

ELEMENTARY SCHOOL (GRADES K-5) STUDENT PROGRESSION PLAN

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4.100 ADMISSION

Florida law requires that a child who will be six years of age by February 1 of any school year must attend school regularly during the entire school term. Therefore, the child must begin school at the beginning of the school year. *s.1003.21, F.S.*

4.101 Age Requirement: Kindergarten

Children **entering Kindergarten** in Santa Rosa County schools for the first time must comply with *s.1003.21, and (1)(a)2 F.S.* regarding entry. A child must be five years of age on or before September 1 of the school year.

4.102 Age Requirement: First Grade

Any child who has completed Kindergarten **AND** is six years of age on or before September 1 will be admitted to **Grade 1** at any time during the school year.

4.103 Transfer: Nonpublic Kindergarten

Pupils **transferring from a non-public Kindergarten** to the Santa Rosa County schools must meet the Florida age requirement for entry to Kindergarten.

4.104 Transfer: Out-of-State

Pupils **transferring from out-of-state** to a Santa Rosa District Kindergarten or first grade must meet the **age requirements** for public schools in the state from which they are transferring. 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 must be provided.

4.105 **State of Florida Initial** Entry Documentation Requirements

In order to be **initially admitted to Florida schools, as a first time student enrollment or as an out of state transferring student having never attended a Florida public or private school**, a student must provide the following data:

4.1051 Evidence of Birth

Evidence of date of birth in accordance with *s.1003.21, F.S.*

4.1052 Evidence of Immunizations

Evidence of immunization against communicable diseases as required by *s.1003.22, F.S.*

4.1053 Evidence of Medical Exam(**Also referred to as a Physical Exam or Florida Physical**)

Evidence of a medical examination completed within the last 12 months in accordance with *s.1003.22, F.S.*

Out of State Transfers: A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out of state to attend class until his/her medical exam can be obtained or brought up to date. After 30 days, the student will be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

4.1054 Evidence of Residence

Evidence of residence at an address within the attendance area of the school to which admission is requested **or** a request for reassignment approved by the school board.

4.1055 Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under *s.722 (d) (2), F.S.*, of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. ~~The Superintendent shall recommend and the Board adopt a Homeless Education Program Manual.~~ **Students identified as homeless shall be given a temporary exemption for 30 school days to comply with school entrance documentation requirements (i.e. birth certificate, immunizations, physical exam)**

(s. 1003.22 (2), F.S.).After 30 days, mandatory exclusion from school is required by law in Florida until acceptable immunization documentation is presented Physical exam will also be required within the 30 day time line.

4.1056 Social Security Number (s.1008.386, F.S.)

Each district school shall request that each student enrolled in a public school in Florida provide his or her social security number. However, a student is not required to provide his or her social security number as a condition for enrollment.

4.106 ~~Entry~~ In State Transfer Documentation Requirements: ~~Out-of-State~~

Students ~~transferring from an out-of-state school~~ must provide an official letter of transcript from a proper school authority, which shows the record of attendance, academic information, and the grade placement of the student. ~~another public or private school in the state of Florida shall be given 30 days to provide the district with proper record of an up to date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents will result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record.~~

4.107 Expelled Students

A student with an active Individual Education Plan (IEP) who has been expelled from any non-District school and who is seeking to enroll in a Santa Rosa District School or alternative placement shall be referred to the Director of Exceptional Student Education (ESE) for an immediate placement review.

4.108 Enrollment: Expulsion/Charges

Any student enrolling in any Santa Rosa District School shall at the time of enrollment, indicate on the enrollment form any previous school expulsion or alternative placement in lieu of expulsion; arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld; or any juvenile justice actions. If a student requesting admission has been given **alternative placement** in lieu of expulsion from any non-District school, the Director of Elementary Schools should be contacted to determine appropriate placement within the District prior to the enrollment of the student in a Santa Rosa District School.

4.109 Irregular Attendance Committee

The Irregular Attendance Placement Committee shall be comprised of the following members:

- A. The Director of Elementary Schools, Chairperson
- B. The Director of Middle Schools
- C. The Director of High Schools
- D. The Principal of the Elementary School

If a student requests admission to elementary school and the student has not been regularly enrolled in an education program and does not have appropriate records regarding grades completed, the Irregular Attendance Committee will hear the parent's request when there is question regarding grade level placement.

4.110 Student Reassignments Transfers

Students may be reassigned to a school outside of their residential zone with the approval of the Santa Rosa District School Board. Reassignment is not an automatic right but is a carefully considered process by the District with obligations on the part of the parents and students to whom it is granted. Parents may submit an application for a school ~~reassignment~~/transfer request beginning May

15th and ending June 15th each calendar year. No applications will be accepted after June 15th unless the parent/student has established residence in Santa Rosa County after June 15th of the current year. Reassignment determinations will not be made prior to July 15th.

A parent must meet with the Principal of the school serving the student's residential address and request a reassignment, using Form 61-02-04. After this meeting, the parent must meet with the Principal of the school where they would like their child to attend to request the reassignment. Both Principals must sign the reassignment request which will be forwarded to the Director of Elementary Schools for presentation to the Santa Rosa School Board. The parent will be notified of the school board's decision and if approved, will be required to provide their child's transportation to and from school.

- A. Requests for reassignments are initiated at the school in the attendance zone where the parent/court awarded guardian resides. A letter stating the reason for the request for reassignment should be attached to the form at the initiating school.
- B. ~~The Reassignment Form, which contains the statement "to the best of my knowledge all of the above information is true and correct," must be notarized.~~
- B. An approved reassignment request shall be for the duration of that child's tenure at the school to which he or she is reassigned.
- C. Additional requests for a reassignment must be made when a student leaves elementary school and desires to go to a middle school outside of his/her attendance zone. Additional requests for reassignment must be made when a student leaves middle school and desires to go to a high school outside of his/her attendance zone.
- D. A parent or guardian who wants a reassigned pupil to return to a school in the student's attendance zone shall complete a "Reassignment Form," which must be approved by the school board prior to the pupil re-enrolling in the school of the student's attendance zone.
- E. Any parent or guardian requesting a second reassignment within the same school year in which the initial reassignment was processed will be required to prove to the school board that denial of the request would cause great personal hardship.
- F. A request for reassignment will not be processed for any student with disciplinary action pending.
- G. As determined by the Principal of the school to which a pupil is reassigned, a reassigned student who does not conform to the policies, rules and regulations of the school to which a reassignment was processed may be administratively withdrawn from the reassigned school and returned to the school from which the student was reassigned.
- H. As determined by the Principal and approved by the grade level Director, a reassignment to a school may be administratively withdrawn if a parent or parents of a student are causing or seek to cause an uncooperative or hostile environment among the teacher(s), the student, the parent(s), and the school. The school must document at least three good faith efforts to obtain the cooperation/support of the parent(s) before considering this option.
- I. As determined by the grade level director only, a student may seek a transfer based upon a Power of Attorney if, in the opinion of the Director, ample evidence has been presented that the educational welfare of the student will be severely jeopardized. The Director will petition the school board for special temporary permission for the student to attend a school outside their attendance zone in accordance with residency established by the assigned Power of Attorney. This permission expires at the end of the current school year.
- J. Transfer requests will be considered based on the following reasons:
 - 1. Employees who reside in Santa Rosa County and work at the school of request or at a school within that feeder pattern, pending availability of space.
 - 2. Court ordered action on a student.
 - 3. Needs of the District that would benefit the functioning of the school(s).
 - 4. A student who is currently attending a school and moves into another school zone may continue to attend the school until the end of the current school year. Parents are responsible for providing transportation to and from school.
 - 5. A student who is currently attending a school and that school's attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.

