

Madison Creative Arts Academy Student Progression Plan 2024-25



Board Approved 11/21/2024

Table of Contents

General Information (K-12)

Admission and Enrollment

A. First Enrollment	1
B. Entry from another Madison County School	2
C. Entry from a public or private school within Florida	3
D. Entry from Home Education	4
E. Overage students who interrupted their education	4
F. School Choice Options	5
G. Homeless Students	6
H. Transfer of students from out of the country	6
I. State Uniform Transfer of Credit guidelines for Middle School	7
J. State Uniform Transfer of Credit Guidelines for high school credit courses	7

Withdrawals

A. Withdrawal to a school outside of the district	8
B. Withdrawal to a school within the district	8
C. Exit Interviews	8

Reporting and Notification

A. Annual Reporting	8
B. Allocation of Resources	9
C. Participation of District and State Assessments	9
D. Reporting Assessment Results to Parents	10
E. Report Cards	10
F. Progress Reports	11

General Curriculum Information

A. Curriculum Modification	11
B. District Homework Guidelines	11
C. Multi-tiered System of Support (MTSS)	11

D. Reading Instruction and Interventions	12
E. Early Warning Systems	12
F. Monitoring for Results	12

Elementary Education (Grades K-5)

Program of Studies Grades K-5

A. Reading	14
B. Physical Education and Recess	14
C. K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL)	14

Promotion and Good Cause Placements

A. Promotion Requirements	16
B. Administrative Promotion Criteria for K-5	16
C. Good Cause (3rd Grade) Promotion	17
D. Summer School Promotion	18

Intensive Remediation

A. Intensive Remediation and Intervention	18
---	----

Elementary Grading

A. Grading Student Performance	20
B. Honor Roll	21

Middle School Education (Grades 6-8)

Program of Studies

A. Course Offerings	21
B. Required Courses	22
C. Physical Education	22
D. Career Education	23
E. Required Remediation	23
F. Academically Challenging Curriculum to Enhance Learning (ACCEL)	23

Promotion and Retention

A. Promotion Requirements	24
B. Middle School Grading	25

Transfer Students

- A. [Transfer Grade Policy](#) 26
- B. [Virtual School Transfers](#) 26

Course Acceleration and Enrichment

- A. [High School Credit Courses Offered in Middle School](#) 27
- B. [District Criteria for Enrollment in High School Credit Courses](#) 27
- C. [Awarding Grades and Credits for High School Credit Courses](#) 28
- D. [Grades](#) 28
- E. [Credit Acceleration Program \(CAP\)](#) 29
- F. [Grade Forgiveness Policy](#) 30

Required Instruction

- A. [Required Instructional Time](#) 31
- B. [State Required Instruction](#) 31

Exceptional Student Education

- A. [Standard Diploma Pathways](#) 33
- B. [CTE Course Substitutions for Graduation requirements](#) 35
- C. [Deferral of Standard Diploma](#) 35
- D. [Certificate of Completion](#) 36
- E. [ESE Assessment Requirements](#) 36

English for Speakers of Other Languages

- [Overview](#) 37

Virtual Education Program

- A. [Policy](#) 38
- B. [Virtual Education Programs](#) 38

Madison Creative Arts Academy Progression Plan Introduction

To ensure that Madison Creative Arts Academy is meeting the needs of students and in response to legislation, the Madison Creative Arts Academy 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 Creative Arts Academy Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what Madison Creative Arts Academy 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 Madison Creative Arts Academy's Attendance Policy are considered as part of the Student Progression Plan.

The 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 Madison Creative Arts Academy Board in its plan. The Student Progression Plan is governed by state statutes and district/school 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) and Madison Creative Arts Academy, 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. 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 school. 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 Florida 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 MCAA on a full-time. Students transferring to MCAA 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.

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 the 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.

C. 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:
F.S.1008.25(8)(b)(1)

- 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/Math;
- 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.

