

2010-2011 ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN

Entry, Promotion, and Retention

for

Grades K - 5

Effective September 7, 2010



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STUDENT PROGRESSION PLAN

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens about the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the Board and District administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute §1008.25 (1)]

The School District is committed to the implementation of a Response to Intervention (RtI) framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality intervention/instruction matched to student needs and use learning rate and level of acceleration, retention and remediation. Response to Instruction/Intervention is a data-based decision making process applied to education. A problem-solving method and the systemic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of interventions/instruction needed to improve learning and/or behavior. (State Board of Education Rule 6A-6.03018; 34 C.F.R. § 300.30 (a)(2); See School Board Policy 5.725 “Exceptional Student Education Policies and Procedures (SP & P)” at 22 and 80)

The School District of Palm Beach County (School District) incorporates herein the Sunshine State Standards or Next Generation Sunshine State Standards into this School District Student Progression Plan (State Board of Education Rule 6A-1.09401(2)).

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. [Florida Statute §1001.54 and 1012.28]

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students’ mastery of the above Standards.

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The Student Progression Plan's enclosed content is valid as of School Board approval September 7, 2010. Revisions, if necessary, due to legislative action will be available at each District school.

ENTRY AND ATTENDANCE REQUIREMENTS

INITIAL ENTRY REQUIREMENTS

It is the responsibility of the parents of students entering Palm Beach County public schools for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute §1003.21];

Florida Statute §1003.21(4)

- (4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*
- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
 - (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
 - (c) An insurance policy on the child's life that has been in force for at least 2 years;*
 - (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
 - (e) A passport* or certificate of arrival in the United States showing the age of the child;*
 - (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
 - (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the district school board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.¹*

¹ Children and youths who are experiencing homelessness and children who are known to the department, as defined in s.39.0016, shall be given a temporary exemption from these statutory requirements for 30 school days. The term "Children known to the department" means "children who are found to be dependent or children in shelter care."

- * Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.
2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] (State Board of Education Rule 6A-6.024; School Board Policy 5.06 (A) (2)) (Recommended form: DH 3040, that is incorporated here by reference as part of this plan – See *Health Requirements*) (See footnote 1 above relating to a temporary exemption.)
 3. proof of residence – For a student assigned to a school based on the student’s residence under School Board Policy 5.01 (1) (b), parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation as required by School Board Policies 5.01 and 5.011 such as a lease, mortgage or utility bill; (See exceptions to providing proof of residence within Policies 5.011 and 5.74)
 4. a certificate of immunization [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization unless there is a lawful exemption. (See footnote 1 above relating to a temporary exemption and School Board Policy 5.74.)

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness. Florida Statute § 1003.01 (12)] and (State Board of Education Rule 6A-6.03411 (1) (s)) According to the McKinney-Vento Act, (Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C) these children are to be enrolled immediately in the school that meets the “best interest” of the student. For placement of these children, see School Board Policy 5.74. [Florida Statute §1003.21(1)(f)] Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0636 found at <http://www.palmbeachschools.org/Forms/Index.asp>) must be completed at the beginning of each school year or when the student enters the Palm Beach County School District system by the student’s parent(s)/guardian(s), signed, and returned to the school. School personnel are strictly prohibited from requesting and/or requiring documentation of the immigration status of students and families. It is the responsibility of the parent(s)/guardian(s) to promptly notify the school, in writing, of any change in a student’s address.

HEALTH REQUIREMENTS

Physical/Health Examination

All Pre-K, Kindergarten and new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry, a health examination documented on State of Florida School Health Entry Exam DH 3040 performed within one (1) year prior to enrollment. (State Board of Education Rule 6A-1.0985)

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS 2010-2011

STUDENTS	PHYSICAL EXAMINATION
All Palm Beach County	School Health Entry Exam on form **DH 3040 required for Pre-K, Kindergarten and Grade 7.
Transfers within Palm Beach County and other counties within the State of Florida (including private schools)	Review of School Health Entry Exam on form DH 3040 (original or copy) for Pre-K, Kindergarten and Grade 7 documentation.
Transfers from another state or country	<p>School Health Entry Exam on form DH 3040 (original or copy) required for all grades.</p> <p>Physicals presented on forms from another state are acceptable if they include all components covered on DH Form 3040**.</p> <p>Physicals must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.</p>

**DH Form 3040 – State of Florida Health Examination Form

Immunization

All Pre-K, Kindergarten and new students seeking entrance into a public high school in Palm Beach County are required by Florida Statute §1003.22 and School Board policy to present, at the time of entry, a Florida Certificate of Immunization DH 680. Students will not be admitted into class without proof of immunization absent a lawful exemption. (State Board of Education Rule 6A-1.0985) (Fla. Admin. Code 64D-3.046)

- The *Florida Certification of Immunization* (DH 680) is available from either private physicians or the Palm Beach County Health Department.
- The *Florida Certification of Immunization* (DH 680) includes temporary and permanent medical exemption sections based on medical reasons.
 1. Documentation of Complete Immunization.....DH Form 680, Part A-1
 2. Documentation of Temporary Medical Exemption..DH Form 680, Part B
 3. Documentation of Permanent Medical Exemption..DH Form 680, Part C
- A *Certificate of Religious Exemption*, (DH 681) is available only through the Palm Beach County Health Department. It is not available from private physicians.

The required immunizations and dosages for elementary school students are as follows:

**Immunization Requirements for Entry into Grades Pre-K through 5
2010-2011 School Year**

(Florida Department of Health Bureau of Immunization)

	PK* (Age-4)	K	1	2	3	4	5
DTaP/DT series	✓	✓	✓	✓	✓	✓	✓
Polio series	✓	✓	✓	✓	✓	✓	✓
MMR 2 doses	✓	✓	✓	✓	✓	✓	✓
Hepatitis B series	✓	✓	✓	✓	✓	✓	✓
Varicella 1 dose	✓	✓	✓	✓	✓	✓	✓
Varicella- 2 doses		✓	✓	✓			
HIB series	✓						

*PK-Age 3 vaccine doses as indicated for age.

KINDERGARTEN AND FIRST GRADE ENTRY

Kindergarten Age Entry

Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21 (1) (a) 2]

First Grade Age Entry

1. Entering first grade students **must** attain the age of 6 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21]

Florida Statute §1003.21

2 (b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

2. Students who have been enrolled in a public kindergarten **must** progress according to the district's Student Progression Plan.
3. Students transferring from nonpublic kindergartens:
 - a. **must** attain the age of 6 on or before September 1 of the school year for which entry is sought; and
 - b. **must** have written verification of satisfactory completion of kindergarten requirements from the nonpublic school. [Florida Statute §1003.21(1) (b)]

FLORIDA KINDERGARTEN READINESS SCREENER (FLKRS)

Kindergarten Entry

The Florida Kindergarten Readiness Screener (FLKRS) must be administered within the first 30 school days. Upon entry, each kindergarten student shall participate in the statewide kindergarten screening [Florida Statute §1002.69(1)] and shall be administered the FLKRS, which includes the Early Childhood Observation System™ (ECHOS™) and the Broad Diagnostic Inventory of the *Florida Assessment for Instruction in Reading* (FAIR).

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900-6.09091 and School District of Palm Beach County Plan for Services to English Language Learner (ELLs) found at:

<http://www.palmbeachschools.org/multicultural/ELLPlan.asp> per State Board of Education Rule 6A-6.0905

ELL Students are identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

For ELL students, administration of the FLKRS should be conducted as close as possible to the conclusion of the 30-day administration period and **after** the English language proficiency test has been administered. The ELL Committee should determine whether the student should be administered the FLKRS in English. Spanish speakers for whom the ELL Committee has determined the screening should **not** be administered in English may be screened using the Spanish version of the instrument. Speakers of languages other than English and Spanish should not be administered the FLKRS.

ESE Students

An ESE student with disabilities who is entering kindergarten and has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school **must** review the current IEP/EP and may revise the document as necessary.

The IEP Team will determine whether the FLKRS is appropriate for kindergarten students with disabilities.

Students who have been retained in kindergarten are not included in the administration of the FLKRS.

Section 504 Eligibility

A Multi-Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities. Major life activities include, but are not limited to, concentrating, learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility. In addition, students with impairments that are episodic or in remission are eligible during the times the impairment is active.

PLACEMENT OF TRANSFER STUDENTS [Florida Statute §1003.25]

General Transfer Information

A student who transfers to a Palm Beach County public school with documentation of completed course work from a state or regionally accredited public or private school or institution is awarded equivalent credits and all records from the previous school are accepted, subject to validation if deemed necessary.

The school administrator(s) will determine placement of a student who transfers from a home education program (School Board Policy 8.14 (12)) or a state or regionally accredited school or institution. If a student transfers from a school or program other than a state or regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

1. student's age
2. a review of all existing school records, home education portfolio (e.g., student work samples, annual evaluations) and/or credit transcripts
3. a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program
4. a test on individual subject-area objectives (or competencies) to be identified by the principal
5. interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s); or
6. grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day period or equivalent period or passing appropriate examination(s) for each subject

The student who does not satisfactorily complete the forty-five (45) school-day period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the *Student Progression Plan*.

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision.

