diploma Designations

The **Florida Seal of Biliteracy** Program was established to recognize high school graduates who have attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, by the award of a silver or gold seal on a Standard Diploma. The criteria for both seals can be found at <http://www.fldoe.org/academics/eng-language-learners/world-languages-foreign-languages.stml>.

Merit Diploma

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Scholar Diploma

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC • Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC* • Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

Diploma Endorsements

School Boards may attach a Florida Gold Seal Career and Technical Endorsement to a Standard Diploma or award differentiated diplomas to those exceeding the prescribed minimums.

J. Grade Forgiveness

Achievement of a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale is required for graduation. To assist students in meeting this requirement, districts are allowed to offer grade forgiveness policies, summer school, after-school tutoring, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes.

1. To assist students in achieving a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale, the forgiveness policy provides that students may replace a “D” or “F” with a grade of “C” or higher, earned subsequently in the same or comparable course. Only one grade and one credit may be earned for the same course. When a course is repeated, all grades appear on the student’s transcript. The forgiveness policy applies only when a course is repeated after the course for which the “D” or “F” was earned. Students may repeat a course already passed only once.
2. The only exception to these forgiveness policies shall be made for a student in middle school who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F”. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, earned subsequently in the same or comparable course. When a course is repeated, all grades appear on the student’s transcript. All grades, except those that meet the conditions of the grade forgiveness policy, will be calculated in the grade point average.
3. In all cases of grade forgiveness, only the new grade is used in the calculation of the student’s grade point average. Any course not replaced according to the forgiveness policy is included in the calculation of the cumulative grade point average required for graduation.
4. Elective courses may be replaced with any other elective course, as long as graduation requirements are still met with the substituted elective course. A student may choose to retake a high school course where no credit was awarded.

Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery courses are exactly the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery or grade forgiveness.

Courses for Graduation for Standard Diploma	Course completed	Course(s) that will Forgive the grade
Required specific courses for graduation (Biology, HOPE/PE, Algebra I, Geometry, U.S. History, U.S. Govt., Economics, World History)	Regular course Honors, AP, IB, AICE course	Same course or Honors if available Same course or regular course
Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course Honors , AP, IB, AICE course	Same course or Level 2 or Level 3 course in the same discipline Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106680), if used as a science credit, can forgive an equally rigorous science.
Electives	Any elective	Same course or any elective

K. Credits

- The granting of course credit is based on an evaluation of the individual student’s achievement of established district and state performance standards and other requirements as designated by the teacher. Performance standards will include specific course content as specified in statutes and in the district curriculum. For the purpose of high school graduation requirements, one full credit is determined as follows:
 1. A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or
 2. For schools that have been authorized to implement block scheduling by the district school board, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.
- One-half (.5) credit means a minimum of 67.5 hours of bona fide instruction or a minimum of 60 hours of bona fide instruction in a high school that implements block scheduling. One half (.5) credit shall be awarded at the end of each semester/term upon the satisfactory completion of course requirements.
- Student performance standards must be met for each Academic and Career and Technical Education Program in grades 9 through 12 for which credit toward high school graduation is awarded.
- Credit will be awarded if a student not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program.

- No student may be granted credit toward high school graduation for enrollment in the following programs or courses:
 1. More than a total of nine elective credits in remedial programs.
 2. More than one credit in exploratory vocational courses.
 3. Any Level 1 course, unless the student’s assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the Individual Education Plan or the Individual Progress Monitoring Plan and signed by the principal, school counselor and the parent, if the student is not 18 years or older. The plan must specify the need for enrollment in a remedial or Level 1 course. Level 1 courses are not offered in the School District of Madison County. For students entering 9th grade in 2013-14 and thereafter, level 1 courses will not count towards a Standard high school diploma.

- Enhanced Instruction for Non-Proficient Students:

Reading /English Language Arts (ELA) and/or Math on a standardized assessment within the last two or more consecutive years. Students who do not meet this criteria may be required to receive enhanced instruction through a course that will assist in building the students’ skills and in mastering standards.

School administrators may use concordant/comparative scores on state-approved assessments (SAT, ACT, PERT. PERT may not be used by students entering 9th grade in 2018-2019 and thereafter.) to determine proficiency if no state standardized assessment scores are available at the time of enrollment.

- Intensive Instruction Waiver:

Parents may submit a written request for a waiver of the intensive instruction requirement for their child to the student’s school counselor. Exercising this option can jeopardize a student’s opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

 1. Parents must complete the Intensive Instruction Waiver Request Form.
 2. Student must be in 6th-11th grade.

Acceleration and Enrichment

Articulated acceleration is available and serves to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This includes, but is not be limited to Dual Enrollment and Early Admission.

Each high school shall advise every student of programs through which a high school student can earn college credit, including Dual Enrollment courses, career academy courses, and courses that lead to

national industry certification, as well as offering through virtual instruction.

Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of Section 1002.42, Florida Statute.

