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**THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA**



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**2014-2015
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN**

Grades K-5

**Effective July 01, 2014
Revised April 21, 2015**

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1 **THE SCHOOL DISTRICT OF**
2 **OSCEOLA COUNTY, FLORIDA**

3
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12 Jay Wheeler

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1 **I. ENTRY, ATTENDANCE, AND WITHDRAWAL**
2

3 All children who have attained the age of six (6) years or who will have attained the age of six (6)
4 years by February 1 of any school year or who are older than six (6) years of age but who have not
5 attained the age of sixteen (16) years are required to attend school regularly during the entire school
6 term.
7

8 **A. Initial Entry Requirements**
9

10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County schools for
11 the first time to present the following at the time of registration:
12

13 **1. Evidence of Age**

14 Amended 06-27-06, 07-15-03
15

16 Section 1003.21, Florida Statutes, requires that students enrolling in Kindergarten or the first
17 grade must present evidence of their age. Evidence submitted shall be a valid birth certificate,
18 or other documentation of birth, as listed in Florida Statute 1003.21.
19

20 *If a passport or immigration document is used as evidence of age, it may not be duplicated.
21 Only a notation may be placed in the student's record. Adopted 06-27-00
22

23 **2. Health Requirements – Initial Entry**
24

25 **a) Proof of Physical Examination**

26 Amended 06-30-92, 07-01-08, 07-01-09, 12-17-13
27

28 Pursuant to State Board of Education Rule 6A-6.024 FAC, proof shall be presented that
29 the student has received within the last twelve months prior to the anticipated day of
30 enrollment a physical examination by a health professional who is licensed in Florida or in
31 the state where the student resided at the time of the examination.
32

33 If the student has ever been enrolled in a Florida school, that student is exempt, provided
34 that there is documented evidence of a physical examination from that Florida school.
35

36 Students entering Kindergarten from the School District of Osceola County Voluntary Pre-
37 Kindergarten (VPK) program will have already met the school entry physical requirement.
38

39 If, when requested records are received, or upon other verification as documented, no
40 valid physical examination documentation is presented, the student shall be required to
41 submit to a physical examination.
42
43

1 **b) Immunization**

2 Amended 07-21-98, 07-15-03

3
4 Each student who is otherwise entitled to admittance to an Osceola County school shall
5 be required to present a certificate of immunization on a Florida form, showing that the
6 student has received inoculations for those communicable diseases for which
7 immunization is required by the Division of Health, and Section 1003.22, Florida Statutes.
8

9 Students who have not received the required immunizations as stipulated by state law and
10 who have not received a statutory exemption will be temporarily excluded from school until
11 such immunizations have been administered. Adopted 09-07-99

12
13 **(1) Required Immunizations:**

- 14 • five (5) DTP's(Diphtheria-Tetanus-Pertussis)
 - 15 ○ If the fourth primary dose is on or after the fourth birthday, the fifth dose is not
 - 16 required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for one
 - 17 or more DTP's. DT (pediatric Diphtheria-Tetanus) is acceptable if Pertussis
 - 18 vaccine is medically contraindicated.
- 19 • four (4) Polio
 - 20 ○ If the third dose is on or after the fourth birthday, the fourth dose is not required.
 - 21 IPV (Inactivated Polio Vaccine) is an acceptable alternative for one or more
 - 22 doses of OPV (Oral Polio Vaccine).
- 23 • two (2) MMR's (Measles-Mumps-Rubella)
 - 24 ○ First dose is valid if given on or after first birthday. Second dose is valid if given
 - 25 at least one month after the first dose.
- 26 • Hepatitis B Series of three
 - 27 ○ A student may enter school if the first dose has been administered prior to initial
 - 28 entry; or Series of two for students ages 11-15, minimum four (4) months apart
 - 29 with a valid expiration date.

30
31 Amended 09-07-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-08

32
33 **(2) Pre-K**

34 Amended 07-01-02, 07-01-08

- 35
36 • All required immunizations appropriate to age, including Varicella (chickenpox),
37 and Haemophilus Influenza Type B (HIB). Varicella vaccine is not required if a
38 child has documentation of a history of Varicella disease.

39
40 **(3) Kindergarten-Grade 5**

41 Amended 07-01-02, 07-15-03, 07-01-04, 07-01-08, 07-01-09, 07-01-11, 07-01-12, 12-
42 17-13

- 43
44 • All required immunizations and two (2) doses of Varicella. Varicella vaccine is not
45 required if a child has documentation of a history of Varicella disease.

46
47 **Exceptions may be granted as follows:**

- 48 • parental objections on religious grounds documented on Florida Department of
49 Health Form 681 or written certification for exemption for medical reasons by a
50 licensed medical provider. Amended 07-01-11

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1 **3. Residency Requirements**

2 Amended 06-29-93, 07-21-98, 06-27-06, 07-01-12

- 3
- 4 • A resident parent or guardian admitting a student to an Osceola County School shall
- 5 produce **two (2) documents, one (1) from each of the following categories:**
- 6
- 7 • **Category 1**
- 8 ○ mortgage document, rental or lease agreement, property tax records
- 9
- 10 • **Category 2**
- 11 ○ current utility bill (e.g., cell phone, electric, cable, water, natural gas);
- 12 ○ income tax records;
- 13 ○ proof of receipt of government benefits.
- 14
- 15 • If the parent or guardian is not the lease holder or property owner, then the following is
- 16 required:
- 17
- 18 ○ a completed, notarized Verification of Residency form available through the
- 19 Department of Student Services at the District Office signed by the owner of the home
- 20 with one document from each of the above categories. In addition, parent must
- 21 provide Declaration of Domicile, valid Florida Driver's License (or Florida Department
- 22 of Motor Vehicles picture ID), voter registration, or auto registration with the Osceola
- 23 County address listed for which they reside.
- 24
- 25 ○ The Verification of Residency form shall apply for the school year in which it is
- 26 completed, filed, and approved by Student Services.
- 27
- 28 • If false and/ or misleading information is presented in order to meet residency
- 29 requirements, the child falsely registered shall be subject to immediate withdrawal from
- 30 Osceola District Schools and required to register in the school in the assigned attendance
- 31 zone or in the case of an out-of-district child, a school in the district of residence.
- 32
- 33 • Any person knowingly providing false and/ or misleading information may be liable for
- 34 criminal charges under Florida Statutes.
- 35

1 **B. School Admissions**

2
3 **1. Admission to Kindergarten**

4 Amended 07-15-03, 07-01-12

- 5
6 • Children must attain the age of five (5) years on or before September 1 of the school year
7 for which admission to Kindergarten is sought. (Florida Statute 1003.21)
8
9 • Any student who transfers from an out of state public school, and who does not meet
10 regular age requirements for admission to Florida public schools may be admitted if:
11 ○ the student meets the age requirements for the public schools in the state from which
12 he is transferring;
13 ○ the parent provides official documentation that the parent(s) was a legal resident of
14 the state in which the child was previously enrolled;
15 ○ the parent includes an official letter or transcript from the proper school authority which
16 shows record of attendance and academic information of no less than ninety (90) days
17 and grade placement of the student; and
18 ○ all other requirements of registration must be met.
19

20 **2. Admission to First Grade**

- 21
22 • Children must attain the age of six (6) years on or before September 1 of the school year
23 for which admission to first grade is sought or at any time thereafter, provided the child
24 has demonstrated a readiness to enter the first grade in accordance with rules adopted
25 by the State Board of Education. (Florida Statute 1003.21) Amended 07-15-03
26
27 • No student shall be admitted to the first grade who has not attended Kindergarten in a
28 public school or satisfactorily completed Kindergarten in a non-public school from which
29 the district School Board accepts transfer of academic credit.
30
31 • Any student presented for Grade 1 enrollment who has successfully completed
32 Kindergarten in a non-public school which permitted entry earlier than the state minimum
33 requirement (5 years old on or before September 1 of the school year) shall be enrolled in
34 Kindergarten until the student has demonstrated a readiness to enter the first grade.
35

36 **C. Transfer Students**

37
38 **1. General Transfer Information**

- 39
40 • The school principal or designee will determine placement of a student who transfers from
41 other countries, counties, states, private schools or from a home education program. If a
42 student transfers from a school or program other than a regionally accredited institution or
43 with inadequate or incomplete records, placement will be based upon the information
44 available, including any or all of the following:
45 ○ student's age,
46 ○ a review of all existing school records and home education records (e.g., student
47 portfolio, annual evaluations),
48 ○ a review of the previous educational program including, but not limited to, time spent
49 in a program and curriculum requirements of the program,
50 ○ a test on grade level or individual subject-area objectives or competencies to be
51 identified by the principal,
52 ○ an interview with the student and/ or the parent(s)/ guardian(s) by the principal or
53 designee(s),

- teacher judgment of classroom performance during a probationary period to be established by the principal.

2. 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 Rule 6A-1.0985.
- Clarification of placement procedures for transfer Kindergarten and first grade students from other states or countries is available through the Department of Student Services.

3. Placement of Transfer Students – Grades 2-5

Amended 07-01-02

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

4. Students Who Are Not Residing with Their Natural Parents or Legal Guardians

Amended 07-01-12

- In order to enroll any student who is not residing with his or her natural parent or legal guardian, the responsible adult shall sign a Temporary Educational Guardianship for Student form available through the Department of Student Services at the District Office.
- Temporary Educational Guardianship for Student shall only be given in the event of:
 - Hospitalization
 - Incarceration
 - Death
 - Foreign Exchange Student (per School Board Rule 5.25)
 - Parent unable to care for child
- All of the events listed above require appropriate legal documentation which the responsible adult shall provide to Student Services. The Temporary Educational Guardianship for Student form shall apply for the school year in which it is completed, filed, and approved by Student Services.

1 **5. Student Custody**
2

- 3 • Any person or agency who has been given exclusive care, custody, or control over any
4 student by order of any court having jurisdiction to enter such order, may provide a certified
5 or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous
6 criteria not covered by specific rule, to the principal of the school in which each student is
7 enrolled. The order shall be placed in the student’s official records and thereafter such
8 person or agency shall be recognized for all purposes as the sole parent or guardian of
9 the student until subsequent or additional orders changing such status are likewise
10 provided.

11
12 Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, Florida Statutes; SBR 6A-
13 198; 316.003 (62); Sections 1000.01, 1000.04, Florida Statutes; SBR 6A-6.311 and
14 6A.6341 and Section 1001.42 (5), Florida Statutes

15
16 **6. English Language Learner (ELL) Students**
17

- 18 • For a student identified as English Language Learner (ELL) and transferring from a school
19 in another country, placement must comply with appropriate procedures for students in
20 the English for Speakers of Other Languages (ESOL) programs found in the ESOL District
21 ELL Plan.

22
23 **a) Home Language Survey (HLS) Responses/ Assessment Criteria**

- 24 • A student with all NO responses on the HLS is considered non-English Language
25 Learner (ELL).
26 • A student with any YES response is referred for additional English language
27 proficiency assessment.
28 • A student with a YES response to question #1 only is **temporarily** placed in general
29 education classes until English proficiency assessment occurs.
30 • A student with more than one YES response is temporarily placed in basic ESOL
31 classes until English language proficiency assessment occurs.
32 • The state-approved grade-appropriate Individual Developmental English Activities
33 (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency
34 and is to be administered within the first 20 days after the enrollment date. Amended
35 07-01-09
36

37 **7. Student with Disabilities**
38

39 **a) 504 Students**
40

41 A transferring 504 student is a student who was previously enrolled in any other school or
42 agency with an active 504 plan and who is enrolling in a Florida school district. Upon
43 notification that a transferring student is one with an active 504 Plan, the receiving school
44 must review the existing 504 Plan and must revise as needed.
45

1 **D. Attendance Guidelines**
2

- 3 • School attendance is the direct responsibility of parent(s)/ guardian(s) as required by Florida
4 Statute 1003.24. All students are expected to attend school regularly and to be on time for
5 classes in order to benefit from the instructional program and to develop habits of punctuality,
6 self-discipline, and responsibility. Amended 07-15-03
7
- 8 • Notes or telephone calls from parent(s)/ guardian(s) are required either before or after an
9 absence. It is the responsibility of the student to make up work missed because of absences.
10 Students receiving out-of-school suspension **must** be assigned schoolwork that will cover
11 content and skills taught during the duration of the suspension. Amended 07-01-05
12

13 **1. Student Absences**
14

- 15 • Non-attendance in a class shall be considered an absence unless the student is
16 participating in a school activity. Absences shall be classified as:
17