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900-6.09091 and School District of Palm Beach County Plan for Services to English Language Learner (ELLs) found at <http://www.palmbeachschools.org/multicultural/ELLPlan.asp> per State Board of Education Rule 6A-6.0905

ELL Students are identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement as per State Board of Education Rule 6A-6.0902. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available (see State Board of Education Rule 6A-6.0902 (3)(b)). This information is documented on the *English Language Learners Student Programmatic Assessment and Academic Placement Review* PBSB 1764 (<http://www.palmbeachschools.org/Forms/Index.asp>), and filed in the English Language Learners folder. Community language facilitators assist the students and their families when necessary to ensure proper program/course placement.

An ELL Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ELL Committee making the placement decision.

ELLs are scheduled into classes that fulfill graduation requirements and the District's *Student Progression Plan* as well as completed academic coursework, regardless of the language in which the coursework was done. School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

Students with Disabilities

Students with an Active Section 504 Accommodation Plan

A Section 504 Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities. Major life activities include, but are not limited to, concentrating, learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active Section 504 Accommodation Plan, the receiving school's Section 504 Team **must** review and revise as necessary the existing active Section 504 Accommodation Plan. Until that review is complete, the school district must implement the current 504 Accommodation Plan to the maximum extent reasonable in the current placement.

ESE-Eligible Students (State Board of Education Rules 6A-6.03028; 6A-6.030191; 6A-6.0331; 6A-6.0361)

1. Individual educational plans (IEPs) or educational plans (EPs) for students who transfer school districts within Florida:

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the school district (in consultation with the parents) will provide a free appropriate public education (FAPE) to the student, which includes services comparable to those described in the child's IEP or EP from the previous Florida school district, until the school district does either of the following:

- a) Adopts the child's IEP or EP from the previous school district
- b) Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rule 6A-6.03028 or 6A-6.030191, F.A.C.

2. IEPs or EPs for students who transfer from outside Florida:

If an exceptional education student who had an IEP or EP that was in effect in a previous school district in another state transfers to the school district and enrolls in a new school within the same school year, the school district (in consultation with the parents) will provide the child with FAPE (including services comparable to those described in the child's IEP or EP from the previous school district), until the school district does both of the following:

- a) Conducts an initial evaluation in accordance with Rule 6A-6.0331, F.A.C. (if determined to be necessary by the school district)
- b) Develops, adopts, and implements a new IEP or EP, if appropriate, that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

Placement of Transfer Kindergarten and First Grade Students

Dates for the legal public school minimum entry age by State and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State Board of Education Rule 6A-1.0985.

State Board of Education Rule 6A-1.0985

6A-1.0985 Entry into Kindergarten and First Grade by Out-of-State Transfer Students.

- (1) Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).
- (2) Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
- (3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data:**
 - (a) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - (b) An official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;
 - (c) Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;
 - (d) Evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
 - (e) Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.21, Florida Statutes.

Clarification of placement procedures for transfer kindergarten and first grade students from other states or countries is available through the Elementary Guidance Specialist in the Department of Safe Schools.

Placement of Transfer Students - Grades 2-5

A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted.

Third grade students who transfer from any public or private school in the United States or a foreign county after the current year's FCAT Reading administration must show

good cause for promotion prior to be promoted to fourth grade (see page E/37 for explanation of criteria for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute § 1008.25(6) (b)]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

Placement of Transfer Students from Home Education Program

Refer to "General Transfer Information" section.

ATTENDANCE

School attendance is the direct responsibility of the parent(s)/guardian(s) and students. ([Florida Statute §1003.24]; (School Board Policy 5.09(1)). Except as provided in Florida Statute § 1003.24, and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. [Florida Statute §1003.21] and (School Board Policy 5.0901)

The District and/or school student handbook outlines the attendance procedures for that school. All school procedures conform to the following district-wide procedures:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover the content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee **must** approve any extension.
2. An "excused" absence is:
 - a. Student illness — If a student is continually sick and repeatedly absent from school, he or she **must** be under the supervision of a physician in order to receive an excuse from attendance
 - b. Medical appointment
 - c. Death in the family
 - d. Observance of a religious holiday or service that is recognized as such by all members of the faith
 - e. Subpoena by a law enforcement agency or mandatory court appearance
 - f. Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal's designee. (School Board Policy 5.09 (3) (a) (vi))

An "unexcused" absence is any absence that does not fall into one of the above excused absence categories. (School Board Policy 5.09) Each school in the District must determine if an absence or tardiness is excused or unexcused according to the criteria established by the Board within this Policy. (School Board Policy 5.09 (3) (b))

Students receiving out-of-school suspension (OSS) **must** be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Students on OSS will be permitted to make up major examinations, if applicable. Projects, long-term assignments, etc., which represent work for a period of time greater than the OSS period will be submitted for the purpose of determining a student's grade.

Should questions arise regarding this OSS rule, the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the Area Superintendent if a conflict arises.

All make-up work should be completed within two weeks of the end of the semester, unless the student's principal makes an exception.

3. If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program can be found in State Board of Education Rule 6A-6.03020, School Board Policy 5.725 "Exceptional Student Education Policies and Procedures (SP&P)" at 70-71 and State Board of Education Rule 6A-6.03411.

Students with an Active 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104)

In the case of a student with excessive absences, a Multi-Disciplinary Team should be convened to determine if the absences are caused by the disability of record on the active *Section 504 Accommodation Plan*. If the Section 504 Team determines that the absences are caused by the disability, the student's placement **must** be re-evaluated as to the appropriateness of the current placement and the Section 504 Accommodation Plan **must** address any additional strategies and/or interventions needed.

If the Multi-Disciplinary Team determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of the Section 504 Team should be provided on the form entitled *ADA/504 Record*. (PBSD 1468 found at <http://www.palmbeachschools.org/Forms/Index.asp>)

ESE-Eligible Students with Disabilities

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. (State Board of Education Rule 6A-6.0331(1)(c); School Board Policy 5.725 and its referenced SP&P at 20)

If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** take appropriate of action which may include waiver of the attendance guidelines in determining grades as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student is treated the same as that for a general education student.

STUDENT ABSENCES FOR RELIGIOUS REASONS (School Board Policy 5.095)

Students shall be excused from attendance on a particular day or days, or for part of a day, and shall be excused from any examination, study, or work assignment for religious instruction, observation of a religious holiday or because of the tenets of his or her religion forbid secular activity at such time, when such requests are made by the parent or guardian consistent with this policy. Students shall be afforded the opportunity to make up any examination, study or work assignment which has been missed for religious purposes without adverse effects. Prior to the student's absence for religious reasons, a written request must be provided by the parent or guardian.

The religious instruction shall be the responsibility of the religious institution.

In the event of a complaint regarding the failure to provide for religious accommodations, the complainant may appeal directly to the Area Superintendent or the Superintendent's designee.

EARLY STUDENT WITHDRAWALS

Student Withdrawals During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year.

The parent(s)/guardian(s) of a student who leaves school **during** the last two weeks of the school year **must** show evidence that the withdrawal is necessary and the student **must** successfully complete examinations as appropriate. Principals are authorized to make arrangements for the administration of any tests or examinations as appropriate.

Principals may determine that the requirements for early withdrawal are not required when unusual/extenuating circumstances require it. Approval is mandatory prior to the student's leaving school.

Student Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) **must** initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to establish a home education program for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. [Florida Statute §1002.41] (School Board Policy 8.14 (3), (4) and (5)).

Home education correspondence should be mailed to:

School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-236
West Palm Beach, FL 33406-5813

PROGRAM DESCRIPTION

The School District of Palm Beach County Curriculum Guidelines incorporates the strands, performance standards and benchmarks of the Florida Department of Education *Sunshine State Standards*, or Next Generation Sunshine State Standards. [Florida Statute §1003.41] and (State Board of Education Rule 6A-1.09401). The curriculum guidelines include benchmarks for the disciplines of:

- Language Arts (Reading/Writing)
- Mathematics
- Science
- Social Studies
- Foreign Language
- Health Education
- Music
- Physical Education
- Visual Arts

These benchmarks delineate the academic achievement for which the State will hold schools accountable. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks.

STANDARDS AND ACCELERATION

The School District of Palm Beach County provides unique learning opportunities for students on various levels of learning:

All students will receive a world-class, rigorous curriculum that meets the requirements of the Florida Next Generation Sunshine State Standards.

- Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.
- Students performing below grade level will receive an intensive instructional curriculum that remediates skills/benchmarks not yet mastered by utilizing: additional instructional time, additional resource personnel, tutorial programs, and other remediation options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school.
- Students performing above grade level will receive a differentiated curriculum that may include an enrichment of skills/standards or acceleration of curriculum for students who show mastery. Accelerated strategies may include:
 1. Providing the student with an in-depth exploration of one or more of the State standards;
 2. Offering a gifted program for eligible students;
 3. Placing the student in the next grade for one or more subjects; placing the student in the next grade level for all subjects.
- Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school.

SPECIAL PROGRAMS

Programs for English Language Learners (ELLs) (State Board of Education Rules 6A-6.0900 *et seq.*)

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners, assessed and placed as provided in State Board of Education Rule 6A-6.0902. All ELLs **must** be given **equal access** to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum. They are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's ELL plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum.