- Students must participate in Florida’s statewide assessments. The Florida Department of Education has created cut scores for the new Florida Assessment of Student Thinking (FAST) for ELA and Math.
- STAR Early Literacy Assessment is administered to each Pre-k and kindergarten student three times per year. The students in grades 1st and 2nd are required to take the STAR Reading three times per year.
- Students who score below level 3 on the statewide, standardized English Language Arts (ELA) and/or mathematics assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)
- Beginning with the 2020-2021 school year, teachers providing Tier 3 intensive reading intervention, as defined by the MCSD K12 Comprehensive Reading Plan, are required to be reading certified or endorsed (F.S 1011.62). Therefore, MCSD students meeting the Tier 3 criteria are required to be scheduled in an appropriate reading course.
- A student who is not meeting the requirements for satisfactory performance in ELA and/or mathematics must be provided one of the following plans:
 - a school-wide system of progress monitoring,
 - an individualized progress-monitoring plan, or
 - a federally required student plan, such as an Individual Education Plan.

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.

D. Reporting Assessment Results to Parents

The district must report to the student and his/her parent or legal guardian the student's results on each statewide progress monitoring 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 report card 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.

The parent of any student with a substantial deficiency in reading or math be informed of the exact nature of the deficiency. After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Information about the student's eligibility for the New Worlds Reading Initiative and the New World's Scholarship Accounts must be provided to all parents of students with substantial reading deficiencies.

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 Cards

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, 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, Florida 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 Madison Creative Arts Academy 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. Reading Instruction & Interventions

Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such strategies may include visual information and strategies that improve background and experiential knowledge, build context, and increase oral language and vocabulary to support comprehension (HB 7039). The school must flag the reading course in Skyward where the student is receiving intensive reading intervention.

E. Early Warning Systems

Florida Law has expanded the requirement for interventions for students scoring non-proficient on the FAST. Beginning July 1, 2023, early warning systems must include students scoring Levels 1 or 2 on the FAST Reading and Math (grades K-4). 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.

F. Monitoring for Results

Individualized progress monitoring plans are now required for either substantial reading or substantial math deficiencies. The intervention plan must identify specific deficiencies, set goals, benchmarks for student growth. 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).

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.

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.

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. The student cannot skip third grade as a result of whole-grade promotion.
3. The student must be recommended by the classroom teacher and the school counselor.
4. 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 retained 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

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.

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 Kindergarten is promoted if the student achieves the Florida Standards in English Language Arts, mathematics as evidenced by mastering 13/18 ELA standards, 10/14 math standards, and 70% of kindergarten high frequency words. Students in grades 1 and 2 are promoted if they demonstrate proficiency of the Florida Standards in English language arts, and mathematics as evidenced by attaining a 70 or above in those subjects. Students in 3rd through 5th grade must demonstrate proficiency in ELA, mathematics, science and social studies by earning a 70 average or higher. 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 administratively promoted for good cause. 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. Administrative Promotion (for good cause) Criteria for K-2, 4-5

A student is exempt from retention for good cause for the following:

Grades K-2, 4-5 good cause reasons – The Principal may opt to administratively promote students:	
1	Who have had less than 2 years in English for Speakers of Other Languages program.
2	Whose IEP indicates that the student has met the annual IEP goals.
3	Who have an acceptable level of performance on an alternative standardized assessment.
5	With Disabilities who take the statewide assessments and have an IEP or 504 plan that reflects the students is receiving interventions and has previously been retained.
6	Who have received intensive remediation for 1 or more years and has been previously been retained.

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 Reasons	
1	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.
2	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> .
3	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 50th percentile or above on the spring STAR reading diagnostic as the alternative standardized assessment.
4	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 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.
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.
6	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 3 rd grade. Any currently retained 3 rd grader would qualify for this Good Cause.

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

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.

D. 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 50th percentile on STAR Reading during of the Summer Reading Camp will qualify for promotion. Third graders who complete their portfolio documenting that they are reading on grade level will be promoted.