A. Early High School Graduation

Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

B. College Dual Enrollment and Early Admission

The Dual Enrollment Program is defined as the enrollment of an eligible secondary student or home education student in a post-secondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree.

College Dual Enrollment Academic Programs and Early Admission are available at all high schools. The Pre-requisites are:

- Be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program. The College limits eligible students in grades 6-8 to one course per semester. The number of semester hours that an eligible student in grades 9-12 enrolls each term is at the discretion of the high school counselor. The College recommends that eligible students in grades 9 and 10 limit coursework to two courses per semester and students in grade 11 limit coursework to three courses per semester.
- Must demonstrate readiness for college level coursework in reading and math if the student is to be enrolled in college courses.
- Have Earned a minimum of 4 high school credits.
- Cannot be scheduled to graduate prior to the completion of the dual enrollment course.
- Be aware that receiving a grade of D or F, or withdrawing (W) for any course results in ineligibility to remain in the dual enrollment program
- Students must achieve and maintain a 3.0 unweighted GPA for *college-credit* dual enrollment courses.
- Part-time dually enrolled students may take up to eleven semester hours
- Eligible secondary students who are considered Early Admission must take a minimum of twelve college credit hours but no more than 15 college credit hours
- The high schools in Madison are responsible for ensuring completion of requirements for graduation from high school for students approved for early admission. The admission criteria and GPA requirement are the same as regular dual enrollment.

Pre-requisites for Career Dual Enrollment

- Students must achieve and maintain a 2.5 unweighted GPA for *career certificate* dual enrollment courses.
- complete assessment testing within six weeks of program entry (if not completed, as recommended, prior to entry),
- Career dual enrollment is limited to students who are enrolled in college credit courses leading toward a degree or career and technical certificate courses or programs that each lead to an approved industry certification on the CAPE Industry Certification Funding List or CAPE Postsecondary Industry Certification Funding List described in s. 1008.44, F.S.
- Participation in the *career* early admission program shall be limited to students who have completed a minimum of four semesters of full time secondary enrollment, including studies undertaken in the ninth grade.
- Cannot be scheduled to graduate prior to the completion of the dual enrollment course.
- Part-time career dually enrolled students may take up 330 vocational clock hours per term. Eligible secondary students who are considered Career Early Admission must take a minimum of 360 vocational clock hours but no more than 480 vocational clock hours per term.

Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. Dual enrollment courses taught on the high school campus may not be combined with any non-college credit high school course.

C. College Readiness

Schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

College-Ready Cut Scores:

Cut Scores Indicating College Readiness						
ACT	Reading	19	English	17	Mathematics	19
SAT	Verbal	440			Mathematics	440
PERT	Reading	104	Writing	99	Mathematics	113

Changes to college-ready cut scores

As a result of standard setting, rescissions were made to the Postsecondary Education Readiness Test college-ready cut scores for each content area. The revised scores are applicable to assessments

administered on or after the effective date (October 22, 2012). Procedures for students administered assessments prior to the effective date of the rule should be held to the cut scores in effect at the time of the administration or test date.

The revised scores appear below.

Postsecondary Education Reading Test	
Reading	106
Writing	103
Mathematics	114

Additionally, the reading cut score for the American College Testing Program-Enhanced ACT and the math cut score for PERT was revised to align with the high school graduation requirement.

ACT	Reading	19
PERT	Mathematics	97

D. Credit by Examination

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

E. College and University Programs

- a. Students who wish to participate in an educational program offered by accredited schools, colleges, or universities, must have prior written agreement with the school principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Final inclusion on the high school transcript will be completed only upon the school's receipt of all necessary documentation from the appropriate institution.
- b. All evidence of work/credits earned at another school will be based on an official transcript authenticated by the proper school authority. Credits from state or regionally accredited schools shall be accepted at face value, subject to validation where deemed necessary. Credits earned through alternative delivery systems that are accredited by a regional accrediting association, non-accredited schools, home schools, or non-accredited correspondence schools shall be validated by the administration of examinations or by establishing credits earned through successful performance in subsequent courses.
- c. With the approval of the principal, students may earn credit through Dual Enrollment, Advanced Placement, Advanced International Education Certificate, International Baccalaureate programs, Florida Virtual School, and by using substitutions indicated in the course code directory. Home education students may participate in College Dual Enrollment,

working directly with State College of Florida or other postsecondary institutions, career and technical dual enrollment and early admission and credit by exam by postsecondary institutions. Dual Enrollment credit earned by home education students shall apply toward the completion of a home education program that meets the requirements of state statute.

F. Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires an elementary student to meet the district acceleration procedures. Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria.

Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

- a. The student's performance on required state assessments and grade point average
- b. The student's attendance and conduct
- c. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

G. Credit Acceleration Program (CAP)

- a. The Credit Acceleration (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.
- b. If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.
- c. A student will be awarded course credit for earning a grade of 3 or higher on an Advanced Placement exam, even if not enrolled in the course, or for passing a CLEP test. If a student fails an AP course, but attains a score indicating satisfactory performance on the

corresponding AP exam, credit will be awarded for the course as prescribed by state statute. Students must retake the course or an equivalent course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course or an equivalent course and earns a “C” or above.