Note: See School District of Palm Beach County's District Plan for Services to English Language Learners, found at: <http://www.palmbeachschools.org/multicultural/ELLPlan.asp>), for full explanation of services and models.

See State Board of Education Rule 6A-6.0903(2) Standards for Student Exit from the ESOL Program and additional assessment requirements.

Dropout Prevention (DOP)/Alternative Education (AE)/ DJJ/Youth Services Programs (State Board of Education Rules 6A-6.052 through 6A-6.05292 and Florida Statute §§ 1003.51, 1003.52, 1003.53)).

The academic program for a DOP/AE student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. The programs employ alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students. See School Board Policy 8.13 and the referenced DOP/AE/DJJ/Youth Services Programs Manual.

Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. Students identified as English Language Learners (ELLs) and/or eligible for ESE who meet the eligibility criteria for dropout prevention may be considered for placement. See School Board Policy 8.13 and the referenced DOP/AE/DJJ/Youth Services Programs Manual. Various programs and support activities are available in most schools throughout the School District. The District provides educational services to students in Youth Services and DJJ programs as set forth in this Manual.

Gifted Education (State Board of Education Rules 6A-6.030191)

Students enrolled in the gifted program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the district.

Students identified as gifted, under School Board of Education Rule 6A-6.03019, have an Educational Plan (EP) that outlines goals, strengths and weaknesses and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration and enrichment that address the student's special abilities and interests. For more information regarding gifted education, refer to School Board Policy 5.725, Exceptional Student Education *Policies and Procedures* and its referenced SP & P particularly at pages 121-126 and 46 and Appendix A-2 and C.

Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104)

Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an active Section 504 Accommodation Plan **must** be notified of any proposed changes to the Section 504 Accommodation Plan, and **must** be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum.

ESE-Eligible Students

Pursuant to School Board Policy 5.725, IEPs for ESE-eligible students must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-6.03028; and Policy 5.725 and its referenced SP & P, particularly at pages 95-104. All students **must** be given access to the general curriculum, as is appropriate in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content area may be more appropriate. See State Board of Education Rule 6A-1.09414 for course descriptions.

In all cases, the IEP Team, which must include a parent, makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability. See State Board of Education Rule 6A-6.03028.

In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards at the discretion of the IEP Team. (See State Board of Education Rule 6A-6.03028)

The IEP may specify whether *accommodations/**modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team.

The IEP contains an explanation of the extent, if any, to which the student will not participate with non-disabled students in the general education class (34 CFR 300.320 (a)(5); SP & P on pages 95-103)

In compliance with the least restrictive environment mandate, a student with a disability may only be removed from the general education environment if the nature and/or severity of the disability are such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactory. (SP & P on pages 95-103)

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

***Modifications are changes that can be made to what students are expected to learn. They include changes that have been outlined in the curriculum documents. Modifications may include partial completion of program or course requirements, curriculum expectations below age or grade level, alternate assessment criteria, and alternate curricular goals.*

Home Education Program (School Board Policy 8.14)

A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading material. The parent/guardian is responsible for submitting an annual evaluation in accordance with Florida Statute §1002.41.

Home Education correspondence should be mailed to:

School District of Palm Beach County
Fulton-Holland Educational Services Center
Home Education Office
3308 Forest Hill Boulevard, Suite C-236
West Palm Beach, FL 33406-5813

Virtual Instruction Programs [Florida Statute §§1002.37, 1001.42 (23)]; (State Board Education Rules 6A-6.0980 and 6A-6.0981)

Florida Statute § 1002.45 authorizes school districts to implement virtual instruction programs through district-operated programs or programs provided by contracted providers approved by the Florida Department of Education. The School District of Palm Beach County is providing K-12 instructional programs.

A student who is a full-time student attending a traditional public school in the school district **must** have permission from his/her school counselor and principal to enroll in virtual education courses.

Students may enroll as full-time virtual students in grades K-12. For more information see the *program descriptions that can be found at www.palmbeachvirtual.org*.

Registered home education students may take a partial or full schedule with Florida Virtual School (FLVS) [Florida Statute §§1002.37 and 1002.41]. The Home Education Office must provide verification of active status and compliance for all registered home education students who enroll with FLVS as outlined in the District's FLVS agreement that can be found at www.palmbeachvirtual.org.

PROMOTION

Each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, science, and/or mathematics. Information in the Student Progression Plan facilitates recognizing such proficiency. (See *Student Performance Level Charts* on pages E/21-E/26.) Each student and his or her parent/guardian will be informed of the student's progress. (See *Reporting Student Progress* on pages E/42-E/46). [Florida Statute §1008.25(1)]

STATEWIDE ASSESSMENTS

All eligible elementary grades three and above students **must** participate in all regular state and district assessments for accountability purposes except as prescribed by the Commissioner of Education. [Florida Statute §1008.22 (3)(c)] (State Board of Education Rule 6A-1.09422)

Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science and mathematics for each grade level, or who does not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels, **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [Florida Statute §1008.25(4)(a)] (For more information regarding these assessments see page E/47-E/50)

STUDENT PERFORMANCE LEVELS for READING, WRITING, MATHEMATICS and SCIENCE

The School District must define specific levels of performance in reading, writing, mathematics and science for each grade level. [Florida Statute § 1008.25] These levels of performance will be used to identify students who **must** receive remediation and **may** be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. [Florida Statute §1008.25(6)(a)] No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance Sunshine State Standards or Next Generation Sunshine State Standards as set forth in State Board of Education Rule 6A-1.09401.

Students will be identified as performing at one of three levels that indicates a student's achievement.

Level 3: on or above grade level

Level 2: less than a year below grade level

Level 1: more than a year below grade level

(School District of Palm Beach County Elementary Report Card, PBSB 0768)

Various indicators that include, but are not limited to, multiple measures using appropriate grade-level assessments as well as teacher judgment will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each K-3 [Florida Statute §1002.20(11)] and grades 4-5 student. A list of the assessments follows.

Teacher Judgment

The teacher **must** provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

Teacher judgment factors may include, but are not limited to:

- previous retentions
- level of text at which student is independently successful
- observations
- checklists
- student portfolios
- classroom assessments
- current grades/marks

Kindergarten Indicators

- The Florida Kindergarten Readiness Screener (FLKRS)
- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing,

Reading Running Record, Retelling/Comprehension Conversation and Writing About Reading

- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

First Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Records, Retelling/Comprehension Conversation and Writing About Reading
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments
- Palm Beach Writes (narrative and expository prompts)

Second Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, Word Writing, Reading Running Record, Retelling/Comprehension Conversation and Writing About Reading.
- Palm Beach Writes (narrative and expository prompts)
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessments in reading and mathematics
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

Third Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, and Word Writing. Reading Running Record Retelling/Comprehension Conversation, and Writing About Reading
- Palm Beach Writes (narrative and expository prompts)
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessments in reading and mathematics
- FCAT Mathematics SSS
- FCAT Reading SSS
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

Fourth Grade Assessments

- Reading and Writing Assessments: Oral Language, Early Literacy Behaviors, Letter Recognition, Beginning Sound Recognition, Phonological Awareness Blending and Segmenting, High Frequency Words, Phonogram Assessment, and Word Writing. Reading Running Records, Retelling/Comprehension Conversation, and Writing About Reading
- Palm Beach Writes (narrative and expository prompts)
- FCAT Writing SSS
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessment in reading and mathematics
- FCAT 2.0 Mathematics Next Generation SSS
- FCAT 2.0 Reading Next Generation SSS
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

Fifth Grade Assessments

- Palm Beach Writes (expository and persuasive prompts)
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessment in reading and mathematics
- FCAT 2.0 Mathematics Next Generation SSS (without performance tasks)
- FCAT 2.0 Reading Next Generation SSS
- FCAT Science SSS
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

STUDENT PERFORMANCE LEVEL CHARTS

The student performance level charts show the identified performance levels as they relate to the FCAT SSS as well as FCAT Writing and Palm Beach Writes (see charts on pages E/21-E/26).

The charts also reflect the process of student identification for promotion or retention in reading, writing and/or mathematics for students in grades K-5 and outline Progress Monitoring Plan (PMP) options.

The charts are designed so that teachers and administrators may view each child holistically when making decisions regarding promotion or retention. The charts permit decision-makers to identify the overall achievement of each child through district and state assessments as well as classroom performance. ***The charts also allow for a more narrow focus on student achievement for the purposes of remediation decisions.***

Teachers and administrators may examine the student's reading, writing, mathematics, and/or science performance to determine whether a student is in need of remediation in one or more of these areas.

The following charts, in relation to remediation, are based upon Florida Statute §§1002.20 (11) &1008.25 (4).

KINDERGARTEN

FACTORS TO CONSIDER WHEN DECISION MAKING			DECISIONS FOR NEXT YEAR
Classroom Performance: *Teacher Judgment *K-4 Literacy Assessment System Results *Reading Series Performance/Assessment Results * Mathematics Series Performance/Assessment Results *ESE Students with Disabilities ONLY-- Performance Based on IEP Goals and Objectives * English Language Learners (ELLs) ONLY- English Language Development Continuum *Principal Recommendation (Levels below are provided by the District's Department of Elementary Curriculum)			
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System		Promote or Retain?
Above Grade Level	Guided Reading Level C-D or above Independent		Promote to first grade
At Grade Level	Guided Reading Level B Independent		Promote to first grade
Below Grade Level	Minimally (up to 6 months)	Guided Reading Level A Independent	Promote with a Progress Monitoring Plan Must provide daily iii*
	Considerably (6 months to a year)	N/A	Retain with a Progress Monitoring Plan Must provide daily iii
	Substantially (more than a year)	N/A	Retain with a Progress Monitoring Plan Must provide daily iii
			Remediation and Retention

Information on retention of English Language Learners can be found on page E/31.

