

CURRICULUM BULLETIN



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The information contained within this overview of the HIVE Preparatory School program is based upon the Miami-Dade County Public Schools' (M-DCPS) Pupil Progression Plan and all required state mandates. Moreover, it helps to delineate the school's mission of collaborating with stakeholders in creating a **Highly Inquisitive Versatile Education** that will facilitate a student-centered, adaptable learning environment. The school will provide students with a rigorous academic and social preparation that will promote dignity, courtesy, discipline, responsibility, and high expectations in order to achieve high academic standards and become productive citizens.

**Kindergarten Entrance.** Children who will attain the age of five years on or before September 1st of the school year shall be eligible for admission to HIVE Preparatory School upon application during that school year. Entering kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) and any additional screening assessment(s) designated by the State to assess their readiness for school.

**Grade 1 Entrance.** Any child who will attain the age of six years on or before September 1st of the school year shall be eligible for admission to grade 1 at HIVE Preparatory School upon application if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which Miami-Dade County Public School (M-DCPS) would accept transfer of credit. A report card, transcript, or other written record from the out-of-state/country school, non-public school, or home education program, indicating that the student has been promoted to grade 1 or has satisfactorily completed kindergarten, must be submitted at the time of registration.

**Grade 2 – 8 Entrance.** Any child, previously enrolled in another school within the district, may apply to HIVE Preparatory School. Upon acceptance, the sending school will complete and forward all student records inclusive of cumulative folders to HIVE for appropriate grade placement. The grade placement of students transferring from within the state, from other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made using one or more criteria in accordance with relative Florida Board of Education (FBE) rules. Grade placement on the transcript from the sending school will be honored

Students transferring into the district will be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially important for grade 3 students. If a student transfers after the administration of the FSA, or subsequent state assessment, in grade 3, the school will determine, before the end of the school year, utilizing previous school records, classwork, and other assessments, whether the student is reading at a level of proficiency that prepares the student for the more advanced work of the next grade.

Entry by out-of-state transfer students will be in accordance with the following guidelines:

1. Any student who transfers from an out-of-state public school or home education program and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required within subsection 3. However, if a Student's records reflect an age discrepancy of two years or more, placement will be according to chronological age on the chart found at the end of this section.
2. Any student who transfers from an out-of-state, nonpublic school, or home education program and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools or home education program within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under the policies of the School Board. However, if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age. Prior to admission, the parent must also provide the data required below.
3. In order to be admitted to HIVE Preparatory School, a student transferring from an out-of-state school or home education program must provide the following:
  - Official documentation that the parent was a legal resident of the state in which the child was previously enrolled in a school or home education program (legal in this context refers to place of abode and does not refer to immigrant status).
  - An official letter or transcript from a proper school authority which shows the record of attendance, academic information, and grade placement of the student.
  - Evidence of date of birth.
  - Evidence of immunization against communicable diseases.
  - Evidence of a health examination completed within 12 months prior to transfer. Also a tuberculin skin test and appropriate follow-up are required.

Applicants with school records from out-of-country will be considered for admission under the same provisions as out-of-state transfer students

**Elementary Program Core Subjects and the Time Allotted for Instruction:**

- Language Arts/ Reading: minimum of 90 minutes of consecutive uninterrupted, daily instruction
- Writing: 150 minutes of weekly instruction, with a minimum of 30-minute instructional blocks.
- Mathematics: minimum of 60 minutes of consecutive, uninterrupted, daily instruction.
- Science: (K-1) 60 minutes per week of instruction; (2-5) 150 minutes per week of instruction.
- Social Science: (K-1) 60 minutes per week of instruction; (2-5) 120 minutes per week of instruction.
- Art: (K-1) 40 minutes per week of instruction; (2-5) 60 minutes per week of instruction.
- Music: (K-1) 40 minutes per week of instruction; (2-5) 60 minutes per week of instruction.
- Physical Education: (K-1) 150 minutes of weekly instruction; (2-5) 150 minutes of weekly instruction.