6. If an academic/extracurricular program exists in a school and is not available in the school in which the student resides. If the transfer is granted, the student must continue in the academic/extracurricular program or return to the home school.
7. ESE students reassigned through the Individual Education Plan (IEP) process to secure service for special needs are not subject to general reassignment procedures. Transportation is provided by the school district.

*See the Santa Rosa County School Choice Plan for more information.

4.1101 Exceptional Student Education (ESE): ~~McKay Scholarship~~ *John M. McKay Scholarships for Students with Disabilities Program*

~~Exceptional Student Education students may be reassigned to a school outside their residential zone if eligibility for a McKay Scholarship has been determined. The School District will offer the student's parents an opportunity to enroll the student in another public school within the District which has not reached capacity and has a program with the services agreed to in the student's current Individual Education Plan (IEP). All such McKay Scholarship public school transfers will be approved by the District McKay Scholarship contact. Transportation is the responsibility of the parent.~~

~~All McKay Scholarship transfers are subject to 4.110(D) in the Student Progression Plan requirements regarding a reassignment in schools. New applications must be completed and approved for reassignment from elementary to middle school or middle to high school. All application eligibility and transfer continuation is subject to Santa Rosa County School Choice Plan.~~

The John M. McKay Scholarships for Students with Disabilities Program is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:

(a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or

(b) A 504 accommodation plan has been issued under s. 504 of the Rehabilitation Act of 1973.

NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; an other health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

Public school McKay Scholarship option:

Pursuant to Section 1002.39(5), F.S., a student meeting the McKay eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district McKay Scholarship Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

- Capacity of the school center that the parents are requesting.
- Program availability (determined by the student's IEP) at the requested school center.
- Program capacity at the requested school center.
- Ability of parent to provide transportation for their child to and from the school of choice if the scholarship is awarded. (Transportation is the responsibility of the parent.)

**Capacity is defined by the SRCSD as 95% of the available student stations based upon the Florida Inventory of School Houses (FISH) report or at 90% of the allowable core class size for class average based upon class size calculation per class size amendment guidelines (1003.03, F.S.).*

**See the Santa Rosa County School Choice Plan for more information regarding guidelines for the application process.*

4.1102 School Choice

School Choice options will be made available in accordance with the District's School Choice Plan developed to meet the requirements of the No Child Left Behind Act of 2001.

4.111 Admission: Home School Education

Elementary students enrolled with the District as Home School Education students are not eligible to participate in classes, activities or ESE Services, at the elementary school level.

4.112 Interstate Compact on Educational Opportunity for Military Children (See Page 4.)

4.200 PROGRAM OF STUDY

4.201 Remedial Instruction/Required Program of Study

Public School Student Progression; Remedial Instruction; Reporting Requirements; Required Program of Study

A. Intent -

It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics; that District school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

B. Comprehensive Program –

Each District school board shall establish a comprehensive program for student progression which must include the following:

1. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
2. 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 of Education. If below level performance is documented, the student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style.

Remediation will be provided for students based on assessment results from the previous year:

Grade 1 (and Retained Kindergarteners)

Mathematics	Equal to or less than Level 2 on the end of year Discovery Education Early Skills Mathematics Assessment for grade K.
Reading	Equal to or less than Level 2 on the end of year Discovery Education Early Skills Reading Assessment for grade K.

Grade 2

Mathematics	Equal to or less than Level 2 on the end of year Discovery Education Early Skills Mathematics Assessment for Grade 1.
Reading	Equal to or less than 30 th Level 2 on end of year Discovery Education Early Skills Reading Assessment for Grade 1.
Science	F in Elementary Science for Grade 1

Grade 3

Mathematics	Equal to or less than Level 2 on the end of year Discovery Education Mathematics Benchmark Assessment for Grade 2.
Reading	Equal to or less than Level 2 on end of year Discovery Education Early Skills Reading Assessment for Grade 2.
Science	F in Elementary Science for Grade 2

Grade 4

Mathematics	Less than Level 3 on FCAT 2.0 Mathematics for Grade 3
Reading	Less than Level 3 on FCAT 2.0 Reading for Grade 3
Science	F in Elementary Science for Grade 3

Grade 5

Mathematics	Less than Level 3 on FCAT 2.0 Mathematics for Grade 4
Reading	Less than Level 3 on FCAT 2.0 Reading for Grade 4
Science	F in Elementary Science for Grade 4
Writing	Less than 4 on FCAT Writing – Expository for Grade 4 Less than 4 on FCAT Writing – Narrative for Grade 4

Additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation.

3. An appropriate alternative placement must be made for a student who has been retained two or more years. For students retained in third grade who have been retained twice in the K-3 school years, an Intensive Acceleration Class is to be provided.
4. Allocation of Resources - District school boards shall allocate remedial and supplemental instructional resources to students, with priority given to students who are deficient in reading by the end of third grade and 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).
5. The **required program of study** for elementary school students in Santa Rosa District Schools reflects state and local expectations for Elementary Education. The following areas of study are required for Elementary Education in each grade, K - 5:
 - Art
 - Character Education (patriotism, responsibility, citizenship, kindness, respect, honesty, self control, tolerance and cooperation)
 - Health (includes harmful effects of alcohol, tobacco, and drug abuse; nutrition; human growth and development; and safety). The instructional time for K-3 students is 36 hours per year (average 1 hour per week). For 4 - 5 students, 54 hours per year (average 1½ hours per week) of instruction are required.
 - Language (reading, writing, spelling, grammar)
 - Mathematics
 - Music
 - Physical Education (See 4.2011)
 - Problem Solving
 - Safety
 - Science
 - Social Studies: Florida History; Conservation of Natural Resources; American History; Free Enterprise, Consumer and Economic Education
 - Self and Career Education
 - Technology Education
 - Flag Education

Every student should have the opportunity to participate in and benefit from a quality Physical Education Program. The Santa Rosa School District's Physical Education Program adheres to the Sunshine State Standards and reflects state and local requirements for Elementary Education.