*iii-immediate intensive intervention

GRADE 1

FACTORS TO CONSIDER WHEN DECISION MAKING			DECISIONS FOR NEXT YEAR		
Classroom Performance: * Teacher Judgment *K-4 Literacy Assessment System Results *K-3 Reading Assessment Program Results * Writing Samples *Principal Recommendation * Reading Series Performance/Assessment Results*Mathematics Series Performance/Assessment Results*ESE Students with Disabilities ONLY-- Performance Based on IEP Goals and Objectives* English Language Learners (ELLs) ONLY-English Language Development Continuum (Levels below are provided by the District's Department of Elementary Curriculum)					
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	WRITING Palm Beach Writes	Promote or Retain?		
Above Grade Level	Guided Reading Level J and above Independent	5.0, or 6.0	Promote to second grade	Promote to second grade	
At Grade Level	Guided Reading Level F-G Independent	4.0	Promote to second grade		
Below Grade Level	Minimally (up to 6 months)	Guided Reading Level C-D Independent	3.0	Promote with a Progress Monitoring Plan Must provide daily iii*	Remediation and Retention
	Considerably (6 months to a year)	Guided Reading Level B Independent	2.0	Retain with Or promote with a Progress Monitoring Plan Must provide daily iii	
	Substantially (more than a year)	Guided Reading Level A Independent	0 or 1.0	Retain with a Progress Monitoring Plan Must provide daily iii	

Information on retention of English Language Learners can be found on page E/31.

*iii- immediate intensive intervention

GRADE 2

FACTORS TO CONSIDER WHEN DECISION MAKING				DECISIONS FOR NEXT YEAR	
Classroom Performance * Teacher Judgment * K-4 Literacy Assessment System Results * Writing Samples * Reading tests * Mathematics Series Assessment Results * Classroom Grades * Principal Recommendation * Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only) * English Language Development Continuum English- Language Learners (ELLs) Only (Levels below are provided by the District's Department of Elementary Curriculum and the Department of Assessment)					
Student Performance Level	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	*WRITING Palm Beach Writes	**SRI-I Spring Lexile	Promote or Retain?	
Above Grade Level	Guided Reading Level N and above Independent	5.0 or 6.0	540 and above	Promote to third grade	
At Grade Level	Guided Reading Level K-L Independent	4.0	220-539	Promote to third grade	
Below Grade Level	Minimally	Guided Reading Level H-I Independent	3.0	53-219	Promote with a Progress Monitoring Plan Must provide daily iii*
	Considerably	Guided Reading Level F-G Independent	2.0	Less than 52	Retain with Or promote with Progress Monitoring Plan Must provide daily iii
	Substantially	Guided Reading Level D-E Independent	0 or 1.0		Retain with a Progress Monitoring Plan Or promote with a Progress Monitoring Plan Must provide daily iii
					Remediation and Retention

Information on retention of English Language Learners can be found on page E/31.

*iii- immediate intensive intervention

GRADE 3

FACTORS TO CONSIDER WHEN DECISION MAKING							DECISIONS FOR NEXT YEAR
Classroom Performance *Teacher Judgment *K-4 Literacy Assessment System Results *Writing Samples *Reading Tests * Mathematics Series Assessment Results * Classroom Grades *Principal Recommendation *Performance Based on IEP Goals and Objectives (ESE Students with Disabilities only) *Academic Progress *English Language Development Continuum (English Language Learners (ELLs) ONLY) (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, the District's Department of Assessment and Department of Elementary Curriculum)							
Student Performance Level	*FCAT Reading Developmental Scale Score (DSS)	**SRI-I Spring Lexile	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	***Palm Beach Writes	* FCAT Math Developmental Scale Score (DSS)	Promote or Retain	
Above Grade Level	Level 5	1866 and above	1048 and above	Guided Reading Level Q and above Independent	6.0	1750 and above	Promote to fourth grade
	Level 4	1489-1865	714-1047		5.0	1509-1749	
At Grade Level	Level 3	1198-1488	456-713	Guided Reading Level N-O Independent	4.0	1269-1508	
Below Grade Level	Level 2	1046-1197	322-455	Guided Reading Level M Independent	3.0	1079-1268	
	Level 1	86-1045	321 and below	Guided Reading Level L Independent	0 or 1.0, or 2.0	375-1078	Refer to bottom of this page Must be provided PMP and daily iii

***RETENTION** — According to Florida Statute 1008.25, third grade students who score at Performance Level 1 on Grade 3 FCAT Reading SSS must be retained unless exempted for good cause. (See E/37 for list of third grade good cause exemptions). Students who score at Performance Level 2 on Grade 3 FCAT Reading SSS and whose other state/district assessment scores and/or Classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students who score at Performance Level 2 or above on Grade 3 FCAT Reading SSS and whose other state/district assessment scores and/or classroom performance in reading, writing, mathematics and science range between Performance Level 1 to Level 3 or above should be considered for promotion with a Progress Monitoring Plan (PMP). Such students may also be promoted without a Progress Monitoring Plan (PMP) if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. All students who score at Performance Level 1 or Level 2 on Grade 3 FCAT Reading SSS must have a Progress Monitoring Plan (PMP) for reading and must be provided daily Immediate Intensive Intervention (iii).

Information on retention of English Language Learners can be found on page E/31.

*ii- immediate intensive intervention

GRADE 4

FACTORS TO CONSIDER WHEN DECISION MAKING							DECISIONS FOR NEXT YEAR
Classroom Performance · *Teacher Judgment · *K-4 Literacy Assessment System Results *Writing Samples *Reading Tests * Mathematics Series Assessment Results *Classroom Grades * Principal Recommendation * Performance Based on IEP Goals and Objectives (ESE Students with Disabilities Only) *Academic Progress *English Language Development Continuum (English Language Learners (ELLs) ONLY) (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's Department of Assessment and the Department of Elementary Curriculum)							
Student Performance Level	*FCAT Reading Developmental Scale Score (DSS)	**SRI-I Spring Lexile	LITERACY ASSESSMENT SYSTEM Reading Running Records Guided Reading Leveling System	*FCAT Writing	*FCAT Math DSS	Promote or Retain	
Above Grade Level	Level 5	1965 and above	1146 and above	5.0 or 6.0	1863 and above	Promote to fifth grade	
	Level 4	1690-1964	875-1145		1658-1862		
At Grade Level	Level 3	1456-1689	643-874	4.0	1444-1657		
Below Grade Level	Level 2	1315-1455	504-642	3.0	1277-1443	Refer to bottom of this page Must provide PMP and iii*	
	Level 1	295-1314	503 and below	0 or 1.0 or 2.0	581-1276		

RETENTION — Students who score consistently at Performance Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Performance Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Performance Level 1 to Level 3 or above should be considered for promotion with a Progress Monitoring Plan (PMP). Such students may also be promoted without a Progress Monitoring Plan (PMP)-if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

Information on retention of English Language Learners can be found on page E/31.

iii- immediate intensive intervention

GRADE 5

FACTORS TO CONSIDER WHEN DECISION-MAKING						DECISIONS FOR NEXT YEAR
Classroom Performance: * Teacher Judgment*Writing Samples*Reading Tests*Mathematics Series Assessment Results*Classroom Grades*Principal Recommendation*Performance Based on IEP Goals and Objectives (ESE Students with Disabilities ONLY)*Academic Progress*English Language Development Continuum (English Language Learners (ELLs) ONLY) (Levels below are provided by the *Florida Department of Education FCAT Handbook, that is incorporated here by reference as part of this plan, and the District's Department of Assessment and the Department of Elementary Curriculum)						
Student Performance Level		*FCAT Reading Developmental Scale Scores (DSS)	**SRI-I Spring Lexile	**Palm Beach Writes	*FCAT Math DSS	Promote or Retain
Above Grade Level	Level 5	2059 and above	1347 and above	5.0 or 6.0	1957 and above	Promote to Sixth grade
	Level 4	1762-2058	1040-1346		1769-1956	
At Grade Level	Level 3	1510-1761	779-1039	4.0	1632-1768	
Below Grade Level	Level 2	1342-1509	605-778	3.0	1452-1631	
	Level 1	474-1341	Below 605	0 or 1.0 or 2.0	569-1451	

RETENTION —Students who score consistently at Performance Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Performance Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Performance Level 1 to Level 3 or above should be considered for promotion with a Progress Monitoring Plan (PMP). Such students may also be promoted without a Progress Monitoring Plan (PMP) if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

Information on retention of English Language Learners can be found on page E/31.