Intensive Remediation Intervention

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

Parents of students in kindergarten through grade 5 who exhibit a substantial reading or math 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 deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child's difficulty;
- 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 deficiency;
- notification that if a 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 and/or math;
- explanation that the statewide, standardized English Language Arts and math assessments are not the sole determiners of promotion 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;
- explanation that any grade 3 student who is identified as being at risk for retention due to their reading assessment, the parent can request the school immediately begin collecting evidence for a portfolio; and
- the district's 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 Creative Arts Academy 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- Major (50%) Minor (30%) and Daily Assignments (20%). 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 13/18 ELA Standards and 10/14 Math Standards.
- Mastery of 70% of the Kindergarten level high frequency words.
- Teachers will maintain checklists, grades, and/or a portfolio of standards-based performance for review.

Grades K-5

For grades K-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 in grades 4-5 earning all As will be recognized as making the A Honor Roll. Students earning As and Bs or all Bs will be recognized as making the A/B Honor Roll. To qualify for either the A or the A/B Honor Roll, the students may not receive a C, D or F in any class.

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 |
| Mathematics | Physical Education/Health |
| Science | Critical Thinking |
| 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 may 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

All failed academic courses taken during 6th and 7th grade 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)
-----------------	--

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 grade 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
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%.

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.

- All A Honor Roll – 4.0 (All As)
- A/B Honor Roll – 3.0 to 3.9

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, Florida 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 student's 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 for EOC Courses

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 course 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.

Required Instruction

Required Instruction Time

Florida Statute defines a full-time student day as not less than 300 average minutes per day over a 180 day period, or it's hourly equivalent, for a student in grades 4 through 12, and not less than 240 average minutes per day over a 180-day period for a student in kindergarten through grade 3 or in an authorized prekindergarten exceptional program. (F.S.1011.61 (1)(a))

State Required Instruction

The following required instruction is embedded in K-12 course of study, where age appropriate and consistent with course standards. (F.S. 1003.42)

- History, meaning, significance, and effect of the provisions of the constitution of the United States
- History and content of the Declaration of Independence
- Arguments in support of adopting our republican form of government
- Flag Education
- Elements of civil government
- History of the United States
- History of the Holocaust (1933-1945)
- History of Florida
- History of African Americans
- Study of Hispanic Contributions
- Study of Women's Contributions
- History of Asian Americans and Pacific Islanders
- Patriotism and Sacrifices of Veterans and Medal of Honor Recipients
- Kindness to Animals
- Principles of Agriculture
- Conservation of Natural Resources
- Community Health
- Consumer Health
- Environment Health
- Family Life
- Resiliency Education/Character Development (to include: critical thinking, mentorship, volunteerism, empathy, responsible decision making, self-management, responsibility, citizenship, perseverance, and self-awareness)
- Injury Prevention
- Internet Safety
- Nutrition
- Personal Health
- Prevention and control of disease
- Substance use and abuse
- Child Trafficking Prevention
- Teen Dating Violence and Abuse (Grades 7-12)

- Sexual Abstinence (Grades 6-12)
- Nature of Free Enterprise
- Hero's Day (September 11)
- Social, Emotional, and Physical Effects of Social Media

State board rule further specifies that comprehensive health education must annually include:

- five hours of instruction related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse for students in grades 6-12 (Rule 6A1.094121, F.A.C.),
- instruction related to youth substance use and abuse health education in grades K-12 (Rule 6A1.094122, F.A.C.); and
- instruction related to child trafficking prevention and awareness in grades K-12 (Rule 6A1.094123, F.A.C.). Students may be exempted from the comprehensive health components that include reproductive health or the symptoms, development, and treatment of any disease, including HIV and AIDS, when requested by a parent in writing. A student who is exempted will not be penalized because of the exemption.

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 Geometry) 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 	<ul style="list-style-type: none"> ❖ 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 IEP 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 5th 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 FAST, STAR, 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. FAST (Florida Assessment of Student Thinking)
 2. All End of Course (EOC) Exams that student has already taken
 3. 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 policies.
- 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' policies.
- 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 program's 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.**