4.2011 Elementary Physical Education

The Elementary Physical Education Program of Study will reflect the following outcomes:

- As funding becomes available, every effort shall be made to increase the number of certified physical education teachers, as well as the amount of contact time students have with a certified physical education teacher.
- Schools will provide physical education activities of at least a moderate level of intensity for the duration sufficient to provide significant health benefit to all students, subject to their differing capabilities.
- Schools will require fitness education and assessment to help students understand; improve and maintain their physical well-being.
- The District will support instruction encompassing a variety of motor skills and physical activities designed to enhance the physical, mental, social, emotional and academic development of every student.
- Programs will provide activities and experiences that are age and developmentally appropriate.
- Programs will provide students of all abilities and interests with a foundation of movement experiences that will lead to active, healthy lifestyles.
- Schools will ensure instruction in and promotion of healthy eating habits and good nutrition.
- Schools will deliver safety skills instruction for various physical activities and equipment.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

4.202 Computer Literacy and Critical Thinking Skills

Experiences in computer literacy and critical thinking skills will be incorporated into the core curriculum.

4.203 Section 504 Accommodation Plans/Services

Under Section 504 Services, a student may be considered disabled if he or she has been determined by the Section 504 committee of having a physical or mental impairment that substantially limits one or more life activity, such as learning, walking, talking, reading, concentrating, focusing, seeing, hearing, breathing, working, and performing manual tasks. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for, or receive exceptional student education services.

- All Section 504 plans will be reviewed annually to determine if the student continues to meet eligibility criteria.
- All students who receive Section 504 services will participate in the general education curriculum provided with access to an Accommodation Plan.
- All students who receive Section 504 services will participate in all district and statewide assessments provided with access to an Accommodation Plan, in accordance with approved test accommodations as stated in the test administration manual.
- Section 504 services are not specialized instruction in an exceptional student education program.

4.204 Exceptional Student Education (ESE): Eligibility

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education programs **and** requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student's Individual Education Plan (IEP).

An eligible exceptional student may qualify for services in one or more of the following programs:

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed (Age: 0-5)
- Dual-Sensory Impaired
- Emotional/Behavioral Disabilities
- Gifted
- Hospital/Homebound
- Intellectual Disabilities
- Language Impaired
- Occupational Therapy
- Orthopedically Impaired
- Other Health Impaired
- Physical Therapy
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired

See the ESE Policies and Procedures Manual for specific eligibility requirements.

4.205 ESE: Mastery of Course Content

Unless otherwise specified on the Individual Education Plan (IEP), elementary exceptional students working on established state standards are required to demonstrate mastery in the same areas of study as their non-disabled peers.

4.206 ESE: Allowable Accommodations

Exceptional students must have access to accommodations implemented in general education courses in accordance with their IEP. These may include but are not limited to the following:

- A. An increase or decrease in the instructional time.
- B. Variations in instructional methodology.
- C. Teacher instruction or student response through special communication systems.
- D. Accommodations for test administration procedures and other evaluation systems.

4.207 Equal Access

No student shall be denied the opportunity to participate in any subject, course or program on the basis of race, color, religion, sex, sexual preference, age, national or ethnic origin, political beliefs, marital status, handicapping conditions, social or family background, or use of a language other than English, if otherwise qualified.

4.208 English Language Learners

Students who have a native language other than English shall be provided instruction and services in accordance with the *Santa Rosa Plan for Services to English Language Learners (ELL)*.

4.209 Elementary Reading Proficiency

Intensive Reading Instruction, Reading Deficiency, Parental Notification and Retention:

- A. It is the ultimate goal of the Florida Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in Kindergarten, Grade 1, Grade 2, or Grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. 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 remediated.

- B. Beginning with the 2002 - 2003 school year, the parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (A), must be notified **in writing** through a Progress Monitoring Plan of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of Grade 3, the child must be retained, unless he or she is exempt from mandatory retention for "good cause."
5. Strategies for parents to use in helping their child succeed in reading proficiency are an available resource provided by the school.
6. A good faith attempt will be made by the school to present this Progress Monitoring Plan information in a face-to-face conference with parents.

Intensive Reading Instruction: Students must be assessed in reading proficiency using locally determined assessments before the end of Grades 1, 2 ~~or~~ **and** 3. Students with a substantial deficiency in reading must be given intensive reading instruction immediately following the identification. Substantial deficiency may be determined by a student's scoring less than ~~85%~~ **15%** on the Florida Assessment for Instruction in Reading (FAIR) Probability of Reading Success. Substantial deficiency may also be determined as scoring at or below the 30% level on any other District approved assessment (ERDA, DAR, ERSI Observation Survey, STAR Literacy Assessment, Yopp-Singer Test of Phonemic Segmentation, etc. or equal to or below Level 2 on the end of year Discovery Education Early Skills assessment) used by teachers.

Intensive instruction must be provided for students in Grades 1, 2 ~~or~~ **and** 3 who are deficient in reading proficiency. Intensive instruction must

- include diagnosis/prescription of the reading difficulties,
- be targeted to specific skill development,
- provide a variety of opportunities for repetitions,
- utilize smaller chunks of text or content,
- include guided and independent practice,
- include skill development and practice integrated into all activities,
- include frequent monitoring and
- include criterion-based evaluations of success.

Students deficient in reading proficiency at the end of Grades 1, 2 or 3 must have their reading proficiency reassessed by the beginning of the grade following the intensive instruction.

Retention: Any student who exhibits a substantial deficiency in reading skills, as determined by local assessments at Grades 1 and 2 or by the statewide assessment at Grade 3, is subject to mandatory retention in Grade 3 if a specific level of performance on the third grade FCAT or the Reading SAT 10 Norm-Referenced Test is not attained. (Additional information in 4.3233.)

4.300 GRADE PLACEMENT, GRADES AND GRADING

4.301 Criteria

Grade placement in Santa Rosa District Schools is based on the careful evaluation of each pupil's achievement in terms of his/her appropriate instructional goals. The basis for making the determination should reflect teacher judgment based on the following: progress tests, daily observation, classroom assignments, standardized tests, student products and all other objective data available. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at each level is that of the classroom teacher, subject to the review and approval of the Principal. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

4.302 Screening

All Kindergarten students shall be screened by their teachers within nine weeks of entering school using screening instruments and procedures that are state approved. All students in Grades 1-3 who are new to the District shall be screened during the first eight weeks of school following their initial enrollment. Each school will adopt screening instruments and procedures appropriate to the individual school.