18 **a) Excused Absences**
19

- 20 • Absences shall be excused for the following reasons:
21 ○ illness or injury of the student,
22 ○ illness, injury, or death in the immediate family of the student. The immediate
23 family shall be defined as listed in the United States Internal Revenue Service
24 guidelines.
25
- 26 • If there is a reasonable doubt concerning the illness claimed, the principal shall be
27 authorized to require a statement from an accepted medical authority. Failure to
28 comply with this requirement shall result in the absence being “unexcused.”
29
- 30 • The Principal of a school shall have sole discretion as to how absences shall be
31 reported to the school. The parent or legal guardian shall report absences through a
32 telephone call, a handwritten note, or both as determined by the Principal. Adopted
33 06-19-01
34
- 35 • In cases of excused absences, the student shall be allowed to make up the work and
36 teachers of the students shall give every reasonable assistance.
37
- 38 • Make-up work shall be completed during a period of time equal to at least twice the
39 time for which the absence is excused, unless the teacher allows more time.
40

41 **b) Pre-Arranged Excused Absences**
42

- 43 • The principal may approve “pre-arranged excused” absences which are “excused” but
44 planned in advance. “Excused absences” are defined in paragraph I.D.1.a. of this
45 Student Progression Plan and in the Code of Student Conduct. The principal shall
46 have the final authority to grant or deny “pre-arranged excused” absences.
47
- 48 • Situations warranting a pre-arranged excused absence shall be for any absence which
49 would be considered “excused.” Supporting documentation shall be required.
50
- 51 • Students who have a pre-arranged excused absence shall not be eligible for perfect
52 attendance.
53

- Approved pre-arranged excused absences may not exceed three (3) days. Students who do not return within five (5) days after a pre-arranged excused absence may be withdrawn for non-attendance.
- Arrangements for make-up work shall be made in advance with the instructor of each class. The student is responsible for the completion of all work. Each teacher shall cooperate as feasible by making assignments, grading materials, and recording grades. Each teacher shall set a timeline for receiving the student's work for credit, and this timeline shall not exceed twice the number of days of absence. Unexcused pre-arranged absences may be considered "accounted for unexcused" and may not be eligible for credit for make-up work.

c) Unexcused Absences

Amended 07-01-08

- All absences other than "excused" or "permitted" shall be deemed "unexcused," and a failing grade may be recorded for the period of the "unexcused" absence, except when students who are suspended from school during grade period exams or semester exams, such students shall be allowed to make up these exams.
 - Upon each unexcused absence, the Principal or designee shall contact the student's parent or guardian to determine the reason for the absence.
 - If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student's primary teacher shall report to the principal or designee that the student may be exhibiting a pattern of non-attendance. Unless there is clear evidence that the absences are not a pattern of non-attendance, the case shall be referred to the Early Truancy Intervention Team to determine if early patterns of truancy are developing. If the Early Truancy Intervention Team finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.
 - If the initial meeting with the parent does not resolve the problem, the Early Truancy Intervention Team shall implement specific interventions that best address the problem.
 - The Early Truancy Intervention Team shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.
 - If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/ she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the School Board. If the School Board's final determination is that the strategies of the Early Truancy Intervention Team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

- If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian or Superintendent or his designee shall refer the case to the case staffing committee pursuant to Florida Statutes, and the Superintendent or his designee may file a truancy petition pursuant to procedures outlined in Florida Statute 984.151. Amended 07-15-03, 07-01-08

d) Tardies

Adopted 07-01-13

- For truancy purposes, five (5) tardies *to school*, or a combination of tardies *to school* and early departures that equals five (5), shall equal one unexcused absence. However, this unexcused absence is for referral purposes, and the electronic record is not to be altered. Actual presence or absence on campus must be accurately reflected in the electronic record.

e) Early Departures

Adopted 07-01-13

- For truancy purposes, five (5) early departures, or a combination of tardies *to school* and early departures that equals five (5), shall equal one unexcused absence. However, this unexcused absence is for referral purposes, and the electronic record is not to be altered. Actual presence or absence on campus must be accurately reflected in the electronic record.
- Students who have attended more than half a school day and are released from school prior to the closing of the school day shall be considered an early departure. Early departures shall be either excused or unexcused. The school principal or his/ her designee may require the appropriate documentation in order to determine whether or not an early departure is excused or unexcused.
 - Examples of excused early departures include, but are not limited to: appointments for medical, legal, or counseling purposes; funerals, family emergencies, etc.
 - Examples of unexcused early departures include, but are not limited to: parent's convenience, personal reasons, shopping trips, etc.

1 **2. Students with Disabilities**
2

3 **a) 504 Students**

4 Amended 07-01-04
5

- 6 • In the case of a student with excessive absences, a 504 Reevaluation meeting should
7 be held to determine if the absences are caused by the disability of record on the active
8 504 Plan. If the 504 committee determines that the absences are caused by the
9 disability, the committee must also determine a reasonable course of action, which
10 may include the possible waiver of the attendance guidelines in determining grades,
11 as well as consideration of a change of placement.
- 12
- 13 • If the 504 committee determines that the absences are not caused by the disability,
14 the student is treated in the same manner as that for a general education student.

15

16 **b) ESE Students**
17

- 18 • All exceptional students will follow regular education attendance procedures.
- 19
- 20 • In the case of an ESE Student with excessive absences, an IEP team meeting must
21 be conducted to determine whether or not the absences are related to the student's
22 disability. If the IEP team determines that the excessive absences **are** related to the
23 student's disability, the IEP team must determine a reasonable course of action which
24 may include the possible waiver of the attendance guidelines in determining grades
25 as well as a change of placement.
- 26
- 27 • **If the IEP team determines that the student's excessive absences are not related**
28 **to the student's disability, the student is treated in the same manner as that for**
29 **a general education student.**

30

31 **3. Hospital/ Homebound Program**

32 Amended 07-01-08
33

- 34 • Parent(s)/ guardian(s) may request that the IEP Committee consider eligibility for a
35 hospital/ homebound program for a student with an illness predicted by certified medical
36 personnel to exceed 15 consecutive school days or due to a chronic condition for at least
37 15 school days which need not be consecutive.

38

39 **4. Student Absences for Religious Reasons**
40

- 41 • Students will be afforded an opportunity to make up missed work without adverse school
42 effects when absent because of a religious holiday. Within five school days prior to an
43 expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal in
44 writing and request that the student be excused from attendance. A written excuse will
45 not be required upon return to school and no adverse or prejudicial effects will result for
46 any student availing herself/ himself of this provision. Students will be permitted to make
47 up missed work according to school procedures.
- 48
- 49 • If questions arise regarding this rule, principals will grant the parent(s)/ guardian(s) a
50 conference. Parent(s)/ guardian(s) may appeal the principal's decision to the
51 Superintendent should a conflict arise.

1 **5. Virtual Instruction Program**
2

- 3 • Compulsory school attendance and attendance record keeping shall apply to district virtual
4 instruction programs [1002.245 (6)(a); 1003.21, Florida Statutes]. Students in grades K-
5 3 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12
6 must attend at least 900 hours (5 hours per day) of instruction.
7

8 **E. Student Withdrawals**
9

10 **1. Student Withdrawals During the Last Two Weeks of the School Year**
11

- 12 • The parent(s)/ guardians(s) of a student who leaves school **during** the last two weeks of
13 the school year must show evidence that the withdrawal is necessary and the student
14 must successfully complete assigned class work. Principals are authorized to make
15 arrangements for the administration of any tests if appropriate.
16
17 • Principals may waive the requirements for early withdrawal when unusual/ extenuating
18 circumstances require it.
19

20 **2. Student Withdrawals for Enrollment in Home Education Programs**
21

- 22 • Florida Statute 1002.41 permits parents to choose to place their children in a home
23 education program in lieu of public school. The requirements of the law will be monitored
24 through Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-
25 00, 07-15-03, 02-05-08
26
27 • To withdraw a student for enrollment in a home education program, parent(s)/ guardian(s)
28 must initiate the withdrawal process at the school and notify the Superintendent of Schools
29 in writing of the intent to provide home education for the student.
30

31 **3. Student Withdrawals, ESE (Exceptional Student Education) Students**
32

33 Adopted 07-01-05, Amended 07-01-06

- 34 • A child who is receiving services through Exceptional Student Education (ESE) shall not
35 be administratively withdrawn without prior parental notification, a staffing meeting with
36 parents or guardians to discuss the educational impact of such a decision for the student
37 to withdraw, and all requirements relative to due process have been completed.
38
39 • In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or
40 guardians of the student have been documented, and with the approval of the Director of
41 Exceptional Student Education, the student maybe withdrawn by the school.
42
43

1 **II. PROGRAM DESCRIPTION**

2
3 **A. Florida System of School Improvement and Accountability**

4 Adopted 09/17/96, Amended 06/15/99, 07-01-09, 07/01/12

- 5
6 • The Florida Standards (6A-1.09401 State Board Rules) are benchmark standards that
7 describe what students should know and be able to do at all Grades Kindergarten through 12
8 in the subjects of:

- 9
- | | |
|--------------------|----------------------|
| ○ language arts | ○ mathematics |
| ○ science | ○ social studies |
| ○ foreign language | ○ health education |
| ○ the arts | ○ physical education |

- 10
11 • All current Florida state standards may be found on the FDOE C-PALMS (Collaborate, Plan,
12 Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>
- 13
14 • Osceola District Schools shall provide appropriate instruction to assist students in the
15 achievement of these standards. Florida's state standards have been incorporated within the
16 Osceola County Curriculum Frameworks, are on file in the Administrative Center, and are in
17 use at each school.
- 18 • District Grade Level Expectations are based upon the Florida Standards and identify what
19 each student should know and be able to do by the end of each grade.
- 20
- The following areas of study are required for each student, K-5: language arts,
21 mathematics, science/ health, and social studies.
 - Florida Statute 1003.42 requires elementary schools to provide instructional programs in
22 character-development. Amended 07-15-03
 - Each school shall provide 150 minutes of physical education each week for students in
23 Kindergarten through Grade 5 and for students in Grade 6 who are enrolled in a school
24 that contains one or more elementary grades so that on any day during which physical
25 education instruction is conducted there are at least 30 consecutive minutes per day. This
26 requirement shall be waived for any student who meets one of the following criteria:
 - The student is enrolled or required to enroll in a remedial course.
 - The student's parent indicates in writing to the school that:
 - 27 ▪ the parent requests that the student enroll in another course from among those offered
28 as options by the School Board, or
 - 29 ▪ the student participates in physical activities outside the school day that are equal to
30 or in excess of the mandated requirement.
- 31
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41 Section 1003.455, Florida Statutes Adopted 07-01-09

- Additional courses of studies may include, but shall not be limited to:
 - Art
 - Career Education
 - Computers
 - Developmental Physical Education
 - Foreign Language
 - Library Science
 - Metric Education
 - Music
 - Safety
 - School Police Liaison Program

Amended 06-27-00, 07-01-06

- In addition, Section 1003.42, Florida Statutes requires that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
 - The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
 - The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
 - Flag education, including proper flag display and flag salute.
 - The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
 - The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. United States history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
 - The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes

1 of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting
2 democratic values and institutions.