*iii- *immediate intensive intervention*

Progress Monitoring Plan (PMP) Process [Florida Statute §1008.25(4)]

A Progress Monitoring Plan (PMP) is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading, science and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally-required student plan addresses specific needs, such as an Individual Education Plan (IEP);
2. A school-wide system of progress monitoring for all students; or
3. An individualized Progress Monitoring Plan [Florida Statute §1008.25(4)(a)-(b)]

If a student has an ELL Plan, this plan may include strategies and the student may not need a PMP. However, if their plans do not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL plan can be amended to include the strategies so that a PMP would not be necessary.

A student will require an individual PMP prior to receiving an intervention plan under the SBT/Rtl process.

Each plan must outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the PMP.

1. Each student who does **not** meet the levels of performance as determined by the district/state in reading, writing, science and mathematics for each grade level or who scores below level 3 in reading or mathematics **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. [Florida Statute §1008.25(4)(a)]
 - Data from the additional assessments are to be used to formulate the student's PMP.
 - Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics and/or science.
 - **Students deficient in reading must be provided with daily Immediate Intensive Intervention (iii).** (State Board of Education Rule 6A-6.054(1) (K-12))
 - Remediation must occur until expectations are met (Florida Statute §1008.25 (4) (c); State Board of Education Rule 6A-6.054(1)(b))
2. The PMP for a student who has been identified as deficient in reading **must** include:
 - A valid and reliable diagnostic assessment such as Diagnostic Assessment of Reading (DAR) or identified sections of the K-4 Literacy Assessment (Fountas and Pinnell Assessment) should be used to identify the student's specific reading deficiency.
 - the desired levels of performance in these areas [Florida Statute §1008.25(4)(b)];

- the instructional and support services to be provided to meet the desired levels of performance [Florida Statute §1008.25(4)(b)].

Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance.

3. At the conclusion of the school year, the teacher(s) of the student who had a PMP is to determine whether the student is in need of further remediation and make recommendations regarding the student's educational program for the following year.

4. All students identified as needing remediation at the end of the previous school year **must** receive a PMP by **October 1st**. Every effort should be made to implement a PMP as early in the year as possible, but implementation **must** occur no later than **October 1st**.

5. The PMP process **must** begin as soon as students are newly identified as needing remediation. The PMP **must** be in place and implementation begun for students, including those who transfer into the school district, within 45 calendar days of being identified as needing remediation.

6. All PMPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal. In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the PMP process.

7. It is the responsibility of the teacher and the principal to ensure that the PMP is substantive and that the outlined instructional and support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities. [Florida Statute §1008.25(4)(b)]

The PMP should clearly identify:

- the specific diagnosed academic needs to be remedied;
- the success-based intervention strategies to be used;
- a variety of remedial instruction to be provided;
- how, when, how often, by whom, and how long intensive remedial instruction is to be provided; and the monitoring and reevaluation activities to be employed

ESE Students with Disabilities

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ *The IEP for each child with a disability to include:*
- ▶ A statement of measurable annual goals, including academic and functional goals, designed to --
- ▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

When an ESE student with a disability is determined to be performing below grade level in reading, writing, mathematics, and/or science the IEP Team may be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs including the student's below grade level performance. The IEP Team may consider a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

REMEDICATION AND RETENTION

Remedial and supplemental (academic) instruction resources **must** be allocated to students in the following priority [Florida Statute §1008.25(3)(a)(b)]:

- students who are deficient in reading by the end of grade 3
- students who fail to meet achievement performance levels required for promotion

Parental Notification of K-3 Reading Deficient Students

The parent/guardian of any K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be **immediately notified in writing** [Florida Statute §1002.20(11) and Florida Statute §1008.25(5)(c)1] of the following:

1. That the student has been identified as having a substantial deficiency in reading [Florida Statute §1008.25(5)(c)];
2. A description, understandable to the parent/guardian of the exact nature of the difficulty in learning and lack of achievement in reading. [Florida Statute §1002.20(11)];
3. The parent/guardian will be aware of and consulted in the development of the strategies and interventions of the Progress Monitoring Plan at the school. [Florida Statute §1008.25(4)(b)];
4. A description of the current services that are provided to the student [Florida Statute §1008.25(5)(c) 2];
5. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency [Florida Statute §1008.25(5)(c) 3];
6. That if the student's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause [Florida Statute §1008.25(5)(c)4];
7. Strategies for parents to use in helping their child succeed in reading proficiency. A district-developed brochure, entitled "Parents Helping Children with Reading," is sent home with a letter to the parents/guardians of any student who exhibits a

- deficiency in reading. The brochure provides grade-level specific tips on ways to help an elementary child learn to read. [Florida Statute §1008.25(5)(c) 5];
8. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion [Florida Statute §1008.25(5)(c) 6];
 9. 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 grade promotion. Refer to charts in this section. [Florida Statute §1008.25(5)(c)6];
 10. The district's specific criteria and policies for mid-year promotion [Florida Statute §1008.25(5)(c)7].

Remediation for Mathematics

Students in grades 1-5 who are identified as being considerably or substantially below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) as indicated on the *Student Performance Level Charts* on pages E/21-E/26 must receive remediation in one of the following ways:

- Before or after school tutorial program
- Small group instruction based on documented student deficiencies
- One on one instruction based on documented student deficiencies
- Computer software programs that work on fluency in basic skills (when appropriate)

Mandatory Remediation/Retention

- Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations **must** be given intensive reading instruction **immediately** following the identification of the reading deficiency [Florida Statute §1008.25(5)(a)].
- The student's reading proficiency **must** be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student **must** continue to be provided with intensive reading instruction until the reading deficiency is remedied [Florida Statute §1008.25(5)(a)].
- If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 FCAT Reading SSS, **the student must be retained** [Florida Statute §1008.25(5)(b)].

Students in grades 1-5 who are identified as being considerably or substantially below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) as indicated on the *Student Performance Level Charts* on pages E/21-26 in reading, writing, mathematics and/or science (once proficiency levels are set) **must** receive remediation and **may** be retained [Florida Statute §1008.25(4)(c)]. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with a PMP.

The following options are available for students who have not met the levels of performance for student progression [Florida Statute §1008.25(2)(b)]:

- remediate before the beginning of the next school year and promote
- retain and remediate using an intensive program of instruction that is different from the previous school year and takes into account the student's learning style

Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, science, and/or mathematics **must** continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance. [Florida Statute §1008.25(4)(c)]

Retention [Florida Statute §1008.25 (6)(b)]

Students in grade 3 who score Level 1 on the FCAT Reading **MUST** be retained unless exempted from retention for good cause as described in State Board of Education Rule 6A.-1.094221, which provides that students who score at Level 1 on the grade three FCAT Reading may be promoted to grade four if designated good cause criteria is met (see page E/35-E/36) for description of Good Cause criteria)

Criteria for Exemptions from Retention Grades Other Than Third Grade

Students who score consistently below grade level on state/district assessments should either be retained or considered for retention according to the Student Performance Level Charts on pages E/21-E/26. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students.

Allocation of Resources [Florida Statute §1008.25 (2) (b) & (3) (b)]

District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

(a) Students who are deficient in reading by the end of grade 3 (includes those retained and promoted for meeting good cause criteria).

(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b) of Florida Statute § 1008.25 which states that each district school board shall establish a comprehensive program for student progression which must include specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Retention for English Language Learners

The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of ELLs are the result of language acquisition or academic deficiency. Each sheet is designed to reflect

individual progress on the grade appropriate Student Progression chart. The ELL Pre-retention Meeting Reports may be found on the District Website, PBSB 2182-2187, at <http://www.palmbeachschools.org/Forms/Index.asp>. The completed form **must** be brought to an ELL Committee meeting for each student being considered for retention.

STUDENTS RETAINED FOR READING IN THIRD GRADE

Third grade students retained for reading **must** be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention **must** include effective instructional strategies, the opportunity to participate in the district's Third Grade Summer Reading Academy, 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 [Florida Statute §1008.25(7)(a) and SBER 6A-6.054 (1)].

PMPs for all students who did not score above Level 1 on the grade 3 FCAT Reading SSS and who did not meet the criteria for one of the good cause exemptions **must** be reviewed to address additional supports and services needed to remediate the identified areas of statutory reading deficiency. In addition, a student portfolio, established according to Florida statutory guidelines, **must** be completed for each such student. [Florida Statute §1008.25(7)(b)1]

Third grade students retained for reading **must** be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including a **minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction, an additional 30 minutes of daily intensive immediate intervention** and other strategies which may include, but are not limited to [Florida Statute §1008.25(7)(b)2]:

- a. small group instruction
- b. reduced teacher-student ratios
- c. more frequent progress monitoring
- d. tutoring or mentoring
- e. transition classes containing 3rd and 4th grade students
- f. extended school day, week, or year; and/or
- g. Summer Reading Academy

Written notification **must** be given to the parent(s)/guardian(s) of any third grade student retained for reading stating that his or her child has not met the proficiency level required for promotion **and** the reasons the child is not eligible for a good cause exemption. The notification **must** comply with the provisions of Florida Statute §1002.20 (14) (Student Report Cards) and §1003.33 (2) and **must** include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency. [Florida Statute §1008.25(7)(b)3]

Third grade students retained for reading **must** have a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. [Florida Statute §1008.25(7)(b)5]

Parents/Guardians of third grade students retained for reading **must** be provided with:

- reading enhancement and acceleration strategies
- at least **one** of the following instructional options:
 - a. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school [Florida Statute §1008.25(7)(b)6.a];
 - b. a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading [Florida Statute §1008.25(7)(b)6.b]; or
 - c. a mentor or tutor with specialized reading training. [Florida Statute §1008.25(7)(b)6.c]

READ Initiative [Florida Statute §1008.25(7)(b) 7]

The district shall establish a *Reading Enhancement and Acceleration Development (READ) Initiative*. The focus of the READ Initiative shall be to:

- prevent the retention of grade 3 students;
- to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4;
- to offer intensive accelerated reading instruction to each K-3 student who is assessed as exhibiting a reading deficiency.