4.303 Further Assessment

After screening, students needing further assessment will be referred for additional evaluation to insure appropriate instructional placement.

4.304 Determined by Principal

The grade placement of a student transferring from any school will be determined by the Principal of the receiving school with the involvement of appropriate personnel.

4.305 Out-of-State Students

The grade placement of transfer students from out-of-state public or non-public schools will be determined by the Principal of the receiving school after admission requirements in 4.100 are met.

4.306 First Grade

Students entering first grade in Santa Rosa District Schools for the first time must comply with *s.1003.21, F.S.* Completion of Kindergarten is a state requirement for a student entering first grade. Students not able to meet this requirement will be placed in Kindergarten.

4.307 Transfer: Probationary Basis

Transfer students shall be assigned to a grade on a probationary basis until transfer records are validated showing official evidence of the actual grade placement. The student's academic performance on the Santa Rosa District selected standardized tests and classroom performance may be considered in making the final decision for placement of the student.

4.308 Transfer: Final

Final determination of the transfer student's grade placement shall be made as soon as possible after the student's records have been received. In the event the records are not obtained, the placement will be made based upon results from an appropriate screening and assessment.

4.309 Transfer: Home Education

The Principal is responsible for making an appropriate grade placement of a student entering Santa Rosa District Schools from a **Home Education Program** that has followed all requirements for registration, documentation, and evaluation required of such programs.

4.3091 Placement/Age

Students who are five or six years of age shall be placed in accordance with the requirements outlined in *s.1003.21 and s.232.04, F.S.*

4.3092 Placement Variable

In addition to these requirements, placement shall be based on at least the following variables:

- age and maturity

- results of screening instruments
- academic skills and abilities
- previous record in public or private schools
- evidence of work while in home education

4.3093 Temporary Placement

Students may be temporarily placed pending screening.

4.310 Responsibility of Principal

School personnel shall utilize all available resources to achieve parent understanding and cooperation regarding a student's grade placement. However, in situations involving exceptional students, the IEP Team may convene to determine grade placement. The final decision is the responsibility of the Principal.

4.311 Promotion: K-5 Students

Promotion of students from one grade to the next in Santa Rosa District Schools is based upon evaluation of each student's achievement in terms of appropriate goals for that student. Every effort should be made to assure that students develop sufficient skills and behaviors for success in school. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Student Performance – Progress Monitoring Plan (PMP)

Students must demonstrate proficiency in reading, writing, science and mathematics at each grade level, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. Any student who does not meet the specified grade level performance in reading, writing, science and mathematics as defined by the Santa Rosa School District Assessment Plan or statewide assessments at selected grade levels, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need.

Those students identified as needing intensive remediation must be provided with a Progress Monitoring Plan (PMP) developed in consultation with the student's parent or legal guardian. The purpose of the Progress Monitoring Plan is to assist the student in meeting District and state expectations for proficiency in reading, writing, science and mathematics. The plan may include one or more of the following activities as considered appropriate by the school administration: extended day services; tutoring; suspension of other curriculum except reading; writing; science and mathematics; testing for ESE services; and Title I and other remedial activities as determined by the school District. If a student is not remediated, he/she may be retained. (Additional information in 4.209b)

4.312 Promotion: ESE Students

An **Individual Education Plan** for each ESE student must indicate which state approved standards including Access Points for students who are alternately assessed, are expected to be mastered by the student. Documentation of mastery and/or remediation of these standards is the joint responsibility of all of the student's service providers.

4.313 Schedule of Completion

A student should complete the primary grades (K-3) in no more than five years and Grades 4 and 5 in two years. Any student who appears to be having difficulty meeting promotion requirements should be monitored carefully by the professional staff, to be certain that the student does not require additional services.

4.314 Report Cards: Grading System

Policies relating to the content and issuance of student report cards shall be set forth in the Student Progression Plan. Statutory Authority: *s.1003.33 F.S.*

The primary means of reporting student progress is the report card. The report card will be issued each nine week period and will contain academic grades, attendance, conduct and other information.

Mid-term grade reports will be issued by each teacher on the dates reflected on the District's calendar.

Teachers will follow appropriate procedures to ensure that mid-term reports adequately reflect student progress.


Santa Rosa District elementary school students will receive grades based on the following scale:

Kindergarten

Kindergarten Report Card

M = Mastered

D = Developing

 = Mastered After Expected Mastery Date

Grade 1

MP = Meets Proficiency – Student meets proficiency of the targeted benchmarks with independence, accuracy, and quality

DP = Developing proficiency – Student is developing proficiency toward benchmarks but requires additional support

BP = Below proficiency – Student is performing well below proficiency of the targeted benchmarks even with additional support

Grade 2

A = Highest level of performance

B = Performs above expected level of performance

C = Performs at expected level of performance

D = Performs below expected level of performance

F = Demonstrates unsatisfactory performance

I = Student's grade is incomplete

X = An area of concern

Grades 3 - 6

Number grades will be assigned using the following scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

Physical education, art, music, and handwriting will receive E, S, N, U, or I grades.

E = Excellent

S = Satisfactory

N = Not Mastered

U = Unsatisfactory

I = Incomplete

Appropriate procedures should be followed by teachers to continuously, carefully, and adequately observe and assess each pupil's performance throughout the school year to determine if expected achievement

levels are being met. Under no circumstances should a student's grade be judged solely on the basis of a single test.

4.315 Report Cards: Reflect Level of Achievement

Elementary report card grades in reading, mathematics, and writing must clearly reflect the student's level of achievement. Parents must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Satisfactory grades in remedial programs must indicate below grade level expectations. Parents must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school.

4.316 Report Cards: Issuing Schedule

Report cards are issued each nine week period for Grades K-5. The first **Kindergarten report card progress report of the year for Kindergarten and 1st grade will be given to parents** at a **scheduled** parent conference. In order to earn a grade on his/her report card, the student must be enrolled in a school for two thirds of the grading period. Specifically, with a 45 day grading period, the student must be enrolled for 30 days.

In terms of promotion or retention of students, a grade period reflecting no grade will not unduly influence the decision of the teacher on the yearly average in each academic subject. When the ungraded period is the final grading period of the school year, no decision concerning promotion or retention will be made until the regular school year has ended. The final report card will not be released prior to the conclusion of the regular school year.

4.317 ESE: Progress Reports

Exceptional students' progress toward IEP goals and objectives will be reported to parents at mid-term, 5th week of the 9 week grading period and at the end of the 9 week grading period.