**Sample HIVE Elementary K – 5 Course Pathway**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reading	Reading	Reading	Reading	Reading	Reading
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Language Arts					
Science	Science	Science	Science	Science	Science
Social Studies					
Physical Ed /Health					
Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music

**Required Topics of Study for Elementary Grades:**

- African American history and culture (K-5)
- Hispanic contributions to the United States (K-5)
- Economic education (K-5)
- Substance abuse education (K-5)
- Human growth and development (including HIV/AIDS education) (K-5)
- Child abuse prevention education (K-5)
- Gun safety (K-5)
- Water safety, W.H.A.L.E. Tales (K-5)
- Pedestrian/bicycle safety (K-5)
- Computer literacy (K-5)
- Multicultural education (K-5)
- Women's contributions to the United States (K-5)
- Character education (K-5)
- Holocaust education (K-5)
- Sacrifices made by veterans in protecting democratic values (K-5)
- History and content of the Declaration of Independence and the U.S. Constitution (K-5)
- Bullying Curriculum (K-5)
- Sexting Curriculum (K-5)
- Internet Safety (K-5)

**Retention Determination Procedures:**

Review of student's educational progress. Students not meeting school or state performance levels in reading, writing, mathematics, and/or science must be monitored for progress following the procedures delineated in the school-wide PMP through RtI/MTSS. The established student promotion policy is the same for students with disabilities who are following the NGSSS. For students with disabilities, the IEP may constitute involvement in the school-wide the PMP process.

Students with disabilities who are following NGSSS are expected to show progress towards meeting district and state performance standards.

Review of ELLs' educational progress follows the procedures delineated in the school-wide PMP through RtI/MTSS. ELLs are expected to show progress toward meeting district and state performance levels, which may be demonstrated in either English or the students' home language. ELL Committee recommendations must be documented in the student's Individual ELL Plan.

**SUCCESSFUL PROGRESSION OF RETAINED THIRD GRADE STUDENTS:**

HIVE Prep will implement the following guidelines, as specified in Section 1008.25(7)(a),(b), F.S.: Retained students must be provided intensive interventions in reading including students with disabilities who take FSA to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention must include:

- effective instructional strategies,
- small group targeted interventions,
- participation in summer reading camp, and
- appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.
- a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and which may include, but are not limited to:
  - small group instruction,
  - reduced teacher-student ratios,
  - more frequent progress monitoring,
  - transition classes containing grade 3 and grade 4 students,
  - extended school day, week or year, and
  - summer reading camps.

Students who are retained in grade 3 must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

**INTENSIVE ACCELERATION CLASS FOR RETAINED THIRD GRADERS:**

HIVE Preparatory School will establish, where applicable, an Intensive Acceleration Opportunity for retained grade 3 students, including students with disabilities, who subsequently score at Level 1 on FSA Reading. The focus of the Intensive Acceleration Class is to increase a child's reading level at least two grade levels in one school year.

The Intensive Acceleration Class must:

- Provide uninterrupted reading instruction for the majority of student contact time each day.
- Incorporate opportunities to master the grade 4 NGSSS in other core subject areas using a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.

- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.
- Include weekly progress monitoring measures to ensure progress is being made.
- Appropriate implementation of the state-approved, M-DCPS [K-12 CRRP](#) and the School Board-approved *Literacy Plan for Students with Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

### **TRANSITIONAL INSTRUCTIONAL SETTING FOR RETAINED THIRD GRADERS**

HIVE Prep will provide a student who has been retained in grade 3 the option of being placed in a transitional instructional setting. Such setting will be specifically designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of the reading deficiency. Students who are retained in grade 3 a second time will be placed in a 3/4 grade level combination to ensure that grade 4 curriculum is being provided in subject areas where the student does not have a deficiency.

Appropriate implementation of the state-approved, M-DCPS [K-12 CRRP](#) and the School Board-approved *Literacy Plan for Students with Reading Deficiencies* meets the requirements of the aforementioned legislative mandate.

### **Middle Program Core Subjects and Sequencing:**

The required program of study for middle grades students is comprised of courses in core academics and electives providing instruction based on the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS). These subject areas include English/language arts/ESOL, mathematics, social sciences, science, physical education, music, art, theatre arts, dance, foreign language and career and technical education. Depending on individual students' assessment results, some students may be required to enroll in remediation courses for reading and are highly encouraged to enroll in remediation courses in mathematics, which may take the place of electives.