Graduation Requirements

A. General Information

A student in a Madison County public school may earn a Standard Diploma, a Special Diploma for Exceptional Education Students who meet specific cohort entry requirements, or a Certificate of Completion. All

requirements must be met before a diploma or certificate is awarded. The diploma or certificate will be awarded to reflect the year that the final requirements are met. To earn a diploma, a student must meet the graduation requirements for the school year in which that student entered ninth grade for the first time. In accordance with the Individuals with Disabilities Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday) or until they graduate with a Standard Diploma, whichever comes first.

Before a student graduates from high school, the school shall assess the student’s preparation to enter the work force and provide the student and student’s parent or legal guardian with the results of the assessment. The Department of Education has determined that, because required state assessments assess certain Education Goal 3 standards, which were developed from a United States Secretary of Labor’s report on necessary skills, the required state assessments can serve as this assessment.

Students who have met all requirements for the standard high school diploma except for passage of the required state assessment or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

- upon completion of Certificate of Completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate: and
- participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

Seniors Completing Requirements on Florida Virtual School

A student must be registered at a Madison District high school in order to earn a diploma from that school. A 12th grade student who plans to finish his/her senior year on Florida Virtual School must withdraw from his/her home school and enroll in FLVS. The student and his/her parent(s) must meet with the school counselor to review course history and ensure that the student will be able to complete the graduation requirements using this option.

District School Boards may not establish requirements for the ACCEL Accelerated Diploma Option in excess of the requirements as per statute.

B. Participation in the Graduation Ceremony

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Madison District high school prior to the start of the last nine weeks of the senior year in order to participate in that high school's graduation ceremony. A full-time virtual school student will not be allowed to participate in graduation at his or her zoned school.

A student who withdraws from a high school, enrolls in an adult program, and successfully completes the Graduate Educational Development (GED) tests, is awarded a State of Florida diploma. Students may not participate in the graduation ceremony with their previous high school.

Special Education students who earn a Certificate of Completion as addressed in the IEP may participate in the graduation ceremony. A Special Education student whose diploma has been deferred based on the IEP team decision will be permitted to participate in the graduation ceremony for his or her cohort group only.

A student who completes the 12th grade, having met all of the graduation requirements except for the assessment requirement (either by passing the required state assessment or by achieving a concordant score) and successfully completes the Graduate Educational Development (GED) tests, at least 10 days prior to graduation, may participate in the district graduation ceremony and be awarded a Madison District diploma.

CTE Graduation Pathway

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this new option by:

- Earning at least 18 credits.
- Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
- Same requirements for ELA, Math, Science and Social Studies.
- Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.

Standard Diploma Graduation Requirements

For Students Entering Grade Nine in 2015-16 through 2018-19	
ENGLISH	4 Credits
MATHEMATICS	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits <i>Industry Certifications leading to college credit may substitute for up to 2 math credits (except for Alg. & Geom)</i>
SCIENCE	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous <i>Industry Certifications leading to college credit may substitute for 1 science credit (except for Bio. I)</i> <i>Identified rigorous computer science course with a related industry certification substitutes for 1 science course (except for Biol I)</i>
SOCIAL STUDIES	1 Credit World History 1 Credit United States History (EOC =30% of final grade) ½ Credit United States Gov't ½ Credit Economics (<i>to include Financial Literacy</i>)
WORLD LANGUAGES	<i>Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.</i>
FINE AND PERFORMING ARTS, SPEECH, DEBATE, OR PRACTICAL ARTS	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
PHYSICAL EDUCATION	1 Credit in Physical Education to include the integration of Health (HOPE)
ELECTIVES	8 Credits
TOTAL	24 Credits
Additional Graduation Requirements	
STATE ASSESSMENTS	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment and a passing score on the Algebra 1 EOC. <i>Concordant scores from state approved exams may be substituted for ELA Assessment and Algebra I EOC scores.</i>
ONLINE COURSE	Requires a full course to be completed online or in blended learning environment
GRADE POINT AVERAGE	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)

Section 1003.4156, FLORIDA STATUTES (F.S.)