The READ Initiative shall:

- a. Be provided to all K-3 students at risk of retention. The assessment **must** measure phonemic awareness, phonics, fluency, vocabulary, and comprehension. [Florida Statute §1008.25(7)(b)7.a]
- b. Be provided during **regular school hours** *in addition* to the regular reading instruction. [Florida Statute §1008.25(7)(b)7.b].
- c. Provide a state-identified reading curriculum that has been reviewed by the *Florida Center for Reading Research (FCRR)* at Florida State University and meets, at a minimum, the following specifications [Florida Statute §1008.25(7)(b)7.c]
 - Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level [Florida Statute §1008.25(7)(b)7.c.(I)].
 - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension [Florida Statute §1008.25(7)(b)7.c.(II)].
 - Provides scientifically based and reliable assessment [Florida Statute §1008.25(7)(b)7.c.(III)].
 - Provides initial and ongoing analysis of each student's reading progress [Florida Statute §1008.25(7)(b)7.c.(IV)].
 - Is implemented during regular school hours [Florida Statute §1008.25(7)(b)7.c.(V)].
 - Provides a curriculum in core academic subjects (reading, mathematics, science, and social studies) to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects [Florida Statute §1008.25(7)(b)7.c.(VI)].

Intensive Acceleration Class (IAC) [Florida Statute §1008.25(7)(b)8]

Where applicable, each school must establish an Intensive Acceleration Class (IAC) for retained grade 3 students who subsequently score at Level 1 on FCAT Reading SSS. The focus of the IAC shall be to increase a child's reading level at least two grade levels in one school year. [Florida Statute §1008.25(7)(b) 8]

The IAC shall:

- a. be provided to any student in grade 3 who scores at Level 1 FCAT Reading SSS and who was retained in grade 3 the prior year because of scoring at Level 1 on FCAT Reading SSS [Florida Statute §1008.25(7)(b)8.a];
- b. have a reduced teacher-student ratio [Florida Statute §1008.25(7)(b)8.b] defined as having a smaller class size than the average class size in the school of those comparable "traditional" third-grade classrooms;
- c. provide uninterrupted reading instruction for the **majority of student contact time each day** and incorporate opportunities to master the grade 4 *Sunshine State Standards* in other core subject areas [Florida Statute §1008.25(7)(b)8.c];
- d. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year [Florida Statute §1008.25(7)(b)8.d];
- e. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist [Florida Statute §1008.25(7)(b)8.e];
- f. include weekly progress monitoring measures to ensure progress is being made [Florida Statute §1008.25(7)(b)8.f]; and
- g. report to the Florida Department of Education, in the manner described by the Department, the progress of students in the class at the end of the first semester [Florida Statute §1008.25(7)(b)8.g].

The district will report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports [Florida Statute §1008.25(7)(b)9].

Transitional Instructional Setting

The Intensive Acceleration Class refers to *what* is being provided to the student. The transitional instructional setting refers to *where* instruction is provided to the student. Any student who has been retained in grade 3 for reading and who has received intensive instructional services but is still not ready for grade promotion, will be provided the option of being placed in a transitional instructional setting called a 3.5 class. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. [Florida Statute §1008.25(7)(b)10]

Retained 3rd grade students will receive additional reading instruction in the Supplemental Academic Instruction (SAI) program. The *School District of Palm Beach*

County Supplemental Academic Instruction Elementary School Plan includes within its program description of quality implementation that:

- The SAI teacher must be highly qualified.
- Students will receive 30-60 minutes of supplemental/additional instruction in reading.
- The teacher/pupil ratio during the SAI time block must not exceed 7 students per teacher, depending on the type of assistance being offered and the discrepancy between actual grade level and functional grade level.
- SAI students will be prioritized according to the following:
 - Retained third graders and students promoted to 4th grade based on Good Cause criteria,
 - Third grade students with reading deficiencies.
 - Second grade students with reading deficiencies.
 - Instructional materials should include a comprehensive research-based intervention strategies which best meets the needs of the students. Students should be using materials that teach research-based reading strategies directly geared to their area(s) of weakness as identified by diagnostic assessments.

EXEMPTION FROM RETENTION (GOOD CAUSE)

The School Board may exempt a student from retention for good cause [Florida Statute §1008.25(6)(b) & (c)] (State Board of Education Rule 6A-1.094221). The procedures for determining eligibility and obtaining approval for an exemption from retention for good cause are presented on the following pages in two parts: exemption from mandatory retention at grade three and other exemptions.

Criteria for Good Cause Exemption from Mandatory Retention for Reading at Grade 3

Good cause exemption criteria are classified into four specific categories: English Language Learners (ELLs), students with disabilities, previous retentions and academic performance.

Within these four categories, the six good cause exemptions are limited to the following:

Exemption 1: English Language Learners (ELLs) who have had less than 2 years of instruction in an English for Speakers of other Languages program.

Exemption 2: Students with disabilities who's IEP indicates that participation in the FCAT is not appropriate, consistent with the State Board of Education Rule.

Exemption 3: Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. Cutoff scores are: 45th percentile or above on the FCAT Reading NRT (SAT-10) or 51st percentile or above on the alternate NRT (SAT-9).

Exemption 4: Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. The student portfolio must meet the following criteria:

- (a) Be selected by the student's teacher,

(b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,

(c) Include evidence that the benchmarks assessed by the Grade 3 FCAT Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments.

(d) Be an organized collection of evidence of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT Reading. For each benchmark, there must be at least five (5) examples of mastery as demonstrated by a grade of "C" or above, and

(e) Be signed by the teacher and the principal as an accurate assessment of the required reading skills. (6A.1094221 (3) (a-e))

Exemption 5: Students with disabilities who participate in the FCAT who have an IEP or a 504 Plan that reflects that the student still demonstrates a deficiency in reading, was previously retained one year (K-3) **and** evidence of more than two years of intensive reading remediation.

Exemption 6: Students who have received intensive reading remediation for two or more years but still demonstrate a deficiency in reading and who were previously retained two years (K-3). Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board will assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers. [Florida Statute §1008.25(6) (b)]

Third Grade Good Cause Exemption Documentation

The classroom teacher **must** provide the principal with documentation that the student should be promoted based on one of the good cause exemption criteria listed above. This documentation should consist only of the existing IEP, 504 Accommodation Plan and/or PMP, the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute §1008.25 (6) (c)

In the case of good cause exemptions due to academic performance (mandatory retention at grade 3 only), the teacher will complete and sign a *Third Grade Good Cause Student Academic Performance Portfolio Worksheet* (PBSD 2014) for each student [Florida Statute §1008.25(6)(c)1] **and** may complete *Third Grade Good Cause Exemptions Class Data Collection Worksheet* (PBSD 2013) *for the class*. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing using *Third Grade Good Cause Promotion/Retention School List* (PBSD 2012). This form (PBSD 2012) is signed by the principal, submitted to the Area Superintendent for approval, and forwarded to the district school superintendent who shall accept or reject the school principal's recommendation in writing. [Florida Statute §1008.25(6)(c)2] (All PBSD forms can be found at: <http://www.palmbeachschools.org/Forms/Index.asp>)

During-the-School-Year Promotion of Retained Third Grade Students (State Board of Education Rule 6A-1.094222)

Students retained in third grade may be promoted to the next grade any time during the retention year [Florida Statute §1008.25(5)(c)7] if it is clearly documented that “he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4.” [Florida Statute §1008.25(7)(b)4] Such promotion should occur based on successful completion of portfolio elements that meet state criteria or based on satisfactory performance on a locally selected standardized assessment. Students promoted during the school year after November 1 must demonstrate proficiency **above** that which is required to score at level 2 on the grade 3 FCAT, as determined by the State Board of Education. The standards outlined by the State Board of Education require documentation that the student's progress is sufficient to master appropriate 4th grade level reading skills. (State Board of Education Rule 6A-1.094222(2)(a) and (b))

The student retained for reading **must**:

- demonstrate that he or she is a successful and independent reader, reading at or above grade level, and reading at a level at which the student can successfully complete assignments at the next grade level. (State Board of Education Rule 6A-1.094222(1)(a) and (b))
- be performing at a level that the student is able to successfully complete the fourth grade work the student has missed and progress with the rest of the class. (State Board of Education Rule 6A-1.094222(1)(c))

A student portfolio used to document during-the-school-year promotion to fourth grade **must** have evidence of the student's mastery of third grade Sunshine State Standards benchmarks for language arts and beginning mastery of the benchmarks for fourth grade. The student portfolio (State Board of Education Rule 6A-1.094222(3)(a-e)) contents **must**:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- include evidence of mastery of the benchmarks assessed by the grade 3 FCAT Reading SSS;
- include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 FCAT Reading SSS. This includes passages (fifty percent (50%) literary text and fifty percent (50%) informational text) that have between 100-900 words with an average of 375 words with multiple-choice, short-, and extended-response items. For each benchmark, there **must** be *two* examples of mastery as demonstrated by a grade of “C” or better; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student during-the-school-year using a locally selected standardized assessment there **must** be evidence that the student scored at or above grade level in

reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade. (State Board of Education Rule 6A-1.094222(4))

The PMP for any retained third grade student who has been promoted during the school year to fourth grade **must** continue to be implemented for the entire school year. (State Board of Education Rule 6A-1.094222(5))

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS IN GRADES KINDERGARTEN, 1, 2, 4 AND 5

English Language Learners (ELLs) (State Board of Education Rules 6A-6.0902 and 6A-6.093) (School District Palm Beach County Plan for Services to English Language Learners (ELL) that can be found at <http://www.palmbeachschools.org/multicultural/ESOLProceduresManual.asp>)

Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these ELL students requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency or demonstration of grade level content knowledge in English.