- 3
- 4 ○ The history of African Americans, including the history of African peoples before the
5 political conflicts that led to the development of slavery, the passage to America, the
6 enslavement experience, abolition, and the contributions of African Americans to society.
7
- 8 ○ The elementary principles of agriculture.
9
- 10 ○ The true effects of all alcoholic and intoxicating liquors and beverages, and narcotics upon
11 the human body and mind.
12
- 13 ○ Kindness to animals.
14
- 15 ○ The history of the state.
16
- 17 ○ The conservation of natural resources.
18
- 19 ○ Comprehensive health education that addresses concepts of community health;
20 consumer health; environmental health; family life, including an awareness of the benefits
21 of sexual abstinence as the expected standard and the consequences of teenage
22 pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal
23 health; prevention and control of disease; and substance use and abuse.
24
- 25 ○ Such additional materials, subjects, courses, or fields in such grades as are prescribed by
26 law or by rules of the State Board of Education and the district school board in fulfilling the
27 requirements of law.
28
- 29 ○ The study of Hispanic contributions to the United States.
30
- 31 ○ The study of women's contributions to the United States.
32
- 33 ○ The nature and importance of free enterprise to the United States economy.
34
- 35 ○ A character-development program in the elementary schools, similar to Character First or
36 Character Counts, which is secular in nature. Beginning in school year 2004-2005, the
37 character-development program shall be required in Kindergarten through Grade 12.
38 Each district school board shall develop or adopt a curriculum for the character-
39 development program that shall be submitted to the department for approval. The
40 character-development curriculum shall stress the qualities of patriotism; responsibility;
41 citizenship; kindness; respect for authority, life, liberty, and personal property; honesty;
42 charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
43
- 44 ○ In order to encourage patriotism, the sacrifices that veterans have made in serving our
45 country and protecting democratic values worldwide. Such instruction must occur on or
46 before Veterans' Day and Memorial Day. Members of the instructional staff are
47 encouraged to use the assistance of local veterans when practicable.
48

49 Amended 07-01-06
50

1 **1. Student Performance - State K-20 Education Priorities**

2 Amended 07-15-03

- 3
- 4 • A comprehensive program of general education when implemented effectively enables
- 5 students to make maximum use of their educational opportunities and to function
- 6 effectively as productive individuals.
- 7
- 8 • The District School Board shall assist schools and teachers in the implementation of
- 9 research-based reading activities, Section 1008.25(4)(b), Florida Statutes.
- 10
- 11 • The School District of Osceola County Curriculum Guidelines also reflect the priorities of
- 12 the Florida K-20 education system.
- 13

14 **B. Special Programs**

15

16 **1. English Language Learner (ELL)**

17 Amended 07-21-98 and 06-27-00

- 18
- 19 • All students with limited English proficiency (ELL) must be appropriately identified in order
- 20 to ensure the provision of appropriate services. Every student identified as ELL shall
- 21 continue to receive appropriate instruction and funding as specified by the District ELL
- 22 Plan, State Board Rules and Regulations, and Florida Statutes until such time as the
- 23 student is reclassified as English proficient. Note: See the School District of Osceola
- 24 County English Language Learner Plan 2004 for full explanation of services and model.
- 25 Amended 06-27-00
- 26

27 **a) Home Language Survey (HLS) and Identification Criteria**

28 Amended 06-27-00

- 29
- 30 • A student with all NO responses on the HLS is considered non-English Language
- 31 Learner.
- 32
- 33 • A student with any YES response is referred for English language proficiency
- 34 assessment.
- 35
- 36 • A student with a YES response to question #1 only is temporarily placed in non-ESOL
- 37 classes until English language proficiency assessment is completed.
- 38
- 39 • A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL
- 40 classes until English language proficiency assessment is completed.
- 41
- 42 • The grade level appropriate IDEA Oral Language Proficiency Test will be used to
- 43 determine oral/ aural English proficiency and is to be administered within the first 20
- 44 days after enrollment date.
- 45
- 46 • Students in Grades3-12 found to be fluent English speaking will be given a nationally
- 47 normed, standardized reading and writing test, within 20 days from their date of enrollment
- 48 for further assessment of their English proficiency.
- 49
- 50 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/ ELL
- 51 committee to determine appropriate ESOL assessment and placement.
- 52

- Pre-K students with any YES response are considered ELL until the English language assessment is administered in Kindergarten.
- PEEP Pre-K students with any YES responses shall be reviewed by a joint ESE/ ELL committee to determine ESOL status.
- Every English Language Learner student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the ELL student is assigned to the program(s) shall be comparable to the time assigned to a non-ELL student under similar conditions. An updated ELL student's class schedule must be maintained in the ELL Student Plan as part of the student permanent record. Adopted 06-27-00
- English Language Learner students are taught by subject area teachers following the corresponding district curriculum. The instructional personnel provide appropriate and individualized instruction to students through the use of ESOL teaching strategies, appropriate instructional materials, curriculum accommodations, and testing accommodations. The ESOL strategies and accommodations are documented in the teacher's lesson plans as evidence that understandable instruction is being provided. Adopted 06-27-00
- Schools with fifteen (15) or more ELL students who speak the same home language shall provide at least one bilingual teacher assistant or bilingual teacher proficient in English and the home language of the students. The ESOL teacher assistant's (or bilingual teacher's) primary assignment is to offer the ELL students additional help in the basic content areas under the supervision of the basic subject area teacher. Adopted 06-27-00

2. Dropout Prevention Program (DOP)

The academic program for a DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, and/ or setting. The DOP Program employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students.

3. Gifted Education

Amended 07-01-09

- For a student enrolled in the gifted program a qualitatively different curriculum consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. The elementary gifted education program is offered at each elementary school.
- Elementary school students identified as Gifted shall have an Educational Plan (GEP) that outlines goals and strengths and provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration, and enrichment that incorporate the student's special abilities and interests. Amended 07-01-05

1 **4. Students with Disabilities**

2
3 **a) 504 Students**

4 Amended 07-01-04, 07-01-09

- 5
6 • Any alteration to the delivery of instruction of student assignments for a 504 student is
7 the decision of the Section 504 Committee and must be addressed in the 504 Plan.
8
9 • The individual student's Section 504 Plan documents the instructional
10 accommodations required to ensure the student an equal opportunity to participate in
11 or benefit from the general education curriculum. Parent(s)/ guardian(s) of a Section
12 504 student must be given the opportunity to provide input on decisions made by the
13 Section 504 Committee regarding any alteration to the delivery of instruction of their
14 Section 504 student. Parent(s)/ guardian(s) of a 504 student must be notified of any
15 changes to the student's Section 504 Plan.
16

17 **b) Exceptional Education Students**

18 Amended 07-01-06, 07-01-08

- 19
20 • **Exceptionalities include:** Intellectual Disabilities, Speech and/ or Language
21 Impaired, Deaf or Hard of Hearing, Visually Impaired, Physically Impaired with Other
22 Health Impaired, Physically Impaired with Orthopedically Impaired, Physically
23 Impaired with Traumatic Brain Injury, Emotional/ Behavioral Disabilities, Specific
24 Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired,
25 Autism Spectrum Disorder, Pre-Kindergarten Students with Developmental Delays
26 (ages 3-6), Pre-Kindergarten Students with Established Conditions (ages 0-2).
27 Amended 07-23-91, 07-21-98, 06-27-00, and 07-01-05
28

29 • **ESE Curriculum**

- 30
31 ○ The curriculum for the elementary school Exceptional Student Education student
32 will follow the Florida Standards with appropriate accommodations. Moderately
33 and severely disabled students with Intellectual Disabilities and Autism Spectrum
34 Disorder will use a curriculum appropriate for the developmental level of the
35 students. Adopted 06-30-92 and Amended 06-27-06, 07-21-98, 06-27-00, 07-01-
36 05, and 07-01-09
37
38 ○ For students with disabilities enrolled in ESE, their Individual Educational Plans
39 (IEP's) specify the appropriate goals and benchmarks and unique aspects of their
40 programs.
41
42 ○ For some students, Access Points for Florida Standards in reading/ language arts,
43 math, and science at the Independent, Supportive, or Participatory levels or Florida
44 Standards for Special Diploma in social studies may be more appropriate.
45 Amended 07-01-09
46
47 ○ The IEP developed by the team specifies the level of service for specific content
48 areas. The IEP also addresses annual goals and short-term objectives to meet
49 the unique needs of the student as well as appropriate classroom
50 accommodations. Accommodations may be in the areas of curriculum, instruction,
51 and assessment. Accommodations listed on the IEP must be implemented as
52 indicated. Amended 07-01-05
53

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5. Home Education

- Florida Statute 1002.41 permits parents to choose to place their children in a home education program in lieu of public school. The requirements of the law will be monitored through Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-00, 07-15-03, and 02-05-08

1 **C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**

3 Adopted 07-01-09, 07-01-13
4

- 5 • The district is committed to the implementation of a Multi-Tiered System of Supports (MTSS)
6 framework to integrate and align efforts to improve educational outcomes and to meet the
7 academic and behavioral needs of all students. The process utilized to ensure implementation
8 of an effective MTSS framework is Problem-Solving/ Response to Intervention (PS/ Rtl). PS/
9 Rtl is a data-driven decision-making process applied to all aspects of the educational
10 organization. The systematic use of student assessment data at the district, school,
11 classroom, and student levels will guide decisions about the allocation of resources and the
12 intensity of the instruction and interventions needed to improve student learning and/or
13 behavior. The district's schools will provide high quality instruction and intervention(s)
14 matched to student needs and will use rate of progress and level of performance to inform
15 instructional decisions at all three Tiers of instruction.
16
- 17 • School-based Problem Solving Teams will identify students in need of tiered interventions
18 through the review of universal screening data and will determine the appropriate types and
19 levels of interventions based on various data sources. Standard protocol interventions will
20 generally be utilized initially when data indicate a need for interventions beyond Tier 1 core
21 instruction alone. Students' responses to interventions will determine if there is a need for
22 more intensive interventions and diagnostic assessment will assist the Problem Solving Team
23 with development and implementation of intensive interventions. Students who receive
24 interventions beyond the core curriculum will have their rate of progress and level of
25 performance included in their cumulative school records. Teachers will consult the district
26 MTSS/ Rtl Curriculum Guides for available supports.
27

1 **D. Acceleration Plan**

2 Adopted 08-07-12, 07-01-13

- 3
- 4 • The academic progress of all students, including those students who exceed curriculum
- 5 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
- 6 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the
- 7 following plan for acceleration decisions within the district's existing Multi-Tiered System of
- 8 Supports/ Response to Intervention framework.
- 9
- 10 ○ School level Problem Solving Teams shall review assessment data at the beginning of the
- 11 school year to determine which students may benefit from acceleration options.
- 12
- 13 ○ Tier 1 acceleration options may include cluster/ ability grouping differentiated
- 14 assignments, curriculum compacting, or telescoping curriculum.
- 15
- 16 ○ Tier 2 acceleration options may include single subject or virtual school instruction.
- 17
- 18 ○ Tier 3 acceleration options may include whole grade acceleration if the Problem Solving
- 19 Team determines such placement may meet the needs of highly able students.
- 20
- 21 ○ For each tier, the Problem Solving Team shall monitor the progress of all students and
- 22 administer additional assessments to determine if students continue to exceed
- 23 benchmarks and whether more targeted acceleration options are appropriate.
- 24
- 25
- 26

1 **III. PROMOTION**

- 2
- 3 • The purpose of the instructional program in the schools of Osceola County is to provide
4 appropriate instructional and selected services to enable students to perform at or above their
5 grade level academically. Promotion, however, is based primarily on student proficiency in
6 reading, writing, mathematics, and science, and is not automatic. Amended 07-15-03
7
 - 8 • Decisions regarding student promotion, and retention and good cause placement are primarily
9 the responsibility of the individual school's professional staff. The final decision concerning grade
10 placement is the responsibility of the principal.
11
 - 12 • Student promotion in the Osceola County schools is based upon an evaluation of each student's
13 achievement in terms of appropriate instructional goals. The determination should reflect the
14 recommendation of the school-based placement committee based upon the following: successful
15 progress in the county adopted curriculum, progress tests, classroom assignments, daily
16 observation, standardized tests, and other objective data. The primary responsibility for
17 determining each student's level of performance and ability to function academically, socially and
18 emotionally at the next grade level is that of the classroom teacher, subject to review and approval
19 of the principal.
20

21 **A. Attendance for Promotion Grades K-5**

22 Amended 07-01-09

- 23
- 24 • Students who miss more than fifteen (15) days per semester will not be promoted except as
25 follows:
26
 - 27 ○ If medical evidence is presented to the principal from a competent medical authority to
28 excuse absences in excess of fifteen (15) days.
 - 29
 - 30 ○ Extenuating circumstances as determined by the principal based on recommendations of
31 teachers, counselors, or Student Services workers.
32
- 33 • School activities shall not be counted as absences. Assigned work shall be turned in on the
34 day indicated by the teacher.
35

36 **B. Student Performance Levels for Reading, Writing, Mathematics, and Science**

37 Amended 07-15-03

- 38
- 39 • Florida Statute 1008.25 requires that the district define specific levels of performance in
40 reading, writing, mathematics, and science for each grade level. These levels of performance
41 will be used to identify students who **must** receive remediation or be retained within an
42 intensive program that is different from the previous year's program and takes into account
43 the student's learning style.
44
- 45 • In compliance with School Board's Objective (Improve accepted measures of success
46 annually) and Florida Statute 1008.25, students will be identified as performing at one of three
47 levels which indicates a student's achievement:
48
 - 49 ○ above grade level,
 - 50 ○ at grade level, or
 - 51 ○ below grade level.

- 1 • Performance levels are determined by various indicators that will include, but are not limited
2 to, multiple measures using appropriate grade-level assessments as well as teacher
3 judgment.
4

5 **1. Required Program of Study – Grades K-5**

- 6 • Grades K-5 promotion should be based on successful progress as indicated by report
7 cards, District and State assessments, daily assignments, teacher observation,
8 satisfactory performance in the grade level curriculum, and other data. Amended 06-15-
9 99 and 06-27-00

10
11 **2. Possible Grade Level Assessments**

12 Amended 06-29-93, 06-27-00, 07-01-04, 07-01-05, 07-01-06, 07-01-08, 07-01-09

13
14 • **Kindergarten Indicators**

15 A screening program for all Kindergarten students will be administered yearly. This
16 screening should be done within the first 30 school days of each school year. Results of
17 this screening will identify students are at-risk for academic, behavioral, and/ or social
18 difficulties. School-based Problem Solving Teams will develop and implement
19 interventions for struggling Kindergarten students and will utilize progress monitoring data
20 to determine their responses to interventions.