4.318 State Adopted Standards

A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able to do in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this plan.

Copies of the publications containing the **Sunshine State** Standards may be obtained from the *Division of Public Schools, Department of Education, 325 W. Gaines St., Tallahassee, Florida 32399-0400.*

B. Each district school board shall incorporate the established state standards contained herein into the District Student Progression Plan.

C. The established state standards shall serve as the basis for statewide assessment.

4.319 Accelerated Grade Placement

The promotion of a student from one grade to a higher grade at **the end of the second semester anytime during a school year** should be made on the basis of exceptionally high achievement by the student, recommendation for consideration by school staff, and evidence that the student will benefit from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects of the decision should be considered. The Principal has the responsibility for making

such assignments. A student will not be accelerated without parental consent. The student's cumulative record should be noted to indicate "accelerated grade placement". Also refer to Section 2 of the Student Progression Plan – Academically Challenging Curriculum to Enhance Learning (ACCEL)

4.320 Principal as Final Administrative Authority

The Principal has the final administrative authority for the grade and class placement of elementary school students.

4.321 Retained: Reassigned

Any pupil who has been retained may be assigned any time during the first reporting period of the next school year to the next higher grade upon recommendation of the teacher and approval of the Principal, if it has been determined that the standards have been met and the student will benefit from instruction at the higher grade level. A mid-year promotion can occur at any time prior to the end of the first semester (See 4.3235). No promotion will be granted after the last day of the first semester.

In considering a student for retention at parent request, the District would need documents with clear and compelling evidence of a need for the student to spend time in the same grade level in order for the student to gain emotional, cognitive, or physical maturity. Documentation in terms of coursework grades, test scores, or a medical evaluation to support this decision would need to be provided. If the student is a student with a disability, reviewing information on the periodic reporting on the progress the student is making attaining the annual IEP goals may be used as another data source.

4.322 Administrative Placement

A student who has not met the student performance standards and who may not benefit from special assignment to the same grade may be administratively assigned by the Principal to the next higher grade. In all cases, the student's cumulative record shall indicate the grade assigned by "administrative placement." A properly documented Progress Monitoring Plan (PMP) must be in the cumulative folder.

Parents should be notified on a school board approved form that their child is being administratively placed in the next higher grade. A copy of this notification should be placed in the student's cumulative record. It is preferred that this notification occur in a parent conference.

4.323 Retention

Students who do not satisfactorily achieve established standards for the grades to which they are assigned may be assigned to the same grade for the next school year. These students are to be provided instruction designed to continue their progress toward mastery of required standards in an intensive program that is different from the previous year's program and that takes into account the student's learning style. A retained student must be provided 90 minutes of uninterrupted reading instruction daily, using research based materials, with additional time for intensive intervention. The Principal has the final administrative responsibility for a student's grade placement. Students retained twice must receive an additional 90 minutes of intensive reading instruction, totaling 180 minutes.

4.3231 Criteria for Retention

When a student is recommended for retention, the following criteria will be considered:

- A. The student's performance on the District's standardized assessment is Level 1 on the Discovery Education Early Skills Assessment, or Level I on the FCAT reading or math test. At Grade 4, the Florida Writes Test reflects a lack of proficiency, if the student scores below Level 4.
- B. The student's performance score on a research based retention instrument (e.g. Light's Retention Scale) indicates possible retention,
- C. The student's progress on teacher made assessments is below grade level,
- D. The student's report card grades indicate a lack of progress,
- E. The student's age and social development is below that of his/her peer group,

- F. The student's status regarding exceptional student education screening and placement has been considered,
- G. The student's Progress Monitoring Plan (PMP) documents that three or more indicators have been utilized to measure adequate progress in reading, mathematics, science and/or in writing and/or
- H. The student's Progress Monitoring Plan (PMP) documents remediation strategies have been provided through the implementation of the plan.

Promotion and retention of an ESE student is a decision based on the student's individual needs, as determined by the IEP goals and objectives. When considering promotion and retention the following factors should be taken into account:

- impact on the student's opportunities to be included in general education
- developmental/maturational appropriateness
- social/behavior skills
- communication skills
- physical maturity
- attendance
- academic skills
- chronological age

No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular District's formal assessment process. A formal retention recommendation regarding an ELL should be made through action of an ELL Committee.

Parent conferences regarding possible retention will be initiated during the second semester of the school year. Parents should be made aware of their child's possible retention status early in the second semester.

The child's report card should reflect below grade level performance and lack of adequate progress in reading, writing, and/or in mathematics. Documentation of the student's progress will be maintained in the student's permanent record.

The final recommendation for retention and the supporting data will be submitted to the Principal before the last day of school. All parent conferences should be completed prior to the teacher's recommendation for retention.

When it is recommended that a student should be retained in the current grade level, the Principal makes the final decision regarding retention.

All requests for exempting a student from the District's retention policies will be submitted to the school board by the Principal. The local school board may exempt a student from mandatory retention for "good cause."

4.3232 Adequate Progress

Section 1008.25, F.S., provides certain requirements for school District Student Progression Plans. The intent is to base promotion, in part, on proficiency in reading, writing, science and mathematics. School districts must:

- establish standards for evaluating how well students master the established state standards.
- establish expected levels of performance for student progression at each grade, as defined by the Commissioner, for students in reading, writing, science and mathematics based on achievement of the appropriate established state standards/benchmarks, with acceptable

levels of performance on the FCAT at grade levels 3 - 5 and on the District's standardized assessment in Kindergarten through Grade 2, below which a student must receive remediation or be retained.

- provide remediation through a Progress Monitoring Plan, focusing on diagnosed needs until the student is remediated.

In order to meet state requirements for adequate progress, a School District of Santa Rosa County Progress Monitoring Plan (PMP) must be implemented with identified low performing students. This Plan is a document developed along with a child's parents to assist the student in meeting the expectations of proficiency. When a student fails to attain the specified District or state levels of performance for student progression on District or state assessments, the District has four options:

1. Remediate before the beginning of the next school year and promote;
2. Promote and remediate during the following school year with more intensive intervention;
3. Retain and remediate with strategies specified in a revised Progress Monitoring Plan;
4. Retain and remediate in a different program.

4.3233 Mandatory Retention

Students with a substantial reading deficiency in Grades 1, 2, and 3, as determined by District assessments in Grades 1 and 2 and the state reading assessments in Grade 3, must be remediated by achieving the levels of performance for student progression established by the state for the Grade 3 reading assessments (FCAT). Students who have been identified as having reading deficiencies in Grades 1, 2 or 3 and who have received remediation, but score at achievement Level 1 on the Grade 3 FCAT 2.0 reading test and who have a national percentile rank score below the 45th percentile on the SAT 10 in reading must be retained, unless exempted from mandatory retention by the school board for "good cause."