Standard Diploma Graduation Requirements

For Students Entering Grade Nine in 2019-20 and Beyond	
ENGLISH	4 Credits
MATHEMATICS	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits <i>Industry Certifications leading to college credit may substitute for up to 2 math credits (except for Alg. & Geom)</i>
SCIENCE	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous <i>Industry Certifications leading to college credit may substitute for 1 science credit (except for Bio. I)</i> <i>Identified rigorous computer science course with a related industry certification substitutes for 1 science course (except for Bio I)</i>
SOCIAL STUDIES	1 Credit World Geography 1 Credit World History 1 Credit United States History (EOC =30% of final grade) ½ Credit United States Gov't ½ Credit Economics (<i>to include Financial Literacy</i>)
WORLD LANGUAGES	<i>Not required for graduation. A minimum of 2 years of the same language is required for admission into most universities and some Bright Futures Scholarships.</i>
FINE AND PERFORMING ARTS, SPEECH, DEBATE, OR PRACTICAL ARTS	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
PHYSICAL EDUCATION	1 Credit in Physical Education to include the integration of Health (HOPE)
ELECTIVES	11 Credits
TOTAL	28 Credits
Additional Graduation Requirements	
STATE ASSESSMENTS	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment and a passing score on the Algebra 1 EOC. <i>Concordant scores from state approved exams may be substituted for ELA Assessment and Algebra I EOC scores.</i>
ONLINE COURSE	Requires a full course to be completed online or in blended learning environment
GRADE POINT AVERAGE	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)

C. Course Substitutions

Mathematics:

- Successful completion of Algebra IA and Algebra IB will satisfy the Algebra I requirement for graduation. A certified school counselor or the principal's designee must advise students that state universities may require for admission three additional mathematics courses at least as rigorous as Algebra I. Level III Mathematics courses in the Florida Course Code Directory may substitute for the Algebra I requirement. Transfers from outside Madison County may fulfill the Algebra I requirement with the state equivalents. Credit may not be earned for more than one of the options. Students must earn the necessary mathematics credits required for graduation.
- A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. This option will not impact a student's grade point average as no grade is awarded for the substituted math course.
- A student may substitute a credit in computer science, if identified as equivalent in rigor by the commissioner, for one mathematics requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute one course (either mathematics or science).
- A student that earns an industry certification in 3D rapid prototype printing may substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor.

Science:

- Agriscience Foundations I may count as a science credit.
- A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one Biology credit. Substitution may occur for up to two science credits, except for Biology I. This option will not impact a student's grade point average as no grade are awarded for the substituted science course.
- A student who earns credit in a computer science course may substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the commissioner. A computer science credit may only be used to substitute one course (either mathematics or science).

Community Service:

If offered at the high school, students may enroll in Voluntary Public Service (0500370) or Voluntary School/Community Service (2104330). Students may earn community service hours and elective credit for the Voluntary Public Service course. To receive credit for the Voluntary School/Community Service course, students must complete at least 75 community service hours. Students will be awarded social studies elective credit as well as the community service hours earned during completion of the course standards.

Health Opportunities through Physical Education (HOPE):

HOPE is a year-long health and physical education (PE) course required of all high school students. A school may not require students to take the one credit in HOPE or a Health/PE variation of HOPE during the ninth grade.

Students can meet the HOPE requirement by passing .5 credit of Personal Fitness and .5 credit in a Physical Education course.

Certain activities as follows may satisfy a portion of or all of the HOPE/Physical Education requirement.

1. Interscholastic Sports:

Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels satisfies the full 1 credit HOPE requirement.

2. Completion of one semester, with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy .5 credit in physical education or .5 credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

3. The HOPE curriculum includes education on teen dating violence and abuse as required by statute.

On-line Course:

Students entering 9th grade in the 2011-2012 school year and thereafter are required to pass one (1) course by some means of virtual instruction or blended learning course taught by an instructor certified to teach the course. A school may not require a student to take this on-line course or blended learning course outside the school day or in addition to the student’s courses for a given semester. An on-line course or blended learning course taken during grades 6-8 for high school credit fulfills this requirement. This requirement does not apply to a student who has an IEP which indicates that an on-line course would be inappropriate or to a student who is enrolled in a Florida high school and has less than one academic year remaining in high school.

D. Assessment Requirements

To meet graduation requirements, a student must earn passing scores on the required state-wide assessments or earn scores on a standardized test that are concordant/comparative with passing scores on the required state-wide assessment (SAT, ACT, PERT). Pert may not be used by students entering 9th grade in 2018-2019 and thereafter.).

Participation in the assessment program is mandatory for all school districts and all students attending public school. Students must take the Algebra I end-of-course exam (EOC) before a concordant/comparative score can be used to satisfy the assessment requirement for graduation. Students who transfer from out-of-state, home education or private school must have a passing score on a state-wide end-of-course assessment for Algebra from the previous state/district attended or must have a score for the Algebra I EOC recorded before a concordant score may be used.

Students scheduled to graduate who have attained the ACT or SAT scores concordant with the required state assessments passing scores shall satisfy the assessment requirement for a Standard Diploma.