- 21
22 ○ Florida Kindergarten Readiness Screener (FLKRS)
23 ○ Reading Running Record(s)
24 ○ Osceola Writes (Expository and Narrative)
25 ○ District-adopted reading program assessments
26 ○ District-adopted mathematics program assessments
27 ○ Renaissance Learning STAR Early Literacy Enterprise
28 ○ Renaissance Learning STAR Math Enterprise
29 ○ Fountas and Pinnell Reading Assessment
30 ○ Early Reading Diagnostic Assessments (ERDA)
31 ○ Diagnostic Reading Assessment (DRA)
32 ○ Comprehensive English Language Learning Assessment (CELLA)

33
34 • **First Grade Assessments**

- 35 ○ Reading Running Record(s)
36 ○ Osceola Writes (Expository and Narrative)
37 ○ District-adopted reading program assessments
38 ○ District-adopted mathematics program assessments
39 ○ District-adopted science program assessments
40 ○ Renaissance Learning STAR Early Literacy Enterprise
41 ○ Renaissance Learning STAR Math Enterprise
42 ○ Fountas and Pinnell Reading Assessment
43 ○ ERDA
44 ○ Diagnostic Reading Assessment (DRA)
45 ○ Stanford Achievement Test, Tenth Edition (SAT-10)
46 ○ CELLA
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- **Second Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Expository and Narrative)
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - Basal reading program assessments
 - Renaissance Learning STAR Early Literacy Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - ERDA
 - DRA
 - SAT-10
 - CELLA

- **Third Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Expository and Narrative)
 - District-adopted reading program assessments
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - District Formative Assessments (Reading and Mathematics)
 - Renaissance Learning STAR Early Literacy Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - ERDA
 - DRA
 - SAT-10
 - Florida Standards Assessment (FSA) English Language Arts
 - FSA Mathematics
 - CELLA
 - Fitness Gram

- **Fourth Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Expository and Narrative)
 - District-adopted reading program assessments
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - District Formative Assessments (Reading and Mathematics)
 - Reading Benchmarks Portfolio
 - Renaissance Learning STAR Reading Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - DRA
 - SAT-10
 - FSA English Language Arts
 - FSA Mathematics
 - CELLA
 - Fitness Gram

1 • **Fifth Grade Assessments**

- 2 ○ Reading Running Record(s)
- 3 ○ Osceola Writes (Expository and Persuasive)
- 4 ○ District-adopted reading program assessments
- 5 ○ District-adopted mathematics program assessments
- 6 ○ District-adopted science program assessments
- 7 ○ District Formative Assessments (Reading, Mathematics, and Science)
- 8 ○ Renaissance Learning STAR Reading Enterprise
- 9 ○ Renaissance Learning STAR Math Enterprise
- 10 ○ Fountas and Pinnell Reading Assessment
- 11 ○ DAR
- 12 ○ FSA English Language Arts
- 13 ○ FSA Mathematics
- 14 ○ FSA Science
- 15 ○ CELLA
- 16 ○ Fitness Gram

17

18 • **Promotion of ESE Students**

19

20 Promotion of ESE students enrolled in Exceptional Student Education programs for

21 moderate and severe Intellectual Disabilities and some Autism Spectrum Disorder

22 students shall be promoted on the basis of the acquisition of skills in accordance with the

23 student's Individual Education Plan and the Access Points for Florida Standards in

24 reading/ language arts, math, and science at the Independent, Supportive, or Participatory

25 levels or Florida Standards for Special Diploma in social studies. Amended 06-28-94, 07-

26 21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-09

27

28 **C. STUDENT PERFORMANCE LEVEL CHARTS**

29 Amended 07-01-06, 07-01-07, 07-01-08, 07-01-09, 07/01/11, 07/01/12, 07/01/13, 07/01/14

30

- 31 • The charts on the following pages define five levels of student performance within each grade
- 32 level and outline the required factors to be considered in end-of-year decision-making for
- 33 promotion of students to the next grade level. Promotion or retention decisions will not be
- 34 based upon solely one factor.

GRADE KG	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement						
	Reading /Language Arts				Math	Additional Considerations	Next School Year
<i>Student Performance Level</i>	<i>Fountas and Pinnell Reading Level</i>	<i>DRA² Independent Reading Level</i>	<i>STAR Early Literacy Enterprise</i>	<i>Writing</i>	<i>Math End of Year Benchmark Assessment</i>		<i>Placement Considerations</i>
Above Grade Level	Level D	Level ≥ 6 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Promote
On Grade Level	Level C	Level 3 - 4 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy		Promote
Below Grade Level	Level B	Level 1 - 2 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level A	Level A 90% accuracy	24 th %ile and below Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan %ile = Percentile							

GRADE 01	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement						
	Reading / Language Arts				Math	Additional Considerations	Next School Year
Student Performance Level	Fountas and Pinnell Reading Level	DRA ² Independent Reading Levels	STAR Early Literacy Enterprise	Writing	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Placement Considerations
Above Grade Level	≥ Level J	> Level 16 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy		Promote
On Grade Level	Levels G to J	Levels 12 - 16 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy		Promote
Below Grade Level	Levels E to F	Levels 8 - 10 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	≤ Level D	< Level 8 90% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan %ile = Percentile							

GRADE 02	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement							
	Reading/ Language Arts				Math		Additional Considerations	Next School Year
Student Performance Level	Fountas and Pinnell Reading Level	DRA ² Independent Reading Levels	STAR Reading Enterprise	Writing	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	≥ Level N	Level ≥ 30 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Levels L to M	Level 24 - 28 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Levels J to K	Level 18 - 20 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	≤ Level J	< Level 18 90% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan

² Developmental Reading Assessment

³ Comprehensive Core Reading Program

⁴ English Language Learners

⁵ Exception Student Education- Individual Education Plan

⁶ Lexile: In Grade 2, students should be reading in a lexile range of 420 – 650 with a stretch goal up to 820. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level.
%ile = Percentile

GRADE 03	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement								
	Reading/ Language Arts				Math			Additional Considerations	Next School Year
Student Performance Level	FSA ELA, Reading	SAT-10 Reading	DRA ² Independent Reading Levels	STAR Reading Enterprise	FSA Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	Level 4 - 5	≥ 75 th %ile	Level ≥ 40 90%accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	Level 4-5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	50 th - 74 th %ile	Level 34 - 38 90%accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2*	25 th - 49 th %ile	Level 24 - 30 90%accuracy	25 th - 39 th %ile Student's Score: "On Watch"	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1*	≤ 24 th %ile	≤ Level 20 90%accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan ⁶ Lexile: In Grade 3, students should be reading in a lexile range of 520 – 820. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level. %ile = Percentile									
<p>*Mandatory Retention: Beginning with the 2002-2003 school year, if a 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, unless the School Board exempts the student from this mandatory retention for good cause. Section 1008.25 (5)(b), Florida Statutes</p>									

GRADE 04	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement							
	Reading/Language Arts			Math			Additional Considerations	Next School Year
Student Performance Level	FSA ELA, Reading	STAR Reading Enterprise	FSA ELA Writing Rubric Score	FSA Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	Level 4 - 5	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	5 - 6	Level 4 - 5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	4	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2	25 th - 39 th %ile Student's Score: "On Watch"	2 - 3	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	< 2	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan

² Developmental Reading Assessment

³ Comprehensive Core Reading Program

⁴ English Language Learners

⁵ Exception Student Education- Individual Education Plan

⁶ Lexile: In Grade 4, students should be reading in a lexile range of 740 – 940 with a stretch goal up to 1010. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level.

%ile = Percentile

GRADE 5	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement							
	Reading/ Language Arts		Math			Additional Considerations	Next School Year	
Student Performance Level	FSA ELA, Reading	STAR Reading Enterprise	FSA Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations	
Above Grade Level	Level 4-5	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	Level 4-5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark			Promote
On Grade Level	Level 3	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark			Promote
Below Grade Level	Level 2	25 th - 39 th %ile Student's Score: "On Watch"	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"			Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"			Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan ⁶ Lexile: In Grade 5, students should be reading in a lexile range of 830 - 1010. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level. %ile = Percentile								

1
2

1 **D. Promotion to a Higher Grade Level**

2 Amended 07-01-06, 07-01-08

- 3
- 4 • The assignment of a student to a higher grade which results in the student's accelerated
5 promotion should be made based on exceptionally high achievement or evidence that the
6 student will benefit more from the instructional program at the advanced grade level. The
7 Superintendent or designee should authorize the assignment.
8
 - 9 • The assignment will occur at the end of a grading period agreed upon by both the sending
10 and receiving principal. If an ELL student is involved, the ELL committee shall meet to
11 document the change in the ELL Student Plan.
12
 - 13 • After agreement has been reached regarding an exceptional student, an Individual Education
14 Plan meeting must be held prior to placement in the new assignment. The long-range
15 academic, social, and emotional effect of the decision shall be considered.
16
 - 17 • The principal has the responsibility for making such an assignment, but a student will not be
18 accelerated without parental consent. Amended 06-30-91 and 06-27-00
19
 - 20 • The student's cumulative record, report card, and permanent record must indicate,
21 "accelerated grade placement" and the name of the principal who made the placement.
22 . Amended 06-15-99
23
 - 24 • Parents shall be notified in writing that their child is receiving an accelerated grade placement
25 to the next higher grade. A copy of this notification shall be placed in the cumulative folder.
26 Notices to parent/ guardian of ELL students must be provided in the primary language,
27 whenever feasible. Amended 06-27-00
28

29 **E. Progress Monitoring Plan (PMP) Process**

30 Amended 07-15-03, 07-01-06, 07-01-08

- 31
- 32 • Florida Statute 1008.25 (4)(b) requires that schools must develop, in consultation with the
33 student's parent(s), a School District of Osceola County Progress Monitoring Plan (PMP) for
34 students who do not meet district and state levels of proficiency in reading, writing,
35 mathematics, and/ or science. Each PMP must outline an intensive remedial program in the
36 area(s) of weakness designed to assist the student in meeting state and/ or district
37 expectations for proficiency.
38
 - 39 • **The PMP must clearly identify the:**
 - 40 ○ specific, diagnosed academic needs to be remediated,
 - 41 ○ success-based intervention strategies to be used,
 - 42 ○ the intensive variety of remedial instruction to be provided, and
 - 43 ○ monitoring and reevaluation activities to be employed.
44

45 Section 1008.25 (4)(b), Florida Statutes

- 46
- 47 • Each student who does **not** meet the levels of performance as determined by the district **must**
48 be provided with additional diagnostic assessments to determine the nature of the student's
49 difficulty and areas of academic need. Section 1008.25 (4)(a), Florida Statutes
50
- 51 • Data from the additional assessments are to be used to formulate the student's PMP.
52

- 1 • Schools shall also provide for the frequent monitoring of the student's progress. Section
2 1008.25(4)(b), Florida Statutes
3
- 4 • Any student who exhibits a substantial deficiency in reading, based upon locally determined
5 assessments, statewide assessments conducted in Kindergarten or Grades 1, 2, or 3 must
6 be given intensive reading instruction immediately following the identification of the reading
7 deficiency. Section 1008.25 (5)(a), Florida Statutes
8
 - 9 ○ Diagnosis and remediation will occur as soon as possible after a student has been
10 identified as deficient in reading, writing, mathematics, and/ or science per Section
11 1008.25(4)(a), Florida Statutes.
 - 12
 - 13 ○ If the student identification occurs during the fourth marking period, the diagnosis will be
14 made at the beginning of the following school year with remediation immediately following.
15
- 16 • A student who is not meeting the school district or state requirements for proficiency in reading
17 and math shall be covered by one of the following plans to target instruction and identify ways
18 to improve his or her academic achievement:
19
 - 20 ○ A federally required student plan, such as an individual education plan, Section 1008.25
21 (4)(b)1, Florida Statutes;
 - 22
 - 23 ○ A schoolwide system of progress monitoring for all students, Section 1008.25 (4)(b)2,
24 Florida Statutes; or
25
 - 26 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida Statutes
27
- 28 • The plan chosen must be designed to assist the student or the school in meeting state and
29 district expectations for proficiency. If the student has been identified as having a deficiency
30 in reading, the K-12 comprehensive reading plan required by Section 1011.62 (8), Florida
31 Statutes, shall include instructional and support services to be provided to meet the desired
32 levels of performance. District school boards may require low performing students to attend
33 remediation programs held before or after regular school hours or during summer if
34 transportation is provided. Section 1008.25 (4)(b)3, Florida Statutes
35
- 36 • If the documented deficiency is not remediated according to the PMP, the student may be
37 retained. Section 1008.25 (4)(c), Florida Statutes
38
- 39 • **Diagnostic assessments may include, but are not limited to:**
40 ○ teacher assessments
41 ○ text/ placement tests
42 ○ Osceola Writes
43 ○ reading running records
44 ○ diagnostic software
45 ○ DRA
46 ○ ERDA
47 Amended 07-01-04, 07-01-09
48