4.3234 Exemption from Mandatory Retention

Beginning with the 2002-2003 school year, if the student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for Grade 3, the student must be retained. The District school board may only exempt students from mandatory retention for "good cause." Good Cause Exemptions shall be limited to the following:

- A. English Language Learners (ELL) who have had less than two years of instruction in an English for Speakers of Other Language Program (ESOL).
- B. Students with disabilities ~~who's~~ **whose** Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education rules.
- C. Students who demonstrate an acceptable level of performance on the parallel form of the Stanford 10 (45% or higher).
- D. Students who demonstrate, through a student portfolio, that they are 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. (6A-1.094221)

To promote a student using a student portfolio as a good cause exemption there must be evidence that demonstrates the student's mastery of the **Sunshine State** Standards in reading equal to at least a Level 2 performance on the Grade 3 FCAT reading. Such evidence shall be an organized collection of the student's mastery of the **Sunshine State** Standard **Benchmarks** for Language Arts that are assessed by the Grade 3 FCAT reading. 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 500 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-Literacy that are assessed by the Grade 3 FCAT Reading. For each benchmark there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above.
- E. Students with disabilities who participate in the FCAT and who have an Individual Education Plan (IEP) or a Section 504 Plan reflecting that the students have received intensive remediation in reading, for more than two years, but still demonstrate a deficiency in reading AND were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3.
- F. Students who have received intensive remediation in reading, as required by paragraph (4)(b) for two or more years, but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3 for a total of two years are eligible for an alternative placement. This placement provides the twice retained student instruction from a high performing teacher who provides at least a 90 minute uninterrupted block of reading instruction, with an additional 90 minutes of instruction in supplemental and intervention programs that address diagnosed deficits. The class has a reduced student/teacher ratio. Frequent progress monitoring must be done. An option for mid-year promotion is available if the student meets the performance levels required (See *s.1008.25,7 (b),4 FS*). Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan (PMP) or IEP that includes specialized diagnostic information and specific reading strategies for each student. The District school board shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low performing readers. Requests for Good Cause Exemptions for students from the mandatory retention requirement, as described in paragraph (6)(b), shall be made consistent with the following:
 - 1. Documentation shall be submitted by the student's teacher to the school Principal, indicating that promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan Individual Education Plan, if applicable, report card or student portfolio.
 - 2. The school Principal shall review and discuss this 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 to the District school Superintendent. The District school Superintendent shall accept or reject the school Principal's recommendation, in writing.

4.3235 Mid-year Promotion

The guidelines for mid-year promotion are specified in Rule 6A-1.094222 FAC. For a student to be eligible for mid-year promotion the following criteria must apply:

- 1. To be considered for mid-year promotion, a third grader must obtain a developmental scale score of 189 or higher on the reading portion of the third grade FCAT test and must have met all third grade level expectations in all subject areas (except reading), as documented by the end of the year report card grades of "C" average or better (on grade level performance).
- 2. Parents/guardians will be advised of the mid-year promotion options and guidelines. The parents will sign a form documenting their awareness of the policy, indicating their preference as to whether or not they want their child to be considered for this mid-year promotion option.
- 3. If a third grade student is found eligible for a possible mid-year promotion and the parent agrees, the student will be placed in a fourth grade classroom for all subjects except reading. Those subjects will be presented at fourth grade level. The student must demonstrate

proficiency in each of these subjects, maintaining a “C” average or better until the mid-year promotion assessment is conducted.

4. The student will participate in a third grade classroom daily for reading only. If the third grader is a student who has been retained once, a 90 minute uninterrupted block of reading is required, with additional time provided for intensive reading intervention. A student retained twice must receive 90 minutes of uninterrupted reading instruction, plus an additional 90 minutes of intensive reading intervention, totaling 180 minutes daily. Research based materials must be used with these previously retained third grade students.
5. After November 1, but before the end of the first semester, a state approved alternate reading assessment will be conducted. A student must score at or above the 4th grade reading level, consistent with the month promotion to 4th grade.
6. If success is demonstrated in maintaining a “C” average in all subjects except reading and in achieving the required minimum score on the state approved reading assessment, with parent agreement the student’s grade level status will change on the District’s student data system from third grade to fourth grade. Documentation of this mid-year promotion will be maintained in the student’s cumulative record.
7. If a student does not maintain a “C” average or higher in all subjects other than reading and acquires the minimum score needed on the state approved alternate reading test, the student’s portfolio will be reviewed to determine if promotion standards have been met. If met, the student’s grade status will move to fourth grade. If not, the student will remain in third grade on the District’s student data system, and will take the third grade FCAT test in the spring. (6A-1.094222)

To promote a student mid-year using a student portfolio, as provided for in paragraph (2) (a) of this rule, there must be evidence of the student’s mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:

- (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 of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, F.A.C.; and
 - (d) include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice items and passages that are approximately fifty (50) percent literary text and fifty (50) percent information text, and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of seventy (70) percent or better and
 - (e) be signed by the teacher and the principal as an accurate assessment of the required reading skills.
8. A mid-year promotion can occur in any other elementary grade as well as third grade. The Principal, upon recommendation by the student’s teacher, shall review with the teacher and one other appropriate staff member the following:
 - Student’s grades if appropriate or progress toward standards if more appropriate
 - Student’s portfolio
 - Student’s latest score reports on DEA, SME, AR, STAR, or any of the other various programs used by elementary schools
 - Student’s attendance record
 - Student’s conduct

Based upon the consensus professional opinion of the review committee, the Principal may promote the student to the next higher grade. If this promotion occurs after November 1, the state’s mid-year promotion requirements must be met. If the promotion occurs before

November 1, the District promotion requirements apply. No promotion to a higher grade can occur after the last day of the first semester.

9. The Progress Monitoring Plan for any retained 3rd grade student who has been promoted mid-year to 4th grade must continue to be implemented for the entire academic year.

4.324 Supplemental Instruction/Summer School

Elementary schools provide a supplemental instructional program during the regular school year. Summer school is provided for third grade students demonstrating a lack of reading proficiency. Criteria for proficiency are

- A. scoring at Level II or above on the FCAT reading test or
- B. scoring at the 45th percentile or higher in reading comprehension on the SAT 10.

Students in grades one through eight, who, at the end of the previous year or at the end of any grading period during the current school term, were/are at risk academically of non-promotion may be served during the regular school term through basic supplemental instruction, as funded through Specific Appropriation 147A. The supplemental instruction will occur before or after the regular school day. "At risk academically for non-promotion" is defined as having an average of "BP" (Below Proficiency) "D," "F," "N" or "U" in one or more of the basic academic subjects at the end of the previous year or at the end of any grading period. Supplemental instruction may also be provided in the summer, after the regular school year ends.