Table 3: Concordant Scores by Year Student Entered Grade 9

Concordant Scores by Year Student Entered Grade 9: 2009-10		
Assessment	Reading Score	Math Score
FCAT	1926 (scale score of 300)	1889 (Scale score of 300)
FCAT 2.0	241*	
SAT	420	340
ACT	18	15
<p>*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT2.0.</p>		

Concordant Scores by Year Student Entered Grade 9: 2010-11 through 2017-18		
Assessment	Reading Score	Math Score
NGSSS Algebra I EOC		399* (2011-12) 489** (2014-15) 497 (2014-2015 to present)
FCAT 2.0	245 (2010-2013)	
FSA ELA	349 (2013-2104)	
FSA ELA	350 (2014-2015 to present)	
SAT	430	
ACT	19	
PERT		97
SAT (Beginning with Spring 2016 administration through August 1, 2018):		
SAT Evidence- Based Reading and Writing	430	
SAT Reading Subtest	24	
<p>*Students who entered Grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students’ final course grade, but there is not a passing requirement for this cohort of students.</p>		
<p>**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.</p>		

Concordant Scores by Year Student Entered Grade 9: 2018-2019 and Beyond		
Assessment	Reading Score	Math Score
FSA Algebra I EOC		497
Grade 10 FSA ELA	350	
SAT	480 (EBRW)	420 (Math)
ACT	18 (Average of English and Reading)	16 (Math)
PSAT		430

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is concordant (or comparable) to a score of 241 on the FCAT2.0.

Beginning with the spring 2016 test administration, the following comparative scores can be used to meet the Reading assessment graduation requirement:

- New SAT Evidence-Based Reading and Writing—430
- New SAT Reading Subtest—24

Once a student who has failed the required state assessment for graduation has met the assessment graduation requirement for a standard high school diploma with a concordant score, the student is not required to continue retaking the required state assessment for graduation for the purpose of high school graduation. Students scoring at Level 1 and 2 on required state assessments in reading and/or math must continue to receive intervention and remediation within the MTSS framework irrespective of meeting graduation requirements through concordant/comparative score if the problem-solving team finds the services necessary.

Students Currently Holding a Certificate of Completion:

- The requirements for students currently holding a Certificate of Completion who are seeking a standard diploma must meet concordant score requirements based on the statute governing their 9th grade cohort requirements. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements.

Test	Date Taken	Concordant Score
SAT Mathematics	Prior to March 2005	370
	March 2005 and Beyond	340
SAT Reading	Prior to March 2005	410
	March 2005 and Beyond	420
ACT Reading	N/A	19
ACT Mathematics	N/A	15
PERT	Beginning with students who graduated in 2015	97

Diploma Options

A. ACCEL Diploma

Selection of the ACCEL Diploma Option:

Prior to a student selecting the ACCEL accelerated diploma option, designated school personnel should meet with the student and his/her parent or legal guardian to explain the requirements, advantages, and disadvantages of this option.

Students choosing the ACCEL diploma option must attend high school as a full-time student. No requirements for the ACCEL accelerated three-year high school graduation options shall be established in excess of the requirements listed in statute. A student who meets all of the requirements for a three-year diploma shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

- Completes Florida's high school Standard Diploma course requirements (based on the grade 9 cohort year) without the required physical education course and only three credits in electives (total of 18 credits)
- An on-line course is not required.
- Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

B. Diploma Equivalency Options

Other diploma options for Madison district students include:

- Adult High School Diploma
- High School Equivalency Diploma (GED) Option
- Performance-Based Exit Option

High School Equivalency Diploma (GED) Option:

The GED is a battery of four General Educational Development Tests. A student must be 16 years of age at the time of application. After satisfactorily passing the High School Equivalency Test, the student will receive a State of Florida High School Diploma and will be considered an adult graduate.

Performance-Based Exit Option:

The Performance-Based Diploma Exit Option is an alternative route to graduation for eligible students who may not graduate with their cohort group because of credit deficiency, low grade point average, or being over-age for the grade. The program is not an option for early exit; it is designed to help students who fall behind to graduate with their kindergarten cohorts by receiving a State of Florida High School Performance-Based Diploma.

The program is designed to provide some academic support for students who are in jeopardy of not graduating with their cohort group. These students cannot graduate before their entry level classmates. The Madison County model includes direct, explicit instruction, and an online instructional program.

The students must meet all of the following eligibility criteria:

- The student must be enrolled in and attending a PK-12 program.
- The student is at least 16 years old.
- The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.
- The student is over age for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
- The cohort group with which the student entered kindergarten is graduating or has graduated.
- The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of GED testing), as documented by a passing score on the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade-level proficiency.
- The student has acceptable scores on official GED Practice Tests administered under testing conditions.
- The student is unsuccessful in school as evidence by a cumulative GPA below 2.0.
- The student has one or more retentions. Admission Procedures:
 - A school-based administrator, school counselor, parent, or teacher, can refer a student to the Performance-Based Exit Option Program at each of the identified sites.
 - The referring school-based staff will provide the documentation to substantiate that the student meets the eligibility criteria. If a parent or student is making the referral, then the school-based personnel will prepare the documentation. Documentation should include discipline referrals, retention records, age of student, grades, test scores, absence data, and eligibility/participation for/in Exceptional Education or the ESOL program. The applicant must be referred for TABE testing from the referring school site.
 - Whenever possible, vocational assessment for interest and aptitude will be completed prior to enrollment to assist in determining appropriate program placement.
 - All staff involved in the referral and placement process must inform the parent and the student regarding the intent of the program and the requirements for performance to ensure student success as well as program success.
 - The parent/guardian must provide written permission before the student can be admitted into the program.

