

Student Progression Plan

Grades K-5

2017-2018

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STUDENT PROGRESSION PLAN

K-5

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INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the board rule and administrative procedures required to implement state legislative requirements as specified in Florida Statute 1008.25. The School Board of Bradford County is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the program and in the level best suited to that student's unique needs. Thorough consideration will be given to the student's social, emotional, and physical development. Decisions regarding student promotion, retention, and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision in regard to placement is the responsibility of the principal. A district committee consisting of the Assistant Superintendent of Curriculum and Learning and the school principals will be convened to review any cases that may be challenged. This plan is designed to clearly reflect that promotion in Bradford County Schools is based on student achievement. It is also the intent of the school district to achieve parent understanding, cooperation, and acceptance of the student's promotion or placement.

STUDENT PERFORMANCE STANDARDS

The State Board of Education has developed student performance standards, at all grade levels, in key academic subject areas. The standards apply to language arts, mathematics, science, social studies, the arts, health and physical education, and foreign language. For purposes of this section, the term "student performance standards" means a statement describing skills or competencies students are expected to learn. Assessments of student achievement have been developed and will be implemented to accurately measure student progress and to report this progress to parents or legal guardians.

FLORIDA STATE STANDARDS

The Florida State Standards serve as guides to best practices followed to develop school improvement strategies and thereby raise student achievement. The standards describe what students should know and be able to do at designated progression levels. Appropriate instruction will be provided to assist students in the achievement of these standards. Curricular content for all subjects must integrate critical-thinking, problem-solving, and skills in workforce-literacy; communication, reading, and writing; mathematics; collaboration; contextual and applied-learning; technology-literacy; information and media-literacy; and civic engagement. The Florida Standards will serve as the basis for statewide assessment. Law requires the utilization of the Florida Standards in the instructional program.

COURSE DESCRIPTIONS

The Bradford County School Board has adopted the Course Descriptions developed by the Florida Department of Education. These course descriptions indicate the Florida Standards presented in each course for grades K-5. Course descriptions outline the required instructional content and students are expected to master the content of each course.

DISTRICT LEVEL EXPECTATIONS

The Student Progression Plan is the official Bradford County School Board plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well as the assessment and reporting of a student's classroom performances as required by the Bradford County School Board, Florida Statutes and State Board of Education Administrative Rules.

RESOURCE ALLOCATION

The allocation of remedial and supplemental resources for instruction will be provided to schools for students who are deficient in reading by the end of grade 3 and to students who fail to meet performance levels required for promotion consistent with the district School Board's plan for student progression.

ENTRANCE REQUIREMENTS

MEDICAL EXAMINATIONS

Florida Statutes require that a student entering a Florida public school for the first time must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Documentation of the examination must be recorded on the proper state department of health form. If the form is not from Florida, a school nurse will review it for Florida requirements. Without such certification, a medical appointment notice from a licensed physician signifying that the child is scheduled for a physical examination within a thirty-day period must be presented to the school. A child may then be allowed to register and enter school. If the child fails to present evidence of a school physical examination within the thirty-day period, the principal will remove the child from school until the requirement is met. Failure to comply may result in the student being referred to the truancy officer.

A child shall be exempt from the medical requirements upon receipt of a written notarized statement of the parent or guardian of such student stating objections on religious grounds. This written request must be entered into the child's permanent record.

IMMUNIZATION REQUIREMENTS FOR ENTRANCE

A child who is entering a Bradford County School for the first time must present one of the following properly documented items:

1. A current valid certificate of immunization; or
2. Certificate of exemption for religious reasons; or
3. Certificate of exemption for medical reasons.

A thirty-day temporary written exemption may be issued by the Bradford County Health Department to permit a child who transfers into the district to attend classes until the records can be obtained. If, at the end of the thirty-day exemption period, the parent or the student fails to present a proper immunization certificate, the principal will temporarily exclude the student from school. The school administrator will instruct the parent to present the proper immunization certification to the school before the student will be allowed to re-enter.