In order to be promoted to senior high school, students must successfully complete the following academic courses:

Courses/Subjects	Course Requirements	Additional Information
English	Three middle grades or higher annual courses	<p>The courses will emphasize instruction in literature, composition, and technical text.</p> <p>For English Language Learners, the required course is MJ/Language Arts Through ESOL.</p>
Mathematics	Three middle grades or higher annual courses	<p>Middle grades students enrolled in Algebra I Honors must take the statewide standardized Algebra 1 End of Course (EOC) assessment and earn a passing grade in the course to earn high school Algebra I credit. A middle grades student's performance on the Algebra 1 EOC assessment constitutes 30% of the student's final course grade.</p> <p>If a middle grades student does not earn a passing score on the EOC assessment while in middle grades, the student will have opportunities in high school to retake the course and/or the assessment. In order to earn a standard high school diploma, students must earn a passing score on the Algebra 1 EOC assessment.</p> <p>To earn high school credit for a Geometry course, a middle grades student enrolled in this course must take the statewide standardized -Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.</p>
Science	Three middle grades or higher annual courses	<p>To earn high school credit for a Biology I course, a middle grades student enrolled in this course must take the statewide standardized Biology I EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.</p>
Social Science	<p>Three middle grades or higher annual courses</p> <p>Civics is one of the required courses. It is offered in 7<sup>th</sup> grade.</p>	<p>Civics is one of the required courses. The Civics course includes the roles and responsibilities of federal, state, and local governments, the structures and functions of the legislative, executive, and judicial branches of government, and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. It is offered in 7<sup>th</sup> grade. A student's score on the statewide standardized Civics EOC</p>

Courses/Subjects	Course Requirements	Additional Information
		examination will constitute 30% of the Civics final course grade.
Physical Education	One semester in grades 6, 7, and 8	This requirement may be waived under the following conditions: The student is enrolled in a remedial course.  Students may elect additional physical education courses.
Literature	Three middle grades annual courses	This course is a “required” elective: the course will show as an elective credit, but is required for all middle school students at HIVE.

**Sample HIVE Prep Middle Grades Traditional Course Pathway**

Grade 6	Grade 7	Grade 8
Literature I	Literature II	Literature III
Math I	Math II	Pre-Algebra
Language Arts I	Language Arts II	Language Arts III
Science I	Science II	Science III
US History	Civics	World History
Physical Education or Dance	Physical Education or Dance	Physical Education or Dance
Elective**	Elective**	Elective**
Elective**	Elective**	Elective**

\* \*\*Elective offerings may include, but are not limited to, music, art, theatre arts, dance, foreign language and computer science.

**Sample HIVE Prep Middle Grades Accelerated Course Pathway**

Grade 6	Grade 7	Grade 8
Literature Advanced I	Literature Advanced II	Algebra/Biology Lab
Math Advanced I	Math Advanced II, Pre-Algebra or Algebra 1*	Algebra 1 or Geometry*
Language Arts Advanced I	Language Arts Advanced II	Language Arts Advanced III
Science Advanced I	Science Advanced II or Physical Science*	Science Advanced III or Biology*
US History Advanced	Civics Advanced	World History Advanced
Physical Education or Dance	Physical Education or Dance	Physical Education or Dance
Elective**	Elective**	Elective**
Elective**	Elective**	Elective**

\* A more rigorous, accelerated program will be made available for students capable of doing advanced work. This program will consist of a combination of advanced middle level courses and select high school courses, which allow the student to earn credits towards graduation.

\*\*Elective offerings may include, but are not limited to, music, art, theatre arts, dance, foreign language and computer science. Selection of elective offerings will be based upon student interest and available staffing.

**REQUIRED TOPICS OF STUDY FOR MIDDLE GRADES:**

Per 1003.42 F.S., HIVE Prep will include the following topics within the appropriate curricula as required:

- The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- Flag education, including proper flag display and flag salute.
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- The elementary principles of agriculture.
- The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- Kindness to animals.
- The history of the state.
- The conservation of natural resources.
- Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
- Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- The study of Hispanic contributions to the United States.
- The study of women's contributions to the United States.
- The nature and importance of free enterprise to the United States economy.