C. Certificate of Completion

A Certificate of Completion shall be awarded to a student who completes the 24 required credits for graduation, but who does not meet one or more of the following requirements:

- earning passing scores on the required state assessment or scores on a standardized test that are concordant with passing scores on the required state assessment;
- achieving the required cumulative grade point average of 2.0 on a 4.0 scale; or
- completing all other requirements in Student Progression and remedial instruction.

The student shall be awarded a certificate of completion in a form prescribed by the State Board. Any student who receives a Certificate of Completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school.

There is no Certificate of Completion awarded to students who are seeking a three year diploma option. If the student does not meet all of the requirements for a three year diploma option, the student automatically reverts to the 24 credit requirements for the four year standard diploma.

The district superintendent shall be responsible for insuring that schools notify all students of the consequences of failure to receive a Standard Diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

Exceptional Student Education

A. Standard Diploma Pathways:

Effective school year 2014-2015, or after, all students with disabilities entering grade nine (for the first time) will be provided the opportunity to receive a standard high school diploma by meeting the same requirements as all students, OR through an alternate pathway as outlined below:

- **Standard Diploma available to all students to include students with disabilities:**

1. Refer to Graduation Option Chart located below first column for specifics
2. Students with disabilities working for a scholar designation are not eligible for a waiver consideration, per scholar designation requirements.
3. Students with disabilities working for a merit designation may be considered for a waiver, if necessary, per merit requirements.

- **Standard Diploma Academic & Employment Pathway:**

For any student with a disability, when the IEP team determines that mastery of academic (State Standards) and employment competencies is the most appropriate way for the student to demonstrate his/her skills, the student must demonstrate:

1. Documented achievement of all annual IEP goals, academic and employment competencies, industry certification, or occupational completion points (OCPs) in the student's transition plan; **and**
2. Maintain successful paid employment for at least one semester
3. Refer to Graduation Option Chart located below center column

- **Standard Diploma Access Points Pathway:**

For a student with a significant cognitive disability, when the IEP determines that mastery of State Standards Access Points is the most appropriate pathway, the student must be instructed in State Standards access points (modified curriculum) and participate in the statewide alternate assessment. This option includes:

1. Portfolio of quantifiable evidence for courses not measured by a state standardized assessment;
2. Refer to Graduation Option Chart located below last column

Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and beyond

24 credit standard diploma option available to all students, including students with disabilities	24 credit standard diploma option with academic and employment requirements, available only to students with disabilities	24 credits standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.
4 Credits English Language Arts (ELA)		
<ul style="list-style-type: none"> ➤ ELA I, II, III, IV ➤ ELA honors, Advanced Placement (AP), Advanced International Certification of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement 	<ul style="list-style-type: none"> ▪ Must earn credits for all the courses listed in the first column ▪ May Substitute a CTE course with content related to English for English IV 	<ul style="list-style-type: none"> ❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
<ul style="list-style-type: none"> ➤ One of which must be Algebra I and one of which must be Geometry ➤ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Alg I and Geom) scholar 	<ul style="list-style-type: none"> ▪ Must earn credits for all the courses listed in the first column ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry) 	<ul style="list-style-type: none"> ❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)
3 Credits Science		
<ul style="list-style-type: none"> ➤ One of which must be Bio I, two of which must be equally rigorous science courses ➤ Two of three required credits must have a laboratory component ➤ An industry certification that leads to college credit substitutes for up to one science credit (ex for Bio I) 	<ul style="list-style-type: none"> ▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except Biology I) 	<ul style="list-style-type: none"> ❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to science for one science credit (except Biology I)
3 Credits Social Studies		
<ul style="list-style-type: none"> ➤ 1 credit World History ➤ 1 credit U.S. History ➤ .5 credit in U.S. Government ➤ .5 credit in Economics with Financial Literacy 	<ul style="list-style-type: none"> ▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History) 	<ul style="list-style-type: none"> ❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses. ❖ May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)

1 credit and Performing Arts, Speech and Debate, or Practical Arts ** see below		
8 Elective Credits		
	<ul style="list-style-type: none"> ▪ Must include .5 credits in an employment-based course ▪ May include ESE Courses 	❖ May include employment based course(s)
1 Credit Physical Education to include the integration of health		
1 Online Course - Online course may be waived by IEP team		
All students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments, or earn a concordant/comparative score, unless a waiver of assessment results is granted by the IEP team.		

❖ Parental consent is required before a student may take access courses.

** Eligible courses and eligible course substitutes are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>.

B. CTE Course Substitutions for Graduation Requirements

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student’s skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; One (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

C. Deferral of Standard Diploma

Once a student with a disability meets all the requirements for a standard diploma, they may defer the receipt of their diploma. This decision is made by the IEP team during the student’s senior year, and documented on the IEP. The IEP Team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program options available.