- 1
- 2 • Intensive instruction is usually associated with the following:
- 3 ○ diagnostic/ prescription
- 4 ○ targeted to specific skill development
- 5 ○ variety of opportunities for repetitions (repeated exposure)
- 6 ○ smaller chunks of text or content
- 7 ○ guided and independent practice
- 8 ○ skill development and practice integrated into all activities
- 9 ○ frequent monitoring
- 10 ○ criterion-based evaluation of success
- 11
- 12 • Students in Grades K-5 whose performance in reading, writing, mathematics, and/ or science
- 13 requires remediation **must** have a PMP or comparable individual academic plan.
- 14 ○ Students whose performance is minimally below grade level may need a PMP.
- 15 ○ PMP's are required for Kindergarten and first grade students who are performing below
- 16 grade level.
- 17
- 18 • An existing PMP is to be **closed** at the conclusion of the school year.
- 19 ○ At that time, the teacher(s) of the student who had a PMP is to make recommendations
- 20 regarding the student's educational program for the following year.
- 21 ○ The PMP should be placed in the student's permanent record at the close of each year or
- 22 at the time of student withdrawal.
- 23
- 24 • If a student is to continue remediation during the following year, he or she is to receive a **new**
- 25 **PMP**.
- 26 ○ The new PMP is to be developed through the collaboration of the receiving teacher(s) and
- 27 the parent(s)/ guardian(s) and approved by the principal.
- 28 ○ Recommendations of the sending teacher(s) are to be reviewed as part of the PMP
- 29 progress.
- 30
- 31 • Students who do not meet minimum performance expectations for the statewide assessment
- 32 tests in reading, writing, mathematics, and/ or science must continue remedial instruction until
- 33 expectations are met.
- 34

35 1. **ELL Students – Progress Monitoring Plan Process**

36 Amended 07-15-03 and 07-01-06

- 37
- 38 • English Language Learner students who are unable to demonstrate mastery in academic
- 39 subject areas as described in the Student Progression Plan will be referred to a Progress
- 40 Monitoring Plan/ ELL committee. This committee will develop a PMP for the student in
- 41 accordance with the following guidelines and procedures: Adopted 06-27-00
- 42
- 43 ○ The reason for the academic under-performance of an ELL student must **not** imply
- 44 that he/ she needs an extra year to learn English or that it is due to the student's lack
- 45 of English proficiency.
- 46
- 47 ○ Establish lack of academic progress in reading, writing, mathematics, and/ or science
- 48 using a composite of indicators that includes, but is not limited to grade level checklists,
- 49 pre-tests and post-tests, CELLA results, alternate assessment results, previous
- 50 academic records, diagnostic assessment in the home language, and any other
- 51 appropriate indicator of academic progress.
- 52

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- The first PMP/ ELL committee meeting develops a PMP that includes a list of intensive remedial instructional strategies designed to assist the ELL student (NOTE: ESOL accommodations are not considered remedial strategies).
- The second PMP committee meeting, with ESOL representation, is held within 18 weeks to review the effectiveness of the remedial strategies. If the ELL student does not make satisfactory progress, the curriculum may be suspended and intense remedial instruction in reading and/ or mathematics is provided based on the student's deficiencies.
- If the ELL student still has not made satisfactory progress after implementing the PMP for at least 27 weeks, the ELL committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion.
- The ELL Committee may exempt ELL students from the retention provision. The ELL student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/ native language, receipt of two (2) years or less of instruction in an approved ESOL program, current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

2. Gifted Students

- For a gifted student who is performing below grade level, it is appropriate to develop a PMP. Accommodations and/ or interventions are to be addressed through the Gifted Educational Plan (GEP) process. Amended 07-01-05 and 07-01-06

1 **3. Students with Disabilities –Progress Monitoring Plan Process**

2
3 **a) 504 Students**

4 Amended 07-01-04, 07-01-06, 07-01-09

- 5
6 • A PMP must be developed for a 504 student who does not meet the district and state
7 levels of proficiency in reading, writing, mathematics, and/ or science.

8
9 **b) ESE Students –Progress Monitoring Plan Process**

10 Amended 07-01-05 and 07-01-06

- 11
12 • A student who is not meeting the school district or state requirements for proficiency
13 in reading and math shall be covered by one of the following plans to target instruction
14 and identify ways to improve his or her academic achievement:
- 15 ○ A federally required student plan, such as an individual education plan, Section
16 1008.25 (4)(b)1, Florida Statutes;
- 17 ○ A schoolwide system of progress monitoring for all students, Section 1008.25
18 (4)(b)2, Florida Statutes; or
- 19 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida
20 Statutes
- 21
22 • If the student’s federally required plan does not address the student’s deficiency in
23 reading or mathematics as required by Florida law, then the school must address these
24 deficits in either a schoolwide progress monitoring system or an individual progress-
25 monitoring plan.
- 26 • When an ESE student is determined to be performing below grade level in reading,
27 writing, or mathematics, the ESE/ Regular Education Teacher should write a PMP to
28 address the student’s educational needs. The PMP should be developed with the
29 involvement of the parent/ guardian.
- 30
31
32
33
34

1 **F. Retention**

2 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-15-03, 07-01-04, 07-01-06,
3 07-01-08, 07-01-09
4

- 5 • Students in Grades K-5 who are identified as being considerably or substantially below grade
6 level in reading, writing, mathematics, and/ or science **must** receive remediation or be
7 retained with an intensive program that is different from the previous year's program and takes
8 into account the student's learning style. However, students whose test scores and classroom
9 performance indicate that they are almost at grade level may be promoted with close
10 monitoring or promoted with a PMP.
11
- 12 • Students in Kindergarten or Grade 1, Grade 2, or Grade 3 who exhibit a substantial deficiency
13 in reading must be given intensive reading instruction. The student's reading proficiency must
14 be reassessed at the beginning of the next year, and intensive reading instruction must
15 continue until the reading deficiency is remedied. Section 1008.25(5)(a), Florida Statutes
16
- 17 • The following options are available for students who have not met the levels of performance
18 for student progression:
 - 19 ○ remediate before the beginning of the next school year and promote,
 - 20 ○ promote and remediate during the following year with more intensive intervention and
21 remediation strategies identified in the revised PMP,
 - 22 ○ retain and remediate using an alternative program of instructional delivery.
- 23
- 24
- 25
- 26
- 27 • An appropriate placement, which differs from the present placement, must be considered for
28 a student who has been retained two or more years. Section 1008.25(2)(c), Florida Statutes
29
- 30 • The principal, upon written authority from the Superintendent or designee, may promote a
31 student who has been previously retained if the principal determines that standards have been
32 met and the student will be able to benefit from instruction at the higher grade. If the
33 placement involves a new school, the assignment will occur at the time agreed upon by both
34 the sending and receiving principal. Amended 06-15-99
35

36 **1. Mandatory Retention**

- 37
- 38 • No student may be assigned to a grade level based solely on age or other factors that
39 constitute social promotion. Section 1008.25 (6)(a), Florida Statutes Adopted 06-19-01
40
- 41 • Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher
42 on the statewide assessment test in reading for Grade 3 **must** be retained unless he or
43 she is exempt from mandatory retention for good cause. [See Exemption From Mandatory
44 Retention (Good Cause) in Grade 3.] Section 1008.25 (5)(b), Florida Statutes Adopted
45 07-01-02
46
- 47 • If a student transfers after the administration of the FSA in Grade 3, it is up to the district
48 to assess the student's reading proficiency at the end of the year to determine if the
49 student needs to repeat Grade 3.
50
- 51 • Retention decisions will not be made on a single test score. Adopted 06-19-01
52

1 **2. Special Program Considerations**

2 Amended 07-01-09

3
4 **a) ELL Students**

5 Amended 06-27-00, 07-01-08

- 6
- 7 • An ELL student who has received more than two (2) years of instruction in an approved
- 8 ESOL program may be retained when there is lack of academic progress in grade
- 9 level concepts.
- 10
- 11 • The ELL committee shall meet to document the evidence indicating lack of academic
- 12 progress and to recommend retention. The parent/ guardian shall be invited to attend.
- 13
- 14 • The teacher(s) must show extensive documentation of the ESOL strategies used to
- 15 provide the student with understandable instruction.
- 16
- 17 • The reason for retention must not imply the student needs an extra year to learn
- 18 English or that the under-performance is due to the child's limited English proficiency.
- 19

20 **b) Students with Disabilities**

21

22 **1) 504 Students**

23 Amended 07-01-04, 07-01-09

- 24
- 25 • A student with a 504 Plan must meet the district and state levels of proficiency.
- 26

27 **2) ESE Students**

28 Amended 07-21-98, 07-01-05, 07-01-06, and 07-01-08

29

30 A student enrolled in ESE must meet either the Florida Standards or Access Points

31 for the Florida Standards in reading/ language arts, math, and science at the

32 Independent, Supported, or Participatory level or Florida Standards for special

33 diploma in social studies.

34

35

1 **G. Exemption from Mandatory Retention in Grade 3 (Good Cause)**

2 Adopted 07-01-02, Amended 07-15-03, 07-01-04, 07-01-06, 07-01-09

3
4 **1. Good Cause Exemptions**

- 5
6 • Good cause exemptions shall be limited to the following:
- 7
8 ○ English Language Learner students who have had less than 2 years of instruction in
9 an English for Speakers of Other Languages program;
 - 10
11 ○ Students with disabilities whose individual education plan indicates that participation
12 in the statewide assessment program is not appropriate, consistent with the
13 requirements of State Board of Education rule;
 - 14
15 ○ Students who demonstrate an acceptable level of performance on an alternative
16 standardized reading assessment approved by the State Board of Education;
 - 17
18 ○ Students who demonstrate, through a student portfolio, that the student is reading on
19 grade level as evidenced by demonstration of mastery of the Florida Standards in
20 reading equal to at least a Level 2 performance on the FSA;
 - 21
22 ○ Students with disabilities who participate in the FSA and who have an individual
23 education plan or a Section 504 plan that reflects that the student has received the
24 intensive remediation in reading for more than 2 years but still demonstrates a
25 deficiency in reading and was previously retained in Kindergarten, Grade 1, Grade 2,
26 Grade 3; OR
 - 27
28 ○ Students who have received the intensive remediation in reading for 2 or more years
29 but still demonstrate a deficiency in reading and who were previously retained in
30 Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years. Intensive reading
31 instruction for students so promoted must include an altered instructional day based
32 upon a PMP that includes specialized diagnostic information and specific reading
33 strategies for each student. The district school board shall assist schools and teachers
34 to implement reading strategies that research has shown to be successful in improving
35 reading among low performing readers. Section 1008.25 (6)(b)1-6, Florida Statutes
 - 36

2. Requests for Good Cause Exemptions

- Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:
 - Documentation through a Grade 3 portfolio shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Amended 07-01-05 and 07-01-06
 - The State Board of Education adopted the following student portfolio guidelines on January 21, 2003. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:
 - be selected by the student's teacher;
 - be an accurate picture of the student's ability and only include work that has been independently produced in the classroom;
 - include evidence that the benchmarks assessed by Grade 3 FSA English Language Arts have been met:
 - ✓ This evidence includes multiple-choice items and passages that are appropriately 60% literary text and 40% 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 Florida Standards or
 - teacher-prepared assessments that are aligned with the Florida Standards.
 - be an organized collection of evidence of the student's mastery of the Florida Standards Benchmarks for language arts that are assessed by Grade 3 FSA English Language Arts. For each benchmark, there must be at least five (5) examples of mastery as demonstrated by a grade of "C" or above;
 - be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- 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 to the District Superintendent or designee. The District Superintendent or designee shall accept or reject the school principal's recommendation in writing. Section 1008.25 (6)(c)2, Florida Statutes
- Each school shall provide written notification to the parent of any Grade 3 student who is retained that his or her child has not met requirements for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child. Section 1008.25 (7)(b)3, Florida Statutes
- Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the District's summer camp; and appropriate teaching methodologies. Section 1008.25 (7)(a), Florida Statutes