4.3241 ESE: Extended School Year (ESY) Services

Students qualifying for Exceptional Student Education will receive Extended School Year Services (ESY), as determined by the IEP Team. The need for ESY services must be documented by progress monitoring evaluations administered prior to a ten (10) day break in school instruction (winter break) and upon the return from the same winter break to determine if regression and/or recoupment of skills will occur as a result of an interruption in education. The content, type of services, hours/minutes and location of services are determined by the IEP Team.

4.325 Assessment and Reporting

4.3251 Annual Report of Student Progress

Each District school board must annually report to the parent of each student the progress of the student towards achieving state and District expectations for proficiency in reading, writing, science and mathematics, as required by paragraph (5)(b). The District school board must report to the parent the student's 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 and state assessments and other relevant information. Progress reporting must be provided to the parent, in writing, in a format adopted by the District school board. Beginning with the 2001-2002 school year 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:

- A. 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 must provide:
 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,
 2. By grade, the number and percentage of all students retained in Grades 3 through 10,
 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),

4. Any revisions to the District school board's policy on student retention and promotion from the prior year.
- B. Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each student's performance throughout the school year to determine if expected achievement levels are being met. Reading diagnostic assessments are given to students who are not proficient based on district assessment. Under no circumstance should a student's performance be judged solely on the basis of a single test.

4.3252 Reading Deficiency

Students must be assessed in reading at the beginning of Grades 1, 2, 3 and 4. Based on the results of these assessments or based on teacher recommendation, students who are substantially deficient in reading skills must be given intensive reading instruction following the identification of the deficiency. The student's reading proficiency must be reassessed at the beginning of the following grade and, if the deficiency is still present, additional intensive reading instruction must be given until the deficiency has been remediated.

4.3253 Progress

Parents will be notified of their child's progress toward achieving state and District expectations for proficiency in reading, writing, science and mathematics each nine weeks when report cards for students are sent home. Parents will receive mid-term reports of their child's progress during the fifth week of each nine week grading period.

4.3254 Statewide Assessment and Remediation

- A. Each student must participate in the statewide assessment tests required by *F.S. 1008.22*. 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, 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.
- B. The school in which the student is enrolled must develop, in consultation with the student's parent, and implement a Progress Monitoring Plan designed to assist the student in meeting state and District expectations for proficiency. Beginning with the 2002-2003 school year, if the student has been identified as having a deficiency in reading, the Progress Monitoring Plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.
- C. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met, or the student graduates from high school or the student is not subject to compulsory school attendance.

4.3255 ESE: Assessment Exemption

All exceptional students shall participate in state and District assessments. Students with disabilities must be afforded appropriate accommodations for assessment in accordance with

allowable test accommodations as stated in the test administration manual. The decision to include or exclude a student with disabilities in state and District testing shall be made by the Individual Educational Plan (IEP) Team. Exemption from state and District tests may be permitted only when specific criteria are met.

When making this determination, the IEP Team should use the following questions to guide the decision-making process. Exemption from state and District tests may be permitted only when all of the following criteria listed below are met.

1. Does the student have a significant cognitive disability?
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?

If the IEP Team determines that answers to all four of the questions accurately characterize a student's functioning level as "significantly cognitively disabled," then the student will pursue a special diploma consisting of courses based on NGSSS Access Points and the Florida Alternate Assessment (FAA) should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all four areas, then the student should participate in FCAT with accommodations, as appropriate.

If the decision of the IEP Team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on NGSSS Access Points and this decision must be documented on the IEP. Students assessed on NGSSS Access Points will be assigned exceptional student education course code directory numbered courses consistent with special diploma requirements. The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternatively assessed students.

4.3257 Parent Notification: Unsatisfactory Progress

Principals are to establish procedures for teachers to notify parents when it is apparent that a student is not able to achieve at the minimum level expected for the grade level and, in cooperation with the parents, attempt to provide special help for the student. Students who still have not made satisfactory progress in the basic skills should be evaluated for services, through the Multi-Tiered System of Support Process (RtI)

4.3258 Below Grade Level Placement

For students in Grades 1-5, the regular reporting of academic progress (report card) will reflect when a student is working at a skill level below that of the assigned grade placement.

4.3259 Parent Notification: Failing

Parents of students who are in danger of receiving a failing grade will be notified by the end of the fifth week of each nine week grading period.

4.400 COMPLETION

4.401 Mastery of Student Performance Standards

In addition to meeting other requirements of this plan, a student must show mastery of the grade level Benchmarks in order to complete Grade 5 and move to Grade 6.

4.500 ATTENDANCE, ABSENCES AND TARDINESS

4.501 Attendance

Students have the right to attend classes, be informed of school rules regarding absenteeism and request make-up assignments immediately upon returning to school. Principals are to establish procedures for teachers to maintain consistent and accurate attendance records in both a primary and secondary form.

4.502 Absences

Any student who has been absent from school will be marked unexcused until he/she brings a note from one of his/her parents or guardians stating the cause for the absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure of proper notification within three days shall result in an unexcused absence.

4.503 Excused Absences

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical and dental appointments, religious holidays, religious instruction, special emergencies and for school sponsored activities. Other reasons absences may be excused are outlined in *paragraph 4.5032*.

4.5031 Arrangements for Excused Absences

When a student is absent from school with an excused absence, he/she shall be responsible for making arrangements with his/her teachers for completing all work and assignments missed during the absence.

- A. All make-up work assigned during the absence shall be completed within three days after the student returns to school, unless the student is given an extension of time by the teacher.
- B. Tests announced prior to the absence may be given on the student's first day back to school.
- C. Tests which have been announced prior to a pre-arranged absence will be made up at the discretion of the teacher.
- D. Assignments given prior to a pre-arranged absence should be turned in the first day a student returns to school.
- E. Assignments provided to students suspended out-of-school are due upon the student's return to school.

4.5032 Arrangements for Non-Listed Excused Absences

A student who desires to be absent for reasons not listed under Excused Absences may make a prior arrangement request to the school Principal by bringing a written request from his/her parent or guardian.

- A. Pre-arranged absence requests must be made five days prior to the date of the absence, except in the case of an emergency.
- B. Students shall make pre-arrangements for their school work to be done. It is due the day the student returns to school. Work done in the pre-arranged time allotted will be granted full credit.