- A character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
- In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

To decide whether students have met the minimum level of achievement required in the M-DCPS District Pacing Guides, which incorporates the NGSSS, and to receive credit toward promotion, teachers will consider all available data. This will include standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The student's mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course. Teachers will observe continually and carefully assess each student’s performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should student performance be judged solely on the basis of a test(s).

**A summary of grade promotion and retention based on the passing of required courses:**

<b>End of Grade</b>	<b>Courses Passed</b>	<b>Status</b>
<b>6</b>	<b>All courses passed</b>	<b>Promoted to Grade 7</b> Regular 7th grade student
<b>6</b>	<b>4-5 Courses Passed</b> Must pass language arts* or mathematics and at least 3 other courses	<b>7th Grade Student</b> Placed in grade 7 and scheduled to repeat courses not passed as appropriate
<b>6</b>	<b>Less than 4 Courses Passed in Grade 6</b>	<b>Retained 6th Grade Student</b>
<b>7</b>	<b>12 Cumulative Courses Passed</b> 6 courses passed in grade 6 and 6 courses passed in grade 7	<b>Promoted to Grade 8</b> Regular 8th grade student
<b>7</b>	<b>8-12 Cumulative Courses Passed</b>	<b>8th Grade Student</b>

End of Grade	Courses Passed	Status
	4 courses passed in grade 6 including language arts*, mathematics, science, and social science. 4-5 courses passed in grade 7 including 7 <sup>th</sup> grade language arts* or mathematics, science or social science, and/or a course which incorporates career and education planning.	Placed in grade 8 and scheduled to repeat courses not passed as appropriate
7	<b>7-8 Cumulative Courses Passed</b>	<b>Retained 7th Grade Student</b>
8	<b>15-18 Cumulative Courses Passed</b>  Must pass 3 courses each in language arts*, mathematics, science, and social science, including a course which incorporates career and education planning and 3 additional courses. The student must also have completed his/her personalized academic and career plan.	<b>Promoted to Grade 9</b>
8	<b>14 or Fewer Courses Passed</b>	<b>Retained 8th Grade Student</b>

\* M/J Language Arts Through ESOL as appropriate

**Earning Senior High school Credits in 6, 7, and 8:**

Students in grades 6, 7, and 8 may enroll in selected senior high school courses to pursue a more challenging program of study. These courses are included when computing grade point averages and rank in class. Up to six credits may be earned, with parental permission, in grades 6, 7, and/or 8, for courses taken, which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. All high school credit courses taken in the middle school will be included in the high school transcript. Factors to be considered in taking high school courses as a middle school student include the impact on the student’s GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student’s middle school record, as well as the student’s senior high school record. Credit may be earned in the courses listed in the following table provided that all applicable End of Course assessment requirements are met.

- Algebra 1 Honors\* ∞ \*

- Geometry Honors \* ∞ \*
- Physical Science Honors\*▼
- Biology 1 Honors \* ▼ ∞
- Computer Programming 1 & above \*
- Spanish for Spanish Speakers 1 & above

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\* Courses offered by The Florida Virtual School

∞ Credit awarded is dependent upon meeting End of Course assessment requirements.

▼ Must meet science lab requirement.

### **Dual Enrollment**

Dual enrollment is an articulated acceleration mechanism open to eligible secondary students (grades 6-12) in Florida public schools. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current Dual Enrollment Course – High School Subject Area Equivalency. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in Curriculum Bulletin-1, which is published annually.

### **Academics**

In order to engage students in learning and prepare them academically for success in meeting state standards, HIVE Preparatory School will follow a streamline and results-oriented approach that focuses on all teachers delivering the core curriculum effectively so that expectations for what students should learn are consistent with Miami-Dade County Public schools. We will do this by following the Sponsor's Instructional Pacing Guides and Focus Calendars which align concepts, topics, and skills related to each content area curriculum that are to be addressed in a defined sequenced period of time and aligned to the implementation of Florida Standards (FS) and Next Generation Sunshine State Standards.

Academic interventions will provide supplementary learning in support of core academic subjects. We will also monitor student progress using both formative and summative measures as well as provide tiered academic support and assistance. The school will participate in all state assessment programs and in all district assessment programs in which the District students in comparable grades/schools participate.