ELL students are required to meet student performance standards for the appropriate grade level. However, ELL students who have been in an approved English for Speakers of Other Languages (ESOL) program for less than two complete school years are exempt from having to demonstrate the standards in English. The META and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of ELL are the result of a language acquisition or an academic deficiency. Each sheet is designed to reflect individual progress on the grade-appropriate Student Progression chart. The ELLs Pre-retention Meeting Reports (PBSDs 2182-2187) are located on the District Website, www.palmbeachschools.org/Forms/Index.asp. The completed forms **must** be brought to an ELLs Committee meeting for each student who is being considered for retention. An ELLs Committee **must** meet to determine whether an ELL should be retained. Adequate progress as defined in the ELL Plan and at least one other criterion shall be used by the committee as grounds for promotion. ELLs **may** be retained if the ELL Committee determines that the students have not progressed satisfactorily according to their ELL plans.

Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504

Accommodation Plan. A parent or guardian of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan **must** meet the School District's levels of performance. Parent(s)/guardian(s) **must** be notified if a student with a 504 Plan is being considered for retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

If the Section 504 Team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as any general education student.

ESE-Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- ▶ *The IEP for each child with a disability to include:*
- ▶ A statement of measurable annual goals, including academic and functional goals, designed to --
- ▶ Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

A student who is enrolled in ESE **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- ▶ The student's demonstrated cognitive ability and/or behavior prevent the student from completing required classwork and achieving the *Sunshine State Standards*, even with appropriate and allowable classwork modifications.
- ▶ The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

Students enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and agreement of the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered are:

1. Previous retention history
2. Current goals and objectives on the student's IEP
3. Social/emotional behavior
4. Placement and a possible change in the current placement
5. Report card marks
6. Current accommodations/modifications/services

ALTERNATIVE PLACEMENT FOR STUDENTS WITH TWO OR MORE RETENTIONS

Students who have previously been retained two or more times **must** be placed in an alternative instructional program [Florida Statute §1008.25(2)(c)].

A student with three retentions (K-8) may be assigned to the next grade if:

- it has been determined that the student's academic progress can **only** occur as a result of promotion to a program that provides alternative methods of instruction that are significantly different from that which has been available to the student, **and** this program will be provided to the student.

REMEDIATION PROGRAMS

Program Description

Each student must participate in the statewide assessment tests required by Florida Statute §1008.22. Each student who does not meet specific levels of performance as determined by the District in FCAT reading, writing, science and mathematics for each grade level, or who scores below Level 3 in FCAT reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. [Florida Statute §1008.25(4)]

The daily instruction for the student will be modified based on both the diagnosis and the contents of the PMP (See PMP Process E/27) or other educational plan(s) (e.g., IEP, English Language Learners (ELLs) Plan). Remediation **must** include an instructional program that is not identical to that provided during the previous school year.

SUMMER SCHOOL (School Board Policy 2.37)

Summer Reading Academy for All FCAT Reading Level 1 Third Grade Students [Florida Statute §1008.25 (5) (b) & (7) (a)]

The purpose of the Third Grade Summer Reading Academy is to address those students who score Level 1 on the statewide assessment test in reading for grade 3, by providing them with extended intensive interventions. These intensive interventions must include effective instructional strategies, 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.

Home Education Students

Registered home education students may participate in summer school, if it is available, and if they meet the same eligibility requirements as established for all School District of Palm Beach County students.

Please refer to the Post School Procedures and/or the current Summer School Implementation Manual, under Summer School/Extended School Year for options. (<http://www.palmbeachschools.org/safeschools/SummerSchool.asp>)

EXTENDED SCHOOL YEAR (ESY)

English Language Learners (ELLs)

Extended School Year (ESY) may be offered as per School Board Policy 2.37 to ELLs of beginning and intermediate proficiency with the purpose of continuing oral language development. If offered ESY for ELLs includes content area instruction that promotes the use of spoken English in a non-threatening environment. In order for an ELL to be eligible for ESY, it must be documented on his/her ELL plan that additional oral language development is needed.

ESE-Eligible Students (State Board of Education Rule 6A-6.03028(3) (g) (11))

Extended school year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet state educational standards. ESY services are always at no cost to the parent.

At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a free appropriate public education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services. (State Board of Education Rule 6A-6.03028(3)(g)(11)).

An ESE-eligible student who fails a general education course may attend a scheduled general education Summer School.

All students in grades PreK (age 3) – 5 who are currently receiving ESE services pursuant to an IEP must be considered for ESY.

- All students in grades 1-5 who are currently receiving ESE services pursuant to an IEP must be considered for ESY.
- The student's IEP Team will determine the goals and objectives during the specified ESY period, using the current IEP and documentation of progress.

REPORTING STUDENT PROGRESS

Florida Statute §1003.33 requires that School District report cards for all elementary school students **must** clearly depict and grade:

- the student's academic performance in each class or course in grades 1-5 (based upon examinations, as well as written papers and other academic performance criteria);
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

The student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. [Florida Statute §1003.33(2)]

The full-time virtual school student's grades are maintained and updated in the parent and student learning management system. The parent contract requires parents to review and respond regarding student progress through continuous access to the student's academic performance in each class or course, work habits and time on work (attendance). An end of year printout of the student record is placed in the cumulative

record file. A traditional style paper report card is not issued for full-time virtual school students.

PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS

Parent(s)/guardian(s) **must** be notified in writing of the district's promotion requirements. Parent(s)/guardians(s) of English Language Learners **must** be notified using the appropriate translated version of the district's promotion requirements.

1. School personnel will notify parent(s)/guardian(s) in writing of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute §1008.25] The requirements are also included on the district website within the posted Student Progression Plan.
2. The parent(s)/guardian(s) of a student who is not making adequate progress will be notified in writing each marking period in the "*Comments*" section of the report card.
3. The parent(s)/guardian(s) of any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading **must** receive, in writing (e.g., PMP, IEP, English Language Learner Plan, mandatory retention letter), information about their child's progress including the following: [Florida Statute §1008.25(5)(c)]
 - Notification that his/her child has been identified as having a substantial deficiency in reading
 - A description of the current services that are provided to the child
 - A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency
 - Notification that if the child's reading deficiency is not remediated by the end of grade 3, the child **must** be retained unless exempted from mandatory retention for good cause
 - Strategies for parents to use in helping their child succeed in reading proficiency
 - That FCAT is not the sole determiner of promotion
 - The district's criteria for during-the-year promotion

An annual written report **must** be provided to the parent of each student on the student's progress toward achieving proficiency in reading, writing, science, and mathematics, including results on each statewide assessment test. The evaluation of each student's progress **must** be based upon the student's classroom work, observations, tests, district assessments, and other relevant information. Progress reporting **must** be provided in writing in a format adopted by the district school board. [Florida Statute §1008.25(8)(a)]

FREQUENCY OF GRADE REPORTS [Florida Statute §1003.33 (1)]

All students in grades K-5 will receive a School District of Palm Beach County Elementary School Report Card (PBSD 0768) (which can be located at: <http://www.palmbeach.k12.fl.us/Records/PDF/0768.pdf>) at the end of each marking period.¹

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress toward his or her annual IEP goals at least as often as their non-disabled peers receive progress reports during each marking period. A statement specifying the method and frequency in which an ESE student with disabilities progress is reported is included in the student's IEP.

MID-MARKING PERIOD PROGRESS REPORTS

During the middle week of each marking period, teachers **must** provide a written progress report listing the area(s) requiring improvement for each student who has been identified as performing below grade level in reading, writing and/or mathematics. Teachers may provide a written progress report for any student experiencing difficulty even though the student had been identified as belonging in the At Grade Level or Above Grade Level category. The *Elementary School Mid-Marking Period Progress Report* is PBSD 0927(<http://www.palmbeachschools.org/Forms/Index.asp>) available in four languages.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress at least as often as the general education students.

GENERAL RULES OF MARKING

A district-wide, standards-based K-5 reporting system has been developed for implementation in all elementary schools to address expected levels of performance for students by grade level (*The School District of Palm Beach County Elementary Report Card*, PBSD 0768, found at: <http://www.palmbeachschools.org/Forms/Index.asp>). This report will be used to notify parents/guardians when a student is working at a skill level below that of his or her assigned grade placement.