Certain conditions must be met in order to defer the standard diploma:

- The student’s TIEP prescribes special education, transition planning, transition services, or related services through the student’s 22nd birthday.

- The student is enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-student, internship, or pre-apprenticeship.

The decision to defer a diploma must be made during the school year in which the student is expected to meet all graduation requirements. Students who fail to defer receipt of a standard high school diploma will be notified by the district, in writing, that receipt of the diploma ends the district's obligation to provide free appropriate public education (FAPE).

Students who choose to defer the receipt of the diploma will participate in graduation ceremonies with their graduation class. If student chooses to NOT participate in the graduation ceremonies, he/she forfeits the opportunity of participation in any future ceremonies.

D. Certificate of Completion

A student with a disability who receives a **certificate of completion** and has a TIEP that prescribes special education, transition planning, transition services, or related services may continue to receive free and appropriate public education (FAPE) until the student's 22nd birthday.

E. ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver

A student with a disability, as defined in S.1007.02(2), F.S., for whom the Individual Education Plan (IEP) committee determines that the required state assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the required state assessment results waived for the purpose of receiving a standard high school diploma, if the student:

- Completes the minimum number of credits and other requirements for graduation and
- Does not earn passing scores on the required state assessment or on a standardized test that are concordant with passing scores on the required state assessment after attempting each required assessment at least once.

In order for the required state assessment graduation results to be waived, the School District of Madison County IEP Team must meet to determine whether the required state assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.

Consistent with the provisions of section 1003.43(11)(a), F.S., any senior who has not achieved a passing score on the required state assessment may receive intensive remediation.

Intensive Instruction Waiver:

Parents may submit a written request for a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school.

The following criteria must be met to qualify for this waiver:

- Parents must complete the Intensive Instruction Waiver Request form.
- Student must be in 6th-11th grade.

End-of-Course Assessment Waiver

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student, and then make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50%	Quarter 2 =50%
Semester 2: Quarter 3 =50%	Quarter 4 =50%.

English for Speakers of other Languages (ESOL)

Students who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year and/or return as a fifth year senior to have the opportunity to meet the graduation requirements. Students receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

K-12 Virtual Education

Virtual Education Programs

A. Policy

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Madison County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Madison County has been developed based on Florida Statutes, current and local needs, and includes requirements for virtual education programs. For more information, see Florida Department of Education website – www.fldoe.org.

B. Virtual Education Programs

All students who choose to participate in a virtual education program must meet all of the local and state requirements for promotion, retention, and good cause exemptions. All instructional personnel, parents, and students are encouraged to become familiar with the requirements for progression from one grade to another, including the requisite testing programs.

Virtual instruction means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time, space, or both, and in which a Florida certified teacher is responsible for at least 70% of the online instruction to students in K-12.

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options including virtual education. The School District of Madison County Madison Virtual Instructional Program (MVIP), provides full-time and/or part-time opportunities for students, including home-school, private school, and charter school students to access middle and high school courses. A student's full-time school may not deny access to courses offered through any approved district virtual education program assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

The Madison County School District shall provide students with access to enroll in courses available through the MVIP option of the student and parents' choice and shall award credits or academic points for successful completion of such courses. While a district may not artificially limit a student's enrollment in online courses offered by the school district, another school district or FLVS if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student is not academically qualified.

Access shall be available to students during or after the normal school day. Students wishing to take courses through an MVIP option must work closely with their school counselor and/or virtual

program staff representative to ensure that courses match the needs of the students. Virtual courses are available during the school year. Florida Virtual School offers its own virtual program throughout the summer.

An important characteristic of the virtual instruction program is that students, along with a responsible adult, assume the responsibility for a student's educational experiences. All courses offered in the virtual instruction program must be based on the Florida State Standards. All full time virtual students are required to take and pass the state-required assessments at their zoned school. Students are able to participate in extracurricular activities at their zoned school. The virtual school option requires eligible students with the capacity and motivation to become independent learners.

The Madison District schools offer only Virtual Instructional Programs approved by the Florida Department of Education. All Virtual Instruction Providers are required to sign the District Assurances to affirm they are meeting all the requirements in Florida Statute. Procedures for Madison Virtual Programs rules and procedures are included in the Madison Virtual Program Handbook. Students who qualify for free and reduced lunch and do not have a computer at home may qualify to receive all required equipment.

All students enrolled in a virtual school program are subject to compulsory attendance requirements of s1003.21 Florida Statutes as specified in the Madison Virtual Program Handbook. Attendance must be verified by the school district. The parent or a responsible adult is required to be available to assist the student as a learning coach through each school day. Middle school students will be graded on the average of the first semester grade and the second semester grade. If the student does not finish 100% of the second semester, they cannot pass the course regardless of their first semester grade. Courses that require an End-of-Course exam (EOC) must follow all state grading and credit requirements.