**Mathematics:** HIVE Preparatory School will follow the Miami-Dade County Public schools *Comprehensive Mathematics Plan*, which is designed to provide a guide for teaching and learning mathematics. This mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever-changing global and technological society. Development of these skills will help students become numerically literate, that is, have the mathematical knowledge, problem solving ability, and communication skills required by all persons to compete successfully in our ever changing world. The *Comprehensive Mathematics Plan* also incorporates the use of District Pacing Guides. These guides ensure instruction throughout the district is provided in a sequential, consistent, and challenging format. A standards-based instructional model provides students with a deeper understanding of content rather than a broad base of knowledge. Both literature and technology are integrated throughout the mathematics pacing guides. The *Comprehensive Mathematics Plan* assists the teacher with designing and implementing lessons that teach to the student's natural learning cycle. Additionally, teachers are guided to develop activities that address diverse cultures and learning styles.

**Language Arts/Reading:** HIVE Preparatory School will adopt and implement the *Sponsor's K-12 Comprehensive Core Reading Program (CCRP)* which correlates to all Reading and Language Arts Sunshine State Standards (Common Core) and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

**Science:** HIVE Preparatory School will follow curriculum developed in accordance with the Next Generation Sunshine State Standards supported by the view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. Disciplinary ideas are grouped under four science bodies of knowledge: nature of science, physical science, earth/space science and life science. The bodies of knowledge are further grouped under eighteen big ideas. Grade level benchmarks are then identified to be taught within each "big idea." The Sponsor's Pacing Guides will help promote the use of inquiry-based activities, cooperative learning, differentiated instruction, and integration of skills such as the use of graphic organizers. A focus on inquiry will teach students to think scientifically. Hands on activities help students to see science in three dimensions in real time. Reading and writing about science are also vitally important tools in the effort to help students develop their understanding of science concepts.

**Social Studies:** Aligned to the state standards, our social studies curriculum will prepare our students to be knowledgeable, informed, and active citizens in an increasingly diverse community and nation and interdependent world. The Social Studies program exists to promote civic competence and ensure that the values and ideals that have shaped our democratic republic continue to be instilled in our youth. Consistent with the school’s mission, “the school will provide students with a rigorous academic and social preparation that will promote dignity, courtesy, discipline, responsibility, and high expectations in order to achieve high academic standards and become productive citizens,” HIVE will incorporate character education as an integral part of the curriculum. Consistent with F. S. 1003.42 (2)(s), HIVE’s Character Education program shall stress, at a minimum, the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

The time ELLs are required to participate in basic ESOL instruction must be equal to the time non-ELLs are required to participate in the regular English language arts/reading program. This can be achieved through a combination of ESOL instruction in and participation in alternative language arts, i.e., Spanish-S or Haitian Creole Language Arts. Teachers providing any portion of the Language Arts/ESOL instruction will have appropriate certification and required training, i.e., ESOL endorsement.

Each student in grades K-8 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet district or state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a school-wide PMP to assist the student in meeting state and district expectations for proficiency.

ELLs who are not meeting district and/or state student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, must be involved in the school-wide PMP through RtI/MTSS process as delineated in the PMP procedures. ELLs who have participated in the ESOL program for less than two years are to participate in the PMP assessments for monitoring progress only. They are not to participate in the PMP through RtI process. Reading proficiency of recently classified ELLs must be assessed following procedures stipulated in the district’s K-12 CRRP by the end of the first nine-weeks in an approved ESOL program.

For students with disabilities, the IEP will constitute involvement in the school-wide PMP through RtI/MTSS process.

**Academic Grades**

Academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The grade will not be based upon the student's effort and/or conduct. The grade will provide for both students and parents a clear indication of each student's academic performance as compared with norms, which would be appropriate for the grade or subject. As per Section 1003.437, F.S., letter grades shall be used to measure student success in grade 6 through grade 12 courses with each letter grade corresponding to a specific percentile from zero to one hundred percent. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. The letter grade of "I" will be reserved for middle school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level competencies. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

**In grades 1<sup>st</sup> – 12<sup>th</sup>**, a common report card grading system is to be used. Academic grades for students shall be "A," "B," "C," "D," "F," or "I" (secondary only). A brief explanation of the grades used in grades 1-12 follows:

**A** -- A grade of "A" (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level which is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for successful completion of the instructional program and has demonstrated an understanding of and an ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

**B** -- A grade of "B" (80-89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The "B" student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives and competencies established for the subject being graded.