4.5033 Hospital/Homebound

Students with medically diagnosed physical or mental condition which confine the student to home or hospital, and whose activities are restricted for a period of at least 15 school days that need not run consecutively, may be eligible for homebound/hospital services. Parents should contact the student's school to secure an application for these services.

4.5034 Repeated Absences

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may ask the parent/guardian to provide verification that the student is under the care of a physician for the condition.

4.5035 Student with More Than Nine Absences

When a student has more than nine absences, the Principal may require documentation from a physician or health care provider. If the requested documentation from a physician or health care provider is not submitted, the absence will be unexcused.

4.5036 Head Lice

A student who has been sent home with head lice and/or nits should return to school, free of head lice and/or nits, within ~~three~~ **two** calendar days in order to be excused. For each occurrence of head lice, absences beyond ~~three~~ **two** calendar days will be marked unexcused.

4.504 Unexcused Absences

Unexcused absences shall result under the following conditions:

- Lack of appropriate notification and/or documentation by the parent to the school site,
- Elective activities such as shopping trips, vacations, and pleasure trips,
- Truancy (skipping class),
- Suspension or dismissal from school, or
- Other avoidable absences.

4.5041 Habitual Truancy

“Habitually truant” means that the child has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child’s parent or legal guardian, is subject to compulsory school attendance under *s.1003.01, F.S.*, and is not exempt under *s.234.06, F.S.*, or *s.232.09, F.S.*, or any other exemptions specified by law or rules of the State Board of Education. *s.984.03(29), F.S.*

Truancy Procedures: If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student’s primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. *s.1003.26, F.S.*

- A. The Principal shall, unless there is clear evidence that the absences are due to a pattern of nonattendance, refer the case to the school’s Integrated Services Team to determine if early patterns of truancy are developing. *s.1003.26, F.S.*
- B. The parent shall be invited to the Integrated Services Team meeting. *s.1003.26, F.S.*
- C. If an initial meeting does not resolve the problem, the Integrated Services Team shall implement interventions that best address the problem. The interventions may include but need not be limited to:
 1. frequent communication between the teacher and family;
 2. changes in the learning environment;
 3. mentoring;
 4. student counseling;
 5. tutoring, including peer tutoring;
 6. placement into different classes;
 7. evaluation for alternative education programs;
 8. attendance contracts;
 9. referral to other agencies for family services; or
 10. other interventions, including but not limited to a Truancy Petition pursuant to *s.984.151, F.S.*
- D. The Integrated Services Team shall be diligent in facilitating intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted. *s.1003.26, (1)(d)F.S.*

1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. *s.1003.26 (1)(e), F.S.*
 2. If the board's final determination is that the strategies of the Integrated Services Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non-compliance with compulsory school attendance. *s.1003.26, F.S.*
 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to *F.S. 984.151*, and the parents may be subject to continued court jurisdiction, fines, probation or jail.
- E. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, the Superintendent or his designee shall refer the case to the case staffing committee (Child in Need of Services – (CINS) and the Superintendent or his designee may file a Truancy Petition pursuant to the procedures in *s.84.151, F.S., s.1003.26, F.S.*
- F. If the parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a Home Education Program pursuant to *s. 1002.41, F.S.*, the Superintendent of Schools shall provide the parent a copy of the *s.1002.41, F.S.*, and the accountability requirement of this paragraph. The Superintendent of Schools shall also refer the parent to a Home Education Review Committee composed of the District contact for Home Education Programs and at least two home educators selected by the parent from a District list of all home educators who have conducted a Home Education Program for at least three (3) years, and who have indicated a willingness to serve on the committee. The Home Education Review Committee shall review the portfolio of the student, as defined by *s.1002.41, F.S.*, every 30 days during the District's regular school terms until the committee is satisfied that the Home Education Program is in compliance with *s.1002.41, F.S.* The first portfolio review must occur within the first 30 calendar days of the establishment of the program.
- G. If the parent fails to provide a portfolio to the committee, the committee shall notify the Superintendent of Schools. The Superintendent of Schools shall then terminate the Home Education Program and require the parent to enroll the child in an attendance option provided under *s.1003.01, F.S.*, within three days. Upon termination of a Home Education Program pursuant to this subparagraph, the parent or guardian shall not be eligible to re-enroll the child in a Home Education Program for 180 calendar days. Failure of a parent or guardian to enroll the child in an attendance option provided under *s.1003.01, F.S.*, after termination of the Home Education Program pursuant to this subparagraph, shall constitute non-compliance with the compulsory attendance requirements of *s.1003.21, F.S.*, and may result in criminal prosecution under *s.1003.27, F.S.* Nothing contained herein shall restrict the ability of the Superintendent of Schools, or the ability of his or her designee, to review the portfolio pursuant to *s.1002.41, F.S.*

Parents will be informed in writing of section 4.506 – Possible Retention Due to Excessive Absences of Any Kind.

4.505 Tardiness

A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. When a student reports to school late or to a class late, the tardy must appropriately be identified as excused or unexcused. Each school shall develop criteria for the determination of excused and unexcused absences.

4.506 Leaving School Prior to End of Day

If a student leaves school before the end of the instructional day, the absence for the time missed will be determined to be excused or unexcused. It is required that the parent or designated adult sign the student out unless prior arrangements have been made by the parent. Repeated and/or excessive incidents of leaving school prior to the end of the day may be referred for truancy intervention and may result in disciplinary action for the student.

4.507 Retention Due to Excessive Absences of Any Kind

After review by the ~~Integrated Services Team~~ Principal and other appropriate school staff, at each school, the Principal has the authority to retain students who have been absent 20 or more days, whether excused and/or unexcused.

The Principal has the final authority for the grade placement of each student. However, in situations involving exceptional students, the IEP Team may convene to determine grade placement.

4.600 VIRTUAL SCHOOL INSTRUCTION PROGRAMS - See Section 9.4.600

~~The bill amends s.1002.37 to authorize that public school students receiving full-time instruction in kindergarten through grade 12 by the Florida Virtual School must take all statewide assessments required. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required. All statewide assessments must be taken within the school district in which the student resides. A school district must provide the student with access to the district's testing facilities.~~

4.600 VIRTUAL INSTRUCTION PROGRAMS - See Section 9.0.

~~The bill amends s.1002.37 to authorize that public school students receiving full-time instruction in kindergarten through grade 12 by the Florida Virtual School must take all statewide assessments required. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required. All statewide assessments must be taken within the school district in which the student resides. A school district must provide the student with access to the district's testing facilities.~~ Santa Rosa County students enrolled in grades KG-12 may participate in part-time or full-time virtual learning opportunities, including students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricular courses to meet class size requirements, or Florida College System institutions. See Sections 4.100, 5.100, 6.100 of the Student Progression Plan for general admissions policies.