Middle and high school students will typically spend 5-6 hours daily on coursework and homework. The learning opportunities require a commitment on the part of the student. Failure to make adequate progress or to demonstrate appropriate attendance may result in dismissal from the program.

Madison Virtual Instructional Programs:

In order for students to be eligible for the MVIP, the student must meet the eligibility requirements listed below.

Grades K-5 Criteria:

- Children who are five years old on or before September 1.
- To enter first grade, a child must be six years old on or before September 1 and must have successfully completed kindergarten (Florida Statute 1003.21).
- State/District testing scores FSA, iReady, Other Assessments from the previous school year. If the student is entering Kindergarten, no test scores required.
- Reside in Madison County
- Apply for admissions in the enrollment window

Grades 6-12 Criteria:

- Have attained grade level proficiency on at least one of the following standardized test in the previous school year:
 1. FSA Sunshine State Standards
 2. All End of Course (EOC) Exams that student has already taken
 3. Stanford Achievement Test (50th percentile or higher on the Reading section)
 4. Grade level proficiency on an official standardized test administered by another public school system

Full-time Virtual Education Options

1. Florida Virtual School (FLVS)

It is recommended that students have a 2.0 grade point average or higher OR score at or above grade level (currently a Level 3) on the state- required reading assessment. Students who score below a proficient level on the reading state assessment should consult the MVIP School Counselor for possible reading interventions and/or course placement.

To remain in the Florida Virtual School, a student must:

- a. Maintain virtual attendance expectations as prescribed by FLVS polices.
- b. Meet benchmarks, including all state required-assessments.
- c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments.
- d. Be considered zoned-school students for sports and extracurricular activities.
- e. Follow and maintain pace, according to course and instructor requirements.
- f. Work with the zoned-school athletic director on any NCAA eligibility.

2. K-12.com

The second full-time K-12 virtual education program is K-12.com (K-12). It is recommended that students have a 2.0 grade point average or higher OR score at or above grade level (currently a Level 3) on the state- required reading assessment.

To remain in K-12.com, a student must:

- a. Maintain virtual attendance expectations as prescribed by the virtual education providers' polices.
- b. Meet benchmarks, including all state required-assessments.
- c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments.
- d. Be considered zoned-school students for sports and extracurricular activities.
- e. Follow and maintain pace, according to course and instructor requirements.
- f. Work with the zoned-school athletic director on any NCAA eligibility.

3. MyDistrict Virtual

The third full-time K-12 virtual education program is MyDistrict Virtual. It is recommended that students have a 2.0 grade point average or higher OR score at or above grade level (currently a Level 3) on the state- required reading assessment.

To remain in MyDistrict Virtual, a student must:

- g. Maintain virtual attendance expectations as prescribed by the virtual education providers' policies.
- h. Meet benchmarks, including all state required-assessments.
- i. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments.
- j. Be considered zoned-school students for sports and extracurricular activities.
- k. Follow and maintain pace, according to course and instructor requirements.

How to apply to a Full Time Virtual Program

1. Madison County public, charter, or home school students should consult with their school counselor, or submit their application to the District Curriculum to research each program in depth and request application materials.
2. Application materials and deadlines are also available at the MVIP website or by calling the MVIP office.

Part-time Virtual Education Options

Students who wish to enroll in a virtual education option on a part-time basis may choose to do so through either MVS or FLVS (see criteria above). This program allows students to attend enrolled in public school, home school, or private school to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. These students will earn a regular diploma from their zoned school and be permitted to participate in school-sponsored sports and extracurricular activities. Students may participate in this program by taking any portion of their course-work online and at school (up to a total of 3 courses). Public school students are required to take all required state assessments at their zoned school.

The performance of students shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student's primary instruction.

Policies for Part-time Programs:

- A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.
- Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.

- A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.

General Information

Equipment Requirements:

Most virtual school courses make use of a wide variety of features and technologies, such as Java, Flash, Acrobat Reader, Apple QuickTime or Microsoft Media Player, and depending on the course, other specialized components that help students achieve a more immersive learning experience.

The PC, Mac, mobile and other hardware requirements vary according to the program provider and will be listed on each programs website.

Due to the wide array of technologies in over 100 courses, there are some limitations to browsers and devices that the district can support. Currently, students may use recent versions of the following browsers:

- Internet Explorer 9.0 or higher
- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

MVIP/MDVS/Florida Virtual School expects a full commitment to academic integrity from each student.

Academic integrity means:

- Student's work on each assignment will be completely his/her own.
- Student's collaboration with another classmate on any assignment will be pre-approved by their instructor.
- Students will not practice plagiarism in any form.
- Students will not allow others to copy their work.
- Students will not misuse content from the Internet.

Plagiarism is defined as follows: copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all MVIP/MVS/Florida Virtual School instructors utilize a **myriad of technologies to check student work for authenticity including, but not limited to, the upload of student work to TurnItIn.com.** In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by MVIP/MVS /Florida Virtual School staff and may be **removed from the course and/or program with a failing grade.**