**C** -- A grade of "C" (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student's rate

of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

**D** -- A grade of “D” (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

**F** -- A grade of “F” (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

**I** -- A grade of “I” (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the principal.

### **Kindergarten:**

Instructional staff will use such evaluative devices and techniques, as the electronic grade book, to communicate individual student growth and development without student comparison to the progress of others. Symbols stated in the Code of Development and parent conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student’s developmental progress should reflect the teacher’s most objective assessment of the student’s social, emotional, and academic achievement.

#### CODE OF DEVELOPMENT:

**E** = Excellent progress

Code “E” (90-100%) indicates that the kindergarten student has demonstrated mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a level above that which is expected in the kindergarten program.

**G** = Good progress

Code “G” (80-89%) indicates that the kindergarten student has demonstrated above average mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a high level in the kindergarten program.

**S** = Satisfactory progress. Progressing toward grade level expectations

Code “S” (70-79%) indicates that the kindergarten student has made satisfactory progress in mastering instructional objectives appropriate for the kindergarten program. The student is performing at a level which will permit him/her to successfully complete the essential objectives of the kindergarten program.

**M** = Minimal progress

Code “M” (60-69%) indicates that the kindergarten student has mastered the minimal instructional objectives for the kindergarten program. The student consistently performs at the lowest acceptable level in the kindergarten program.

**U** = Unsatisfactory progress

Code “U” (59% and below) indicates that the kindergarten student has not mastered the minimal instructional objectives for the kindergarten program. The student consistently performs below acceptable levels in the kindergarten program.

### **Attendance Policy**

Parents and students are responsible for attendance which shall be required of all students during the days and hours that school is in session. Students are expected to:

- be present at school each and every day
- attend class as scheduled
- arrive at school and each class on time; and
- demonstrate appropriate behavior and a readiness to learn.

### Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present for at least two (2) hours of the day or engaged in a school approved educational activity which constitutes a part of the instructional program for the student.

2. Class Attendance - Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
3. Tardiness – A student is considered tardy if he/she is not present at the moment the school bell rings for the class assigned. Note: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
4. Early Sign-outs - No student shall be released within the final thirty (30) minutes of the school day unless authorized by the school principal or principal's designee, e.g., emergency, sickness.

## **HOMEWORK POLICY**

Homework is an essential component of the learning process for students with the assignment of meaningful learning activities. While homework should provide opportunities for students to reinforce what is taught in the classroom, the assignments should be based on learning outcomes that build students' conceptual understanding, develop thinking skills, and focus on the application of knowledge. Homework assignments should engage students in purposeful, relevant learning that meets their academic needs, with assignments emphasizing quality and depth over length and repetition. Homework is not to be assigned as punishment.

As students mature and progress through school, homework should reflect grade, age, and learner-appropriate levels with assignments that are aligned to the standards for learning in the particular subject area or course. Homework assignments for exceptional students should accommodate the special needs of such students. In general, homework assignments should be completed for the following day but teachers may opt to set due dates over more days. Long-range assignments and/or project-based learning assignments should provide students with an opportunity to develop and refine research and independent study skills, embedding the use of technology, as applicable.

The recommended minutes include assignments for all subject areas and teachers collectively per school day:

- K-1: thirty (30) minutes
- 2<sup>nd</sup> – 3<sup>rd</sup>: forty-five (45) minutes
- 4<sup>th</sup> – 5<sup>th</sup>: sixty (60) minutes
- 6<sup>th</sup> – 7<sup>th</sup> – 8<sup>th</sup>: seventy-five (75) minutes

These times do not reflect the additional thirty (30) minutes required for reading. Reading is a universal skill that relates to all subjects. When specific homework assignments are not given, or when the homework assignment is completed in an expeditious manner, every student will read, minimally, for the amount of time specified in this policy.