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- Each school will conduct a review of PMP's for all retained Grade 3 students who did not score above Level 1 on the FSA English Language Arts and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. Section 1008.25 (7)(b)1, Florida Statutes
- A student portfolio will be completed for each retained Grade 3 student. Section 1008.25 (7)(b)1, Florida Statutes
- Retained Grade 3 students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing third and fourth grade students; extended school day, week, or year; and/ or summer reading camps. Section 1008.25 (7)(b)2, Florida Statutes
- Retained Grade 3 students will be provided a high-performing teacher as determined by student performance data and above satisfactory performance appraisals. Section 1008.25 (7)(b)5, Florida Statutes
- The District shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports that were provided to Grade 3 students who scored Level 1 on the FSA English Language Arts and were retained. Section 1008.25 (7)(b)9, Florida Statutes
- Retained Grade 3 students who can demonstrate that he or she is a successful independent reader, reading at or above grade level, and ready to be promoted to Grade 4 may be promoted mid-year after careful evaluation by the principal. Evaluating any retained Grade 3 student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the Grade 3 FSA as determined by the State Board. Section 1008.25 (7)(b)4, Florida Statutes

1 **3. Mid-Year Promotion**

2 **a) Before November 1 of the school year:**

- 3
- 4 • Current Student Progression Plan Guidelines for Promotion will be followed:
- 5
- 6 • Student promotion in the Osceola County schools is based upon an evaluation of each
- 7 student’s achievement in terms of appropriate instructional goals. The determination
- 8 should reflect teacher judgment based upon the following: successful progress in the
- 9 county adopted curriculum, progress tests, classroom assignments, daily observation,
- 10 standardized tests, and other objective data. The primary responsibility for
- 11 determining each student’s level of performance and ability to function academically,
- 12 socially and emotionally at the next grade level is that of the classroom teacher, subject
- 13 to review and approval of the principal.
- 14
- 15 • Successful completion of the Grade 3 portfolio to demonstrate mastery of the Grade 3
- 16 Reading Florida Standards for Promotion to Grade 4 as outlined by the State Board of
- 17 Education in compliance with Section 1008.25 (6)(b)4), Florida Statutes.
- 18
- 19 • The teacher/ s, principal and parent/ guardian should meet and be in agreement as to
- 20 the mid-year promotion.
- 21
- 22 • Decisions regarding student promotion, and retention and good cause placement are
- 23 primarily the responsibility of the individual school’s professional staff. The final
- 24 decision concerning grade placement is the responsibility of the principal.
- 25
- 26 • The Superintendent or designee should be notified in writing and authorize the
- 27 assignment.
- 28
- 29 • If an ELL student is involved, the ELL committee shall meet to document the change
- 30 in the ELL Student Plan.
- 31
- 32 • After agreement has been reached regarding an exceptional student, an Individual
- 33 Education Plan meeting must be held prior to placement in the new assignment. The
- 34 long-range academic, social, and emotional effect of the decision shall be considered.
- 35
- 36 • The student’s cumulative record and report card must indicate “mid-year grade
- 37 placement.”
- 38
- 39 • The parent notification letter of the mid-year promotion should be placed in the
- 40 student’s cumulative folder.
- 41

1 **b) After November 1 of the School Year:**
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- 3 • To be eligible for mid-year promotion, a student must demonstrate that he or she:
4 ▪ is a successful and independent reader as demonstrated by reading at or above
5 grade level,
6 ▪ has progressed sufficiently to master appropriate fourth grade reading skills; and
7 ▪ has met additional requirements, as satisfactory achievement in the other
8 curriculum areas as evidenced by the grade of “C” or above on the district progress
9 report and/ or report card in the core curriculum subjects of mathematics, writing,
10 science and social studies.
11 • The student must have completed one of the following:
12 ▪ Successful completion of the Grade 3 portfolio to demonstrate mastery of the
13 Grade 3 Reading Florida Standards for Promotion to Grade 4 as outlined by the
14 State Board of Education in compliance with Section 1008.25 (6)(b)4), Florida
15 Statutes. In addition, there must be evidence that the student scored at or above
16 grade level in reading comprehension consistent with the month of promotion to
17 fourth grade. To accomplish this it would be necessary to administer the Grade 4
18 Group Reading Assessment and Diagnostic Evaluation (GRADE) test to provide
19 the on-grade level evidence. (For example, if the test is given in December, the
20 child must score a 4.5 grade equivalent in reading comprehension.)
21 ▪ Successful completion of the Grade 3 and Grade 4 portfolios to demonstrate
22 mastery of the Grade 3 Reading Florida Standards for Promotion to Grade 4 as
23 outlined by the State Board of Education in compliance with Section 1008.25
24 (6)(b)4), Florida Statutes.
25 • The PMP for any retained third grade student who has been promoted mid-year to
26 fourth grade must continue to be implemented for the entire academic year.
27 Authority: Section 1008.25 (7)(b)(4), Florida Statutes.
28 • The mid-year promotion must be a joint agreement with the teacher, principal,
29 parent and the Superintendent or designee. Section 1003.02 (1)(a), Florida
30 Statutes, gives the school board the responsibility for admission, classification,
31 promotion and graduation of students.
32 • Decisions regarding student promotion, and retention and good cause placement
33 are primarily the responsibility of the individual school’s professional staff. The
34 final decision concerning grade placement is the responsibility of the principal.
35 • The same guidelines will apply for the Exceptional Student Education (ESE) and
36 English for Speakers of Other Languages (ESOL) students.
37 • If an ELL student is involved, the ELL committee shall meet to document the
38 change in the ELL Student Plan.
39 • After agreement has been reached regarding an exceptional student, an Individual
40 Education Plan meeting must be held prior to placement in the new assignment.
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1 The long-range academic, social, and emotional effect of the decision shall be
2 considered.

- 3
- 4 • The district mid-year promotion letter must be sent by the principal to the involved
5 teachers and the parents/ guardian. The Superintendent or designee must receive
6 a copy for approval. A copy should also be placed in the student’s cumulative
7 folder.
 - 8
 - 9 • Retained Grade 3 students who have received intensive instructional services but
10 are still not ready for grade promotion must be offered the option of being placed
11 in a transitional instructional setting. Such a setting shall specifically be designed
12 to produce learning gains sufficient to meet Grade 4 performance standards while
13 continuing to remediate the areas of reading deficiency. Section 1008.25
14 (7)(b)10), Florida Statutes
 - 15
 - 16 • Retained Grade 3 students will be provided at least one of the following
17 instructional options: supplemental tutoring in research-based reading services; a
18 “Read at Home” plan outlined in a parental contract, including participation in
19 “Families Building Better Readers Workshops” and regular parent-guided home
20 reading; and/ or a mentor or tutor with specialized reading training. Section
21 1008.25 (7)(b)6, Florida Statutes
 - 22

23 Amended 07-01-05, 07-01-06

24

25

1 **H. Remediation**

2 Amended 07-15-03, 07-01-06, 07-01-09

3
4 **1. Program Description**

- 5
6 • Remediation must be based on the results of diagnostic assessment(s) and it must be
7 systematically embedded in the total educational program for the student. The daily
8 instruction for the student will be modified based on both the diagnosis and the contents
9 of the PMP or other educational plan(s) (e.g., IEP, ELL Student Plan). Remediation must
10 include an instructional program that is not identical to that provided during the previous
11 school year.
- 12
13 • Remedial and supplemental instructional resources must be allocated as follows: First, to
14 students who are deficient in reading by the end of Grade 3, and second to students who
15 fail meet performance levels required for promotion. Section 1008.25(3), Florida Statutes
- 16
17 • The PMP must include one or more of the following instructional intervention strategies:
18 ○ tutoring
19 ○ classroom organization
20 ○ instructional alternatives
21 ○ assignment alternatives-adaptations
22 ○ ESE referral
23 ○ before/ after school instruction
24 ○ extended school year
25 ○ other (see Section 1008.25, Florida Statutes)

26
27 **2. Grades K-5 Continuous Progress Program**

- 28
29 • The K-5 Continuous Progress Program provides immediate and ongoing assistance to
30 students throughout the school year as needed. The K-5 Continuous Progress Program
31 is designed to assist students in achieving adequate progress in the education program.
32 The eligibility criteria for student participation in Grades K-5 may include any combination
33 of the following:
34
35 ○ teacher recommendation,
36 ○ participation necessary to maintain continuous academic progress,
37 ○ score within Achievement Level 1 or 2 on FSA English Language Arts,
38 ○ score in the lowest quartile of the FSA English Language Arts,
39 ○ score below the twenty-fifth percentile on SAT-9 or SAT-10, **or**
40 ○ in the case of a student with disabilities enrolled in ESE, recommendation of the IEP
41 team, or
42 ○ in the case of an ELL student enrolled in an ESOL program, recommendation of the
43 ELL Committee based upon the student's CELLA score.

44
45 Adopted 07-01-02, Amended 07-01-08

1 **3. Reading Enhancement and Acceleration Development (READ) Initiative**

2 Adopted 07-01-04, Amended 07-01-05, 07-01-06, 07-01-08, 07-01-09

- 3
- 4 • The focus of the READ Initiative [Section 1008.25 (7)(b)7; 1008.25 (7)(b)8g, Florida
- 5 Statutes] is to prevent the retention of Grade 3 students and to offer intensive accelerated
- 6 reading instruction to:
- 7 ○ Grade 3 students who failed to meet standards for promotion to Grade 4
- 8 ○ Each K-3 student who is assessed as exhibiting a reading deficiency.
- 9
- 10 • The READ Initiative must:
- 11 ○ be provided to all K-3 students at risk of retention as identified by the Florida School
- 12 Readiness Screening (FLKRS), Early Reading Diagnostic Assessment (ERDA),
- 13 Comprehensive English Language Learning Assessment (CELLA), and/ or the
- 14 appropriate Renaissance Learning Reading assessments that measure phonemic
- 15 awareness, phonics, fluency, vocabulary, and comprehension.
- 16 ○ be provided during regular school hours in addition to the regular reading instruction.
- 17 ○ provide a curriculum in core academic subjects to assist the student in maintaining or
- 18 meeting proficiency levels for the appropriate grade in all academic subjects.
- 19 ○ provide a state-identified reading curriculum (district-adopted textbook/ program) that
- 20 has been reviewed by the Florida Center for Reading Research (FCRR) and meets,
- 21 at a minimum, the following specifications:
- 22 ▪ assists students with a reading deficiency in developing the ability to read at grade
- 23 level
- 24 ▪ provides skill development in phonemic awareness, phonics, fluency, vocabulary
- 25 and comprehension
- 26 ▪ provides scientifically based and reliable assessment
- 27 ▪ provides initial and ongoing analysis of each student’s reading progress
- 28 ▪ is implemented during regular school hours.
- 29 ▪ provides a curriculum in core academic subjects to assist the student in
- 30 maintaining or meeting proficiency levels for the appropriate grade in all academic
- 31 subjects. Section 1008.25 (7)(c), Florida Statutes
- 32
- 33

1 **a) Tier 1 Students –Grade K-3 Students Identified With a Reading Deficiency**
2

- 3 • The state requires that all students K-5 have a 90-minute reading block that includes
4 initial instruction and differentiated instruction (ii) per the district's core reading
5 program. Research-based supplemental materials should be used to reinforce the
6 initial instruction and provide differentiated instruction.
7 • Extra time for immediate intensive intervention (iii) must be provided for students who
8 are having difficulty. Suggested materials – Research-based materials that teach the
9 areas of deficits as determined by a diagnostic test: MacMillan-McGraw-Hill Reading
10 Triumphs Intervention, Comprehension Strategies, Read Well, Soar to Success, Quick
11 Reads, Elements of Vocabulary, Elements of Fluency, Making Words, Leap Pad
12 materials, Phonics and Word Study, Sequential Systematic Phonics, Voyager
13 Passport, Compass Learning.
14 • Screening, progress monitoring, and diagnostic assessments must be used in order
15 to guide instruction.
16 • Screening –Renaissance Learning Reading assessments, district-adopted textbook/
17 program assessments, FSA English Language Arts
18 • Progress Monitoring –Renaissance Learning Reading assessments, district-adopted
19 textbook/ program assessments
20 • Diagnostic – DRA, ERDA, Renaissance Learning Reading assessments
21 • The teacher-student ratio is the same as other students.
22 • A PMP) should be written for any child that is not on grade level. When determination
23 is made that a child is not on grade level, no matter what time of year, a PMP should
24 be written that is driven by a diagnostic assessment.
25 • Students in Grade 3 who score Level 1 on the FSA English Language Arts test must
26 be offered the opportunity to attend a Summer Reading Camp.
27
28