1. Marking codes are based on the quality of student performance relative to expected levels of achievement of the *2007 Sunshine State Standards and the Next Generation Sunshine State Standards*.
2. Quality of work will be assessed by multiple measures that include, but are not limited to:
 - assessments (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations)
 - alternative methods (portfolios and performance assessment)
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking and demonstrations)

Indicators of the student's quality of work on assessments are found under *Marking Codes* on the report card.

3. A sufficient number of marks will be recorded to justify the marking-period marking code. A marking-period grade is not based solely on a single project.
4. Recorded marking codes will not be changed without a review of the reason(s) and approval of the principal. Any marking code change requires two signatures on the *School District of Palm Beach County Grade and/or Course Change Documentation Form* (PBSD 0797), which can be found on the District Website at: www.palmbeachschools.org/Forms/Index.asp, indicating the change and the reason for the change. If initiated by a teacher, approval of the principal **must** be obtained. If initiated by the principal, approval of the teacher or the area superintendent **must** be obtained. The teacher will be consulted prior to the initiation of any change by the principal except during those times when the teacher is not on duty. Only in justified cases may a principal change a marking code without teacher consent and then only with the approval of the area superintendent. The procedures to correct a student record are set forth in School Board Policy 5.1816.
5. Marking codes are not required for a student without transfer grades who enters a class within fifteen (15) days of the end of a marking period.
6. Homework and behavior are important to a student's academic progress and a portion of a student's grade should be based on completion of homework assignments. They are evaluated independently and are reported to parents in the *Conduct and Behavior* section of the report card. (See *Reporting Student Conduct and Behavior*.) (School Board Policy 8.16)
7. ESE students with disabilities and English Language Learners should have the opportunity to earn marking codes that are equivalent to the marking codes earned by general education students. No student should be denied the opportunity to earn above-average marking codes because of placement in an ESE or ESOL program or due to accommodations/modifications as deemed appropriate for use within his or her instructional setting. ESE students with disabilities **must** be graded on the basis of their performance.

DESCRIPTION AND DEFINITION OF REPORT CARD MARKS

Performance Level

The **performance level** is the **single indicator as to whether the student is on track for promotion**. Unless granted a district waiver, the student's performance level is reported each marking period in the following manner:

- 3 = On or above grade level
- 2 = Less than a year below grade level
- 1 = More than a year below grade level

Marking Codes

The Marking Codes listed below indicates the quality of work **within the performance level** at which the student is working and **does not indicate grade-level performance**.

Mark of **A**: *Outstanding* work in the performance level at which the student is working
Indicates the quality of work in the subject or area as reflected on assessments is **outstanding**.

Mark of **B**: *Very Satisfactory* work in the performance level at which the student is working
Indicates the quality of work in the subject or area as reflected on assessments is **very satisfactory**.

Mark of **C**: *Satisfactory* work in the performance level at which the student is working
Indicates the quality of work in the subject or area as reflected on assessments is **satisfactory**.

Mark of **D**: *Needs Improvement* of the work in the performance level at which the student is working
Indicates the quality of work in the subject or area as reflected on assessments **needs improvement**.

Mark of **F**: At Risk
Indicates the quality of work in the subject or area as reflected on assessments shows the student is **at risk of falling below the performance level** at which the student is currently working.

Grade averages are calculated to two decimal places (with no rounding). For letter grades, an average of .50 or higher, **must** be rounded up (i.e., 79.50 becomes a "B", while 79.49 is a "C"). The A-F grading system is based on the following:

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

Standards Code

The Standards Code indicates student performance in relation to the standards listed in the *Sunshine State Standards* or Next Generation Sunshine State Standards. The standards listed on the report card are related to the district's parent/guardian copies of the Grade Level Expectations.

- X = Student meeting standards
- O = Not assessed this marking period
- # = Needs improvement

The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion, or non-promotion. [Florida Statute §1003.33 (2)]

REPORTING STUDENT CONDUCT AND BEHAVIOR

Elementary schools use a nonacademic behavior/student-conduct rating. [Florida Statute §1003.33] The rating reflects the student's overall conduct in all school activities and is not cause for lowering an academic grade.

REPORTING ATTENDANCE

Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from academic performance requirements based on policies or practices designed to encourage student attendance. (Florida Statute §1003.33; School Board Policy 5.0901 (2))

FINE ARTS/ PHYSICAL EDUCATION

Students are marked for effort and participation in art, music and physical education classes.

As per Florida Statute §1003.455 the school shall provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day.

The physical education requirement shall be waived for a student who meets the criteria outlined in Florida Statute §1003.455.

DISTRICT/STATE ASSESSMENT PROGRAM

All eligible elementary students in grades three and above **must** participate in all regular state and district assessments for accountability purposes except as prescribed by the Commissioner of Education. [Florida Statute §1008.22 (3)(c)] (State Board of Education Rule 6A-1.09422)

(See Student Performance Levels for Reading, Writing, Mathematics and Science for a listing of assessments.)

ACCOMMODATIONS FOR DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs) (School District Palm Beach County Plan for Services to English Language Learner (ELL) located at:

English Language Learners are required to take all required state and district achievement and norm-referenced tests, unless they have an IEP that which indicates otherwise or a specific action of a ELL committee (as defined in State Board of Education Rule 6A-6.0901(5)), and only for a student whose date of classification as ELL falls within one year prior to the assessment date (State Board of Education Rule 6A-1.09432(2) and 6A-6.0909). However, all active (LY) English Language Learners are eligible to receive appropriate accommodations during testing. Permissible accommodations may include: flexible setting, flexible scheduling, flexible timing, and assistance with directions in the heritage language. English Language Learners **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to English Language Learners in an instructional setting. When a student is in both the ESOL and ESE programs, all appropriate accommodations listed on the IEP, as well as the English Language Learner Plan **must** be offered. Parents/guardians are to be notified in writing of all accommodations that are being offered to their child. A copy of this document is maintained in the ELL folder.

Statewide Assessment for Students with Disabilities (State Board of Education Rule 6A-1.0943)

All students with disabilities (as defined by Florida Statute §1003.01 (3) (a) or State Board of Education Rule 6A-19.001 (6)) will participate in the statewide assessment program based on state standards, pursuant to State Board of Education Rule 6A-1.09401, without accommodations unless:

- The individual educational plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- The IEP team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

Statewide Assessment Accommodations for Students with Disabilities [Florida Statute §1003.01(3)(a)] (State Board of Education Rules 6A-1.0943 and 6A-6.0331)

Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability under 6A-19.001(6). The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act. Accommodations are defined as

- adjustments to the presentation of the statewide assessment questions
- methods of recording examinee responses to the questions,
- scheduling for the administration of a statewide assessment to include amount of time for administration,
- settings for administration of a statewide assessment,
- and/or the use of assistive technology/devices

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals must be submitted to the Department of Education for approval by the Commissioner of Education. (State Board of Education Rule 6A-10943 (3))

Participation in the Statewide Alternate Assessment (State Board of Education Rules 6A-1.09401 and 6A-1.0943 (4))

The decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP team and recorded on the IEP. The following criteria must be met:

- The student is unable to master the grade-level general state content standards, pursuant to Rule 6A-1.09401 even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- The student is participating in a curriculum based on the state standards access points, pursuant to Rule 6A-1.09401, for all academic areas; and
- The student requires direct instruction in academics based on access points pursuant to Rule 6A-1.09401 in order to acquire, generalize, and transfer skills across settings.

Special Exemption (State Board of Education Rule 6A-1.0943(5))

Upon approval of the Commissioner, a student with a disability, is eligible for consideration of a special exemption from participation in statewide assessments, including the alternate assessment, under extraordinary circumstances.

Extraordinary circumstances are:

- events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. (Note, a learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program does not, in and of itself, constitute an extraordinary circumstance)
- physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's

impaired sensory, manual, or speaking skills rather than the student's achievement.

A request for consideration of this special exemption must be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window. The Commissioner shall determine whether the exemption will be granted based upon the documentation provided by the district school superintendent. A request for the determination of a special exemption must be submitted annually and approved by the Commissioner.

Attached documentation shall include:

- Written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual or speaking skills and the extraordinary circumstances for the exemption request;
- Written documentation of the most recent evaluation data;
- Written description of the disability's effect on the student's achievement;
- Written evidence that the student has had the opportunity to learn the skills being tested; and
- Written evidence that the manifestation of the student's disability prohibits the student from responding to the statewide assessment, even when appropriate accommodations are provided so that the result of the testing reflects the student's impaired sensory, manual, or speaking skills rather than the student's achievement.

ANNUAL REPORT

Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year [Florida Statute §1008.25(8)(b)]:

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion. [Florida Statute §1008.25(8)(b)1]
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT. [Florida Statute §1008.25(8)(b)2]
- By grade, the number and percentage of all students retained in grades 3 through 10. [Florida Statute §1008.25(8)(b)3]
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b). [Florida Statute §1008.25(8)(b)4]
- Any revisions to the district school board's policy on student retention and promotion from the prior year. [Florida Statute §1008.25(8)(b) 5]