Some students/families may qualify for an exemption due to special circumstances and will need to be referred to the Bradford County Health Department for a Temporary Medical Exemption.

Homeless students shall be admitted and referred to the district Homeless Coordinator for assistance with documentation, as needed.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

When considering the eligibility of a child for enrolling in a school:

1. A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.
2. The district is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent.
3. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent.
4. The district will facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.
5. If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform

information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

6. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

7. The district must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

8. Students shall be allowed to continue their enrollment at grade level in the district commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

9. Placement and attendance rules specify that if a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

10. The district must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:

- 1 Gifted and talented programs; and
- 2 English Language Learners (ELL).

PROOF OF DATE OF BIRTH

Before admitting a child to pre-kindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with state law.

If the first prescribed evidence of birth date is not available, the next evidence obtainable in the order below will be accepted:

- a. An official birth certificate indicating the child's date of birth
- b. A duly attested transcript of a certification of baptism showing the date of birth and place of baptism, accompanied by an affidavit sworn to by the parent
- c. An insurance policy on the child's life which has been in force for a least two years
- d. A bona fide contemporary Bible record of the child's birth, accompanied by an affidavit sworn to by the parent
- e. A passport or certificate of arrival in the United States, showing the age of the child
- f. A transcript of record of age shown in the child's school record, of at least four years prior to application, stating date of birth
- g. If none of these above noted evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age, and signed by a public health officer or a licensed practicing physician. This certificate shall state that the health officer or physician has examined the child and believes that the age stated in the affidavit is substantially correct.

PROOF OF RESIDENCE

Principals shall require proof of residency and may request documents such as deeds, driver's license with accurate address, rental agreements, telephone bills or utility bills. The principal shall request the assistance of the attendance officer to help verify the residence for any circumstances for which residency may be in question. Students determined to be homeless will be admitted to school and referred to the district Homeless Coordinator for the homeless.

KINDERGARTEN ENTRY

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. No provision for early admission to kindergarten exists except for students coming from another state with an earlier admission date. A child must be enrolled in school for the entire school year if he/she attains the age of six years by February 1 of that school year. See ACCEL as a possibility for students previously attending a private kindergarten.

FIRST GRADE ENTRY

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. No provision for early admission to 1st grade exists, except for students coming from another state with an earlier admission date. Successful completion of kindergarten will be defined as:

- a. Enrolled in a public school
- b. Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from principal of the previous school. All records are subject to review and approval by the principal.
- c. A review by the principal of placement test results or any other available documentation.

IN-STATE TRANSFERS FROM NON-PUBLIC SCHOOLS TO KINDERGARTEN

Students transferring from a non-public Florida kindergarten to Bradford County Schools must provide:

- a. Evidence of date of birth (*five years of age on or before Sept. 1*)
- b. Current valid certificate of immunization or a 30 day exemption from the Bradford County Health Department.
- c. Evidence of medical examination performed within the last twelve months and documented on the correct medical form.
- d. Social Security Number (District Request)

IN-STATE TRANSFERS FROM NON-PUBLIC SCHOOLS TO FIRST GRADE

Students transferring from a non-public first grade must provide all of the following:

- a. Evidence of successful completion of kindergarten in a non-public Florida school
- b. Evidence of date of birth (*six years of age on or before Sept. 1*)
- c. Current valid certificate of immunization or a 30 day exemption from the Bradford County Health Department.
- d. Evidence of a medical examination performed within the last twelve months and documented on the correct medical form
- e. Social Security Number (District Request)

UNDERAGE OUT-OF-STATE TRANSFERS TO KINDERGARTEN AND FIRST GRADE

Entry into kindergarten and first grade by out-of-state transfer students, who do not meet regular age requirements for admission to Florida public schools, shall be based on their previous state's age requirements. In order to qualify for placement in a Florida school, the student must have attended the out-of-state school for at least thirty days as documented by the former school. The child must also have a report card from the previous school indicating satisfactory progress. The parents will also be asked to provide the school with documentation verifying that the family lived in the state designated.

TRANSFER STUDENTS

Any student who enters a Bradford County school will be required to present the following items within 30 days of entry:

- a. An official letter or transcript from the former school which indicates record of attendance, academic information, and grade placement of student
- b. Evidence of date of birth
- c. Current valid certificate of immunization or 30 day exemption from the Bradford County Health Department
- d. Evidence of medical examination performed within the last twelve months and documented on the correct medical form
- e. Social Security Number (District Request)

GRADE PLACEMENT FOR STUDENTS WITHOUT RECORDS, HOME EDUCATION AND FROM NON-PUBLIC SCHOOLS

A student enrolling for the first time who has no verifiable scholastic records (primarily ELL or homeless students) or other non-public records will be placed by the principal in appropriate classes. The course or grade placement will be validated through the following:

1. satisfactory completion of academic work within a grading period;
2. successful completion of appropriate subject or grade level examinations; and
3. overall classroom performance.

GRADES FOR TRANSFER STUDENTS

When students transfer from one school to another, the sending school is requested to forward any grades received during that current grading period regardless of days enrolled. If a student was enrolled in his/her former school for *more than 30 days*, the departing school shall assign the grade. If the student is registered at the new school for *15 or more days*, the receiving school shall assign the grade. A student transferring from another state or private school will have his/her grade level placement determined by the

principal or designee of the receiving school. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the receiving school.

The conversion scale for students transferring in with grades of (E), S, N, or U shall be as follows:

S = 90	E = 90
N = 69	S = 80
U = 59	N = 69
	U = 59

For students transferring in with grades of A-F the state and district adopted conversion will be used.

To combine grades from both schools for a grading period use the following procedure:

1. Count the number of days that the student has been enrolled at the school during the grading period.
2. Multiply the course grade by the number of days.
3. Subtract the number of days enrolled at the school from 45. This is the number of days at the previous school.
4. Multiply the course grade from the previous schools by the number of days at the previous school.
5. Add the totals from 2 and 4 above.
6. Divide the sum by 45.
7. The result is the student's grade.

Example: A student enrolls on the 20th day of the grading period. His grade for the period in attendance at the school is a 79C. The transfer grade is a 69D.

1. 25 days at Bradford school
2. 25×79 (Bradford grade) = 1975
3. $45 \text{ days} - 25 = 20$ days at previous school
4. 69 (previous school grade) $\times 20$ days = 1380 (transfer grade)
5. $1975 + 1380 = 3355$
6. $3355 / 45 = 74.5$ (Combine grade for the report card)

SUSPENSION / EXPULSION

Students under suspension or expulsion from schools inside or outside the district will be denied admission unless approved by the Superintendent or designee.

If appropriate, while suspended a student must be given the opportunity to complete the work assigned during the suspension period from the prior school. This is the responsibility of the parent. The academic grade for the class must not be penalized if

completed work assignments are submitted in a timely manner (timely as defined by Student Code of Conduct). Teachers will be asked to give feedback on the work submitted.

HOME EDUCATION STUDENTS

A parent may withdraw a child from public school in order to enroll a child in a home education program. In order to establish a home education program the parent must complete the required registration form. The registration form and other home education documents will be located at the Director of ESE and Student Services Office. Parents who homeschool their children must maintain a portfolio of records and materials documenting the child's progress. An annual evaluation must be completed for each child in a home education program. Annual evaluations must be submitted to the Director of ESE and Student Services by July 30 of each school year or one calendar year after intent to enroll or renew a home education program.

Students, who are participating in a home education program in accordance with Florida law, may be permitted to attend the public schools of Bradford County on a part time basis. Students in home education who wish to attend public school on a part time basis must have met all the criteria for a home education program during the entire semester immediately prior to the time of the planned admission, meet the same registration requirements as full-time students, be within the same age range as the full-time students, and enroll for and attend at least one regularly scheduled class period at the zoned school the child would normally attend. Such students must register at least two weeks prior to the start of the semester they plan to attend. Full-time Bradford County students will be given priority in course registration. Home education students who are excluded from a class at their zoned school due to space limitations may attend another school, if space in that class is available. Upon parent request, exceptional education students will be provided services as required by law. Although the Bradford County School Board is not responsible for the transportation of home education students, a request may be made to the Transportation Department. Two weeks prior to the start of the semester the student plans to attend, a request for one-way transportation through established services must be made for a student having a first period or last period class. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations regarding full-time students.

If there is a pattern of truancy, the parent or guardian of any child enrolling in home education will be required to submit a portfolio on the 30th day for review by the Director of Student Services. If any parent or guardian fails to submit appropriate portfolio documentation the child will be withdrawn from home education and will be required to re-enroll back into the public school within 3 days.

The procedures under Placement of Transfer Students must be followed for students desiring to enroll the Bradford County School District who have previously attended home education.

Home education students are not eligible to participate in social, non-academic events such as dances, field trips, intramurals, class pictures or end of year trips.

BRADFORD VIRTUAL SCHOOL (FS 1002.45)

The virtual instruction options for which this eligibility section applies include:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs for students enrolled in the school district.
- Authorized full-time virtual charter school instruction.
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state.

A student is eligible if he/she:

- resides in Bradford County and/or was enrolled in a Florida public school the prior school year; and was present in school for the October and February FTE counts;
- or is the dependent child of a member of the United States Armed Forces who was transferred to Florida within the last 12 months;
- or was enrolled during the prior school year in a school district virtual instruction program or a K-8 Virtual School Program;
- or the student has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program through the end of the prior school year,
- is eligible to enter kindergarten or 1st grade, or
- is eligible to enter grades 2-5 and is enrolled *full-time* in the virtual program.

Other Virtual Information:

- A student who has no technology or internet access at home may apply for assistance by qualifying for free or reduced lunch status. A county form must be completed and turned into the Virtual School Director.
- The enrollment window is 90 days from the end of school year through the beginning of the following school year.
- Students must comply with compulsory attendance requirements.
- Students must take all state assessment tests, including EOCs.
- Any parent who fails to have their child do the appropriate online work will be withdrawn from virtual education and will be required to re-enroll back into the public school within 3 days.
- A part-time program is available.

ATTENDANCE

Regular school attendance is required for students between the ages of six and sixteen. Regular attendance is necessary in order for the student to take full advantage of available educational opportunities. Excessive absences may contribute to a failing grade and the possibility of retention. Further requirements for attendance are contained in the Code of Student Conduct.

STUDENT ABSENCES FOR RELIGIOUS REASONS

A parent or guardian must request, in writing, to the school principal permission for absences of a student from school for religious instruction or a religious holiday. The student shall make arrangements for their school work to be done and submitted the day the student returns to school. Work, which is done in the prearranged time period, will be granted full credit.

STUDENT WITHDRAWALS

A statement of progress shall be given to an elementary student or parent if the student withdraws prior to the last two weeks of school.

INSTRUCTION

STUDENT RIGHTS FOR INSTRUCTION

All public education classes shall be available to all students without regard to race, national origin, ethnic origin, sex, disability or handicapping condition. However, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or students with disabilities.

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in the Bradford County Code of Conduct.

The required program of study for the elementary grades in Bradford County schools reflects state and local requirements for elementary education and supports the Florida Standards. The Course Code Descriptions describe the performance, indicators, and outcomes for each area of study.

GENERAL PROGRAM

Each student in grades K-5 will receive regularly scheduled instruction based on the district-adopted textbooks, other area curricula, and the Florida Standards. This will include reading, language arts, mathematics, science/health, PE and social studies. The instructional schedule will be at least the minimum required by the state for FEFP

funding. Flexibility in designing school schedules is permissible and may reflect the integration of content determined necessary to provide an instructional program.