1 **b) Tier 2 Students – Students Retained Once in Grade 3 – READ Initiative**
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- 4 • Students may have a reduced student-teacher ratio.
- 5 • Students must be provided a minimum of 90-minutes of daily, uninterrupted,
6 scientifically-based reading instruction which includes small group instruction.
7 Immediate Intensive Intervention should continue after the 90 minute block.
- 8 • The students must be provided a different curriculum from the year before. The
9 supplemental materials may be different. The core reading program may be the same.
- 10 • Screening, progress monitoring, and diagnostic assessments must be used in order
11 to guide instruction.
- 12 • Screening – Renaissance Learning Reading assessments, district-adopted textbook/
13 program assessments, FSA English Language Arts
- 14 • Progress Monitoring should be on-going and weekly – Renaissance Learning Reading
15 assessments, district-adopted textbook/ program assessments, timed readings, or
16 observations.
- 17 • Diagnostic measures are required – DRA, ERDA, Renaissance Learning Reading
18 assessments.
- 19 • All students retained must have a PMP. The PMP must be driven by a diagnostic
20 assessment.
- 21 • The teacher must review the student’s previous PMP to address additional needed
22 supports and services.
- 23 • A child retained in Grade 3 must have an ongoing portfolio that meets the state
24 portfolio requirement.
- 25 • A child who scores Level 1 on the FSA English Language Arts test must be offered
26 attendance in a Summer Reading Camp.
- 27 • All students may be assigned a trained volunteer or mentor and/ or assign someone
28 to tutor each student on deficit areas.
- 29 • Students should be provided on-grade level work for the subject areas that are not at
30 risk. An option is a Grade 3 – Grade 4 transition class.
- 31 • A student may be promoted mid-year, following the district’s mid-year promotion
32 policy.
- 33 • A student may be placed in a transitional instructional setting.
- 34 • Before school, after school, Saturday School, and extended year programs with
35 research-based materials and certified teachers to tutor and remediate students must
36 be provided.
- 37 • Retained third grade students should be provided a high-performing teacher as
38 determined by student performance data and above-satisfactory performance
39 appraisals. A first year teacher may not instruct Grade 3 retained students.
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c) Tier 3 Students – Students Retained Twice in Grade 3

(1) Intensive Acceleration Class

- The Intensive Acceleration Class must be provided to any Grade 3 student scoring Level 1 on FSA English Language Arts who was retained in third grade the prior year because of scoring Level 1 on FSA English Language Arts. This means the Grade 3 student is in Grade 3 for the third time. This transitional instructional setting must specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of deficiency.
- There must be a reduced class size. The class size must be smaller than the other Grade 3 classrooms.
- The student must be provided with an uninterrupted daily reading instruction for the majority of the student contact time and incorporate opportunities to master the Grade 4 Florida Standards in other core subject areas. The state requires a 180 minute reading block with at least 90 minutes of uninterrupted time. Computer time to reinforce and remediate should occur in addition to the 180 minute reading block.
- The student must be provided a different CORE curriculum from the year before. The CORE reading program must be one that is research based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year. Reading Mastery or MacMillan-McGraw-Hill Reading Triumphs Intervention is the program that has been chosen to meet these criteria.
- Differentiated materials that are research based materials should be used to reinforce the initial instruction. These materials should teach the areas of deficits. This instruction should take place in the initial instruction and the immediate intensive intervention reading block. Suggested materials are: Comprehension Strategies, Read Well, Soar to Success, Quick Reads, Elements of Vocabulary, Elements of Fluency Making Words, Phonics and Word Study, Sequential Systematic Phonics, Leap Pad materials, Voyager Passport, Compass Learning.
- Students should be provided intensive language and vocabulary instruction using a scientifically research-based program. The teacher should include the speech language pathologist in designing the Intensive Accelerated Class. The speech language pathologist could work with students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.
- The student must have a PMP. The PMP must be driven by a diagnostic assessment.
- The student must have an ongoing portfolio that meets state portfolio requirements. This portfolio must contain evidence of mastery of benchmarks as well as other information to inform parents and teachers of the student's proficiency, such as results of diagnostics and progress monitoring.
- The student should be provided grade level work for the subject areas that are not at risk.
- A Grade 3 – Grade 4 transition class is an option.
- The teacher must be a high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.
- The paraprofessional working in this classroom should be trained on materials and strategies used in the classroom.
- The student must be given weekly progress monitoring measures to ensure progress. The weekly monitoring can be accomplished through the Reading Mastery weekly tests, timed readings, informal classroom assessments, or observations.

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- The student must be given the appropriate Renaissance Learning Reading assessments. The student must be registered with the state Progress Monitoring and Reporting Network (PMRN).
- The student should be given a diagnostic assessment that meets psychometric standards. The appropriate Renaissance Learning Reading assessment is the diagnostic test to be used.
- The progress of the student must be reported to the Department of Education at the end of the first semester.

1 **I. Extended School Year**

2 Amended 07-01-09

3
4 **1. ELL Students**

- 5 • All English Language Learner (ELL) students in Grades K-5 are eligible for an extended
6 school year for either academic or language maintenance needs, provided the services
7 are rendered at the school. The following requirements must be met:
 - 8 ○ The need for an extended school year must be documented in the student's ELL
9 Student Plan.
 - 10 ○ The specific academic or language maintenance needs of the student must be listed
11 in the student's individual ELL Student Plan.

12
13 **2. Students with Disabilities**

14
15 **a) 504 Students**

- 16 • Section 504 students may participate in an extended school year if it is available and
17 if they meet the same eligibility requirements as established for all regularly attending
18 students. The current Section 504 Plan would remain in effect for the extended school
19 year. Adopted 07-01-09

20
21 **b) ESE Students**

- 22 • The determination of Extended School Year (ESY) services is a decision of the
23 Individual Educational Planning team. Services are recommended when the data
24 collected over the course of the school year, including before and after scheduled
25 breaks in instruction, indicate a significant regression in life skills. These are skills that
26 cannot be recouped within a reasonable amount of time without ESY services. ESY
27 services may include direct or indirect special education services, related services, or
28 some combination of these. Adopted 06-27-00, Amended 07-01-06

29
30 **3. Home Education Students**

- 31
32 • Home education students may participate in an extended school year if it is available and
33 if they meet the same eligibility requirements as established for all regularly attending
34 students.
- 35
36 • Students who expect to earn credit in a home education program during the summer must
37 register with the Superintendent by the end of the first grading period (second week).

38
39 **4. Summer Reading Camp**

40 Adopted 07-01-04

- 41
42 • Beginning April 2003, school districts were directed by the Department of Education to
43 provide a "research-based intensive summer reading activities for all students who have
44 failed to meet third grade promotion standards. Such reading camps should be available
45 to all third grade students who score Level 1 on the FSA English Language Arts and focus
46 on intensive intervention in reading."
- 47
48 • Priority should be given to students who are deficient in reading by the end of Grade 3.
49 The next priority is to serve students in other grade levels who fail to meet performance
50 levels required for promotion as outlined in the Student Progression Plan.

1 **IV. REPORTING STUDENT PROGRESS**

2
3 **A. Parent(s)/ Guardian(s) – Written Notification Requirements**

4 Amended 07-15-03, 07-01-04, and 07-01-06

- 5
- 6 • Section 1008.25 (8)(a), Florida Statutes, specifies that the district school board must annually
7 report to the parent of each student the progress of the student towards achieving state and
8 district expectations for proficiency in reading, writing, science and mathematics, including the
9 student's results on each statewide assessment test.
 - 10
 - 11 • The evaluation of each student's progress must be based upon the student's classroom work,
12 observations, tests, district and state assessments, and other relevant information.
 - 13
 - 14 • Progress reporting must be provided to the parent in writing in the format adopted by the
15 district school board. Progress reports for ELL students shall be provided in the parent's
16 native language when feasible.
 - 17
 - 18 • No one test with a single administration should determine promotion or retention. The
19 preponderance of evidence from evaluations should be used to determine if a student is ready
20 for the work of the next grade.
 - 21
 - 22 • Section 1008.25 (5)(c), Florida Statutes, specifies that beginning with the 2002-2003 school
23 year, the parent of any student in K-3 who exhibits a substantial deficiency in reading must be
24 notified in writing immediately of the following:
25
 - 26 ○ That his or her child has been identified as having a substantial deficiency in reading and
27 state the exact nature of the difficulty;
 - 28 ○ A description of the current services that are provided to the child;
 - 29 ○ A description of the proposed supplemental instructional services and supports that will
30 be provided to the child that are designed to remediate the identified area of reading
31 deficiency;
 - 32 ○ That if the child's reading deficiency is not remediated by the end of Grade 3, the child
33 must be retained unless he or she is exempt from mandatory retention for good cause;
 - 34 ○ Strategies for parents to use in helping their child succeed in reading proficiency;
 - 35 ○ That the FSA is not the sole determiner of promotion;
 - 36 ○ That additional evaluations, portfolio reviews, and assessments are available; and
 - 37 ○ The district's specific criteria and policies for mid-year promotion.
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1 **B. Report Cards**

2 Amended 07-15-03, 07-01-08, 07/01/14

- 3
- 4 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all elementary
5 school students must clearly grade or mark:
6
 - 7 ○ the student's academic performance in each class or course in Grades K-5 (based upon
8 examinations as well as written papers, class participation and other academic
9 performance criteria);
 - 10 ○ the student's conduct and behavior; and
 - 11 ○ the student's attendance, including absences and tardiness.
 - 12
 - 13 • The student's final report card for a school year shall contain a statement indicating end-of-
14 year status regarding performance or nonperformance at grade level, acceptable or
15 unacceptable behavior and attendance and promotion or nonpromotion.
16
 - 17 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5) as the
18 primary means of reporting student progress.
 - 19
 - 20 ○ With the approval of the Superintendent and the School Board, schools may develop
21 additional or supplementary instruments, which may be used in conjunction with the
22 standard report card. Amended 07-29-97 and 06-25-99
 - 23
 - 24 ○ Report cards shall be issued for all students, Grades K-5, at the close of each grading
25 period. Amended 06-30-92
 - 26
 - 27 ○ Progress Reports may be issued at the end of the extended year programs and services,
28 i.e., extended school year, Saturday school, before and after school programs. Adopted
29 06-27-00, Amended 07-01-09
 - 30
 - 31 ○ Parents are to be notified in writing midway during the nine-week grading period as to the
32 progress of their child. This progress report will be sent home following the district
33 progress report calendar. The district Progress Report and/ or district-approved electronic
34 Progress Report form may be used for this notification. Amended 12-06-05
 - 35
 - 36 ○ Parents are to be notified in writing midway during a nine week grading period or at any
37 time during a grading period when it is apparent that the student may not pass or is
38 performing unsatisfactorily in any course or grade level. The district Progress Report and/
39 or approved electronic Progress Report form will be used for this notification. Amended
40 06-15-99 and 06-27-00
 - 41
 - 42 • Report cards for English Language Learner (ELL) students must be in the primary language
43 of the parent/ guardian, whenever feasible. Amended 7/27/00 These primary language report
44 cards are to be attached to the English report card.
45

1 **C. General Rules of Marking or Awarding Grades**

2
3 **1. Report Card Grades**

4 Amended 07-01-04, 07-01-09, 07/01/14

- 5
6 • Teachers shall determine report card grades that provide the student and the student's
7 parents(s)/ guardians(s) with an objective evaluation of the student's mastery of state
8 standards. Students and parents are to be advised of the grading criteria employed in the
9 school and in each class at the time of enrollment.
- 10
11 • The student's academic grades are to reflect academic achievement. The quality of the
12 work will be assessed by multiple measures that include, but are not limited to:
13 ○ teacher observations (oral presentations or reports, speeches, recitations, impromptu
14 speaking, student participation and demonstrations);
15 ○ classroom assignments (reports, term or research papers, models, projects, exhibits,
16 posters, computer programs and homework);
17 ○ examinations (essay, multiple-choice and completion tests, oral tests and skill tests
18 requiring demonstrations);
19 ○ weekly core curriculum benchmark assessments;
20 ○ alternative methods (portfolios and performance assessment).
- 21
22 • Grades in conduct are to be assigned independently of academic achievement.
23 Standards for grading in these areas are to be explained to the students within the first
24 two (2) weeks of the school year or within the first two (2) weeks of assignment to the
25 teacher's classroom, whichever occurs first.
- 26
27 • Students who enroll in school or class late shall be allowed to make up the class work. In
28 order to receive full semester credit, a student must be enrolled in any school a minimum
29 of forty-five days.
- 30
31 • Assignments shall be labeled clearly so that a teacher, parent, or student can determine
32 upon which standard(s) the student is being graded.
- 33
34 • Assessments and assignments shall be designed to determine the student's mastery of
35 state standards.
- 36
37 • A marking-period grade shall not be based solely upon a single project or test. No single
38 project or test shall count more than 20% of the student's final marking-period grade/ mark.
- 39
40 • Passing grades on report cards indicate that the student has achieved mastery of the state
41 standards for the course in which the student is enrolled, unless the course is clearly
42 identified as remedial.
- 43
44 • To receive a report card a student shall have been enrolled in school at least one-half (1/
45 2) of the forty-five day grading period as established by the official school calendar. The
46 report card needs to reflect the date of entry and attendance record. If a student
47 withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal.
48 Amended 07-02-96, 06-27-00, and 07-01-06
- 49
50 • Students are to receive grades in all subjects in which they have received instruction that
51 grading period.
52