REQUIRED INSTRUCTION

Teachers will provide instruction appropriate for the age and maturity level of the students in the following topics:

- a. Declaration of Independence
- b. United States Constitution/ Bill of Rights
- c. Federalist Papers
- d. Flag education
- e. Functions and interrelationships of civil government
- f. History of the United States
- g. History of the Holocaust
- h. History of African Americans
- i. Elementary principles of agriculture
- j. Drug and alcohol prevention
- k. Kindness to animals
- l. History of Florida
- m. Conservation of natural resources
- n. Comprehensive health education
- o. Such additional materials, subjects, courses, or fields as prescribed by law
- p. Contributions of Hispanics to the U.S.
- q. Contributions of women to the U.S.
- r. The nature and importance of free enterprise to the U.S. economy
- s. Character education: including patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property, honesty, charity, self-control, racial, ethnic, and religious tolerance, and cooperation.
- t. Patriotism, respect for veterans, and understanding of significance of Veteran's Day and Memorial Day
- u. American Founder's Month- September

Physical education is required for 150 minutes per week for students in kindergarten through grade 5. This section also applies to students in grade six who are enrolled in a school that contains one or more elementary grades. "Physical education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being. Classroom teacher-led PE is an acceptable method of meeting the required 150 minutes

per week if the classroom teacher provides structured activities such as walking or calisthenics.

Physical Education waivers may be accepted for students meeting any of the following:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
 - the parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

In addition to the physical education requirements, recess is required for a minimum of 20 minutes each day. Recess will be a free-play recess that is supervised, safe, and unstructured for students in grades kindergarten through grade 5.

REPORTING STUDENT PROGRESS

Parents will be notified regularly of their child's academic performance, conduct, and attendance during the school year. The grading period is divided into four nine-week periods. Grades will be posted online every week in all core courses to further inform parents of academic progress. At the end of each grading period a report card will be distributed. Parents will be sent a mid-term progress report detailing the student's progress up to that point. Skills checklists will be used at the time of mid-term progress reporting only and for students in Multi-Tiered System of Support (MTSS) Tier 2 and 3 to help guide interventions. Progress reports may be required on a more frequent basis for ESE students as designated in the student's IEP. The final report card for a school year will indicate the end of the year status in each of these areas. Report card grades will be based on the student academic performance in each class or course. Written papers, class participation, teacher observation, portfolio documentation, written and oral tests and or other academic performance criteria will be used to determine grades.

GRADING SCALE

A = 90-100	= 4	E = Excellent
B = 80-89	= 3	S = Satisfactory
C = 70-79	= 2	S = Satisfactory
D = 60-69	= 1	N = Needs Improvement
F = 0-59	= 0	U = Unsatisfactory

At the end of the semester, each of the 9-weeks grades will be converted to a scale of 0-4 for determining the final semester grade. Each 9-weeks value is doubled (0-4) and the semester exam has a single weighted value, for a total of five weighted values per semester. Any score of .5 or greater is rounded to the higher score. The two semester grades are averaged for the final grade.

GRADES KINDERGARTEN

Grades will be reported for language arts, math, science, social studies, and physical education. Grades may also be reported for art, music, and health. Grades will be reported as E, S, N, or U.

GRADES 1ST - 2ND

Reading, language arts, and math will be reported with a numeric grade. Science, social studies, physical education, music, art and any other resource class will be reported with an E, S, N, or U. In order to determine a student's ability to apply grade-level reading skills in the content areas, reading of all assessments will be limited. In first grade, assessments will not be read to students after the first semester. In second grade, assessments will not be read to students all year. Exceptions apply to ESE students who have reading as an accommodation for math, science and/or social studies, as indicated in the IEP.

GRADES 3RD - 5TH

Reading, language arts, math, science, and social studies, will be reported with a numeric grade. Physical education, music, art and any other resource class will be reported with an E, S, N, or U. In order to determine a student's ability to apply grade-level reading skills in the content areas, reading of all assessments will be limited. In third-fifth grades, assessments will not be read to students. Exceptions apply to ESE students who have reading as an accommodation for math, science and/or social studies, as indicated in the IEP.

CLASS CONDUCT GRADES K-5