1 **2. Change of Grades**
2

- 3 • Once a grade has been entered into a report card or electronically entered into a system
4 for the preparation of report cards, then any and all grade changes should be made as
5 follows:
6

7 **a) Request by Teacher for Grade Change**
8

- 9 • If the teacher who has made, entered or reported the grade feels it necessary to
10 change the grade, he or she must submit a request in writing to the principal for a
11 grade change.
12
- 13 • Whether the basis for the change is a mistake at the time of entry, or reconsideration
14 of the assessment materials and evaluative sources, the teacher shall demonstrate in
15 the writing the rationale, basis, and support for the grade as intended to be entered on
16 the change.
17
- 18 • The principal shall consider the request made by the teacher, and meet with the
19 teacher as the principal deems necessary, and determine whether to make the change
20 as requested.
21
- 22 • The principal shall determine the request in writing and provide a written explanation
23 as to the basis for the determination to the requesting teacher.
24
- 25 • Following the direction of the principal, the grade may be changed or left unchanged.
26 Only if directed by the written notification of the principal, may the teacher entered
27 grade be changed.
28
- 29 • Should a change in grade be directed after the student and parent(s)/ or parent(s)
30 have been first notified of the grade, then the grade change shall be made on an official
31 notification form to the parents, which shall contain the reasons and methodology for
32 the change.
33
34

1 **b) Change of Grade without Teacher Request**
2

- 3 • If a Principal considers changing a report card grade made, entered, or reported by a
4 teacher, he or she must report in writing to the teacher that he or she is considering a
5 student report card grade change.
6
7 • The teacher will be afforded an opportunity in writing to present the rationale, basis,
8 and explanation for the grade as was entered.
9
10 • The principal shall consider the teacher's written support in making the grade.
11
12 • If the principal should determine to leave the grade as was entered unchanged, the
13 principal need take no further action. If the principal determines to make a grade
14 change over the teacher's objection, the principal shall set forth in writing the reason
15 for the grade change, and provide therein a basis for the change of grade.
16
17 • Following the written notification of the teacher of the decision and basis for grade
18 change, at the direction of the principal, the grade may be changed.
19
20 • Should a change in grade be directed by the principal; after the student and parent(s)/
21 or parent(s) have been first notified of the grade, then the grade change shall be made
22 on an official notification form to the parents, which shall contain the reasons and
23 methodology for the change.
24
25 • Grade change documentation, including grade change forms, notices, and other
26 relevant documents, shall be retained in the student's cumulative record. Adopted 02-
27 05-08
28

29 **(1) Dual Language (One Way and Two Way) Considerations – Language Arts and**
30 **Reading Classes**

31 Adopted 02-05-08, Amended 07-01-09
32

- 33 • Elementary students enrolled in a dual language program shall receive two grades
34 for both Language Arts and Reading classes. The Language Arts class taught in
35 English shall be the one recorded on the student's report card, and the Reading
36 class taught in English shall be the one recorded on the student's report card. In
37 addition, the Language Arts class and the Reading class taught in the target
38 language (e.g., Spanish) shall be treated together as a single special area and
39 recorded on the student's report card as a single special area grade (e.g., Spanish
40 Language Arts/ Reading). Other core subjects shall be taught in either English or
41 the target language and shall be recorded on the student's report card as a single
42 grade by the appropriate teacher.
43
44

1 **D. Description and Definition of Marks**

2 Amended 07-15-03, 07-01-06, 07-01-09

- 3
- 4 • Schools shall adhere to the following evaluation plan for grading and reporting student
 - 5 progress. The same evaluation plan applies to English Language Learner (ELL).
 - 6 Amended 06-15-99, 06-27-00, and 06-19-01

7

8 **1. Kindergarten-1**

- 9
- 10 ○ O Outstanding/ Exceeds Expectation
 - 11 ○ S Successfully Meeting Standards
 - 12 ○ N Not Demonstrating Consistently
 - 13 ○ U Unsatisfactory/ Needs Attention

14

15 **2. Grades 2-5**

16

17 Effective July 1, 2009, Grades 2-5 will be given corresponding letter grades using the scale

18 below: Amended 06-19-01, 07-01-06, 07-01-09

19

<u>Grade</u>	<u>Percentage</u>	<u>Definition</u>
A	▪ 90-100	▪ outstanding progress
B	▪ 80-89	▪ above average progress
C	▪ 70-79	▪ average progress
D	▪ 60-69	▪ below average progress
F	▪ 0-59	▪ not passing
I	▪ 0	▪ incomplete

20

21 For **Special Area classes in Grades K-5**, the following grading scale may be used: Amended

22 06-30-92, and 06-27-06, and 07-01-06

- 23
- 24 ○ O Outstanding
 - 25 ○ S Satisfactory
 - 26 ○ N Not Demonstrating Consistently
 - 27 ○ U Unsatisfactory/ Needs Attention
- 28
- 29 • If the resulting average is not a whole number, the number is rounded to the nearest whole
 - 30 number as follows:
 - 31 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest
 - 32 whole number.
 - 33 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.
 - 34
 - 35
 - 36
 - 37 • If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was
 - 38 assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes
 - 39 "F." At the teacher's discretion a longer period of time may be allowed for makeup work.

1 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students**

2 Amended 06-27-00

- 3
- 4 • The course grade and academic progress of ELL students will be based on the results of
- 5 teacher observation, alternative assessments, and modified tests used to assess the
- 6 understandable instruction provided through the use of ESOL teaching strategies, appropriate
- 7 instructional materials, and curriculum accommodations.
- 8
- 9 • If there is a continued pattern of failure in classroom performance and assessments, the ELL
- 10 committee shall meet to review the reasons for the student's lack of progress. The reason(s)
- 11 documented for the academic under-performance of an ELL student **cannot imply** that he/
- 12 she needs an extra year to learn English or that it is due to the student's lack of English
- 13 proficiency.
- 14
- 15 • The following documentation needs to be in the student permanent records:
- 16
- 17 ○ Documentation of the ESOL strategies used by the ESOL language arts and basic content
- 18 area teacher(s) to provide understandable instruction, including the alternative
- 19 assessment instruments and test accommodations used to evaluate the student's
- 20 academic progress.
- 21
- 22 ○ The records of parental contacts or attempts made to inform the parent/ guardian of the
- 23 student's under-performance. When applicable, copies of the deficiency reports signed
- 24 by the student and parent/ guardian. Notices to parent/ guardian of ELL students must be
- 25 provided in the home/ native language, whenever feasible.
- 26
- 27 ○ The instructional support requested by the teacher(s) to provide additional assistance for
- 28 the student from the ESOL Assistant, Title III Specialist (if available), or ESOL Educational
- 29 Specialist available at the school.
- 30

1 **F. District/ State Assessment Programs**

2 Adopted 06-19-01, Amended 07-15-03, 07-01-06, 07-01-09

- 3
- 4 • All students must participate in all regular district and state assessments for accountability
- 5 purposes [Sections 1008.22, 1008.25 (4)(a), Florida Statutes]. Each student in Grades 1-5
- 6 must participate in the appropriate Renaissance Learning Reading assessment. Each student
- 7 in Grades 3 and 4 will take district formative assessments in reading and mathematics. Each
- 8 student in Grade 5 will take district formative assessments in reading, mathematics, and
- 9 science.
- 10
- 11 • Parents are to be advised of their child's performance on all standardized tests administered
- 12 as part of the countywide testing program.
- 13
- 14 • Beginning with the 2002-2003 school year, all school districts are required to administer the
- 15 school readiness uniform screening implemented by the Department of Education to each
- 16 Kindergarten student in the district school system upon the student's entry into Kindergarten.
- 17 Section 1008.21, Florida Statutes
- 18
- 19 • Home education students who wish to participate in the FSA may do so under the following
- 20 conditions:
- 21
- 22 ○ Home education students may take the FSA only at the school for which they are zoned.
- 23
- 24 ○ Home education students must abide by all the rules of the Student Code of Conduct while
- 25 on any Osceola County school campus. Failure to do so will result in the removal of the
- 26 student from the campus and loss of testing privileges.
- 27
- 28 ○ Home education parents must notify the appropriate school(s) of their intention to
- 29 participate in testing at least two weeks in advance of the scheduled assessment.
- 30

1 **G. Accommodations of District/ State Assessments for Special Program Students**

2
3 **1. ELL Students**

4 Amended 07-01-08

- 5
6
- 7 • ELL students who are currently receiving ESOL services in accordance with the District
8 ELL Plan, shall receive the following test accommodations: flexible setting, flexible
9 scheduling, additional time, assistance in the Heritage language as specified in the Test
10 Accommodations for ELLs in the administrative manual of the FSA and shall have access
11 to an approved English to heritage language translation dictionary and/ or heritage
12 language to English translation dictionary. Accommodations for all other state
13 assessment(s) will be provided according to the recommendations of test publishers and/
14 or appropriate district staff.

15 **2. Students with Disabilities**

16
17 **a) 504 Students**

18 Amended 07-01-04, 07-01-09

- 19
- 20 • Students with 504 plans may receive accommodations on both district and state
21 assessments. The student's Section 504 Plan should address the accommodations
22 that are regularly provided for classroom activities and assessment and should guide
23 decisions on accommodations for specific test situations. However, allowable
24 accommodations for statewide tests are limited to those listed in the State Board Rule
25 and the state test administration manuals.
 - 26
27 • Accommodations may include: flexible setting, flexible scheduling, flexible timing,
28 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

29
30 **b) ESE Students**

31 Amended 07-01-05 and 07-01-06

- 32
- 33 • Test accommodations during district/ state testing will be implemented as specified in
34 the student's IEP.
 - 35
36 • Statewide assessment accommodations may be used only if they do not alter the
37 underlying content that is being measured by the assessment or negatively affect the
38 assessment's reliability or validity. Allowable accommodations are those that have
39 been used by the student in classroom instruction. Such accommodations may
40 include: presentation, responding, scheduling, setting, and/ or assistive devices.
 - 41
42 • The need for any unique accommodations for use on state assessments not outlined
43 above must be approved by the Commissioner of Education.
- 44

1 **H. Exemptions from District/ State Assessments for Special Program Students**

2 Amended 07-01-08

3
4 **1. ELL Students**

- 5
6 • All ELL students are expected to participate in the FSA English Language Arts tests.
7 However, ELL students who have received 12 months or less of instruction in an approved
8 ESOL program can be exempt from taking FSA English Language Arts tests if an ELL
9 Committee decides it is appropriate. The alternate assessment to be used is the CELLA
10 which will be given at the appropriate grade level. All ELL students, regardless of years
11 of instruction, are expected to participate in the FSA Mathematics and Science tests.

12
13 **2. Students With Disabilities**

14
15 **a) 504 Students**

- 16
17 • Students with 504 plans may not be exempted from state assessments.

18
19 **b) ESE Students**

- 20
21 • The IEP committee determines whether a student with a disability participates in state
22 and district assessments. The decision to exclude any student with a disability must
23 be documented by the IEP team by answering “yes” to all of the following questions:
24 ○ Is the student unable to master the grade-level Florida Standards, even with
25 appropriate and allowable course accommodations?
26 ○ Is the student’s demonstrated cognitive ability the primary reason for the inability
27 to master grade-level standards?
28 ○ Is the student participating in a modified or functional curriculum based on
29 competencies from the Access Points for all academic areas?
30 ○ Does the student require extensive direct instruction in functional academics and
31 Career and Technical competencies as well as domestic, community living and
32 leisure activities?
33 ○ Does the student have deficits in adaptive behavior, as demonstrated by the
34 inability to function effectively and independently in everyday living skills
35 (interpersonal and social interactions) across a variety of settings?
36
37 • Students who are excluded from state and district assessments will be assessed
38 through the Florida Alternate Assessment.
39
40

1 **I. Annual Report in Local Newspaper**

2 Adopted 07-15-03, Amended 07-01-06

- 3
- 4 • Beginning with the 2002-2003 school year, each district school board must annually publish
- 5 in the local newspaper, and report in writing to the State Board of Education by September 1
- 6 of each year, the following information on the prior school year:
- 7
- 8 ○ the provisions of the law relating to public school student progression and the district
 - 9 school board's policies and procedures on student retention and promotion;
 - 10
 - 11 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
 - 12 at levels 1 and 2 on the FSA English Language Arts;
 - 13
 - 14 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
 - 15
 - 16 ○ information on the total number of Grade 3 students who were promoted for good cause
 - 17 by each category of good cause as specified in Section 1008.25 (6)(b), Florida Statutes;
 - 18
 - 19 ○ any revisions to the district school board's policy on student retention and promotion from
 - 20 the prior year. Section 1008.25 (8)(b), Florida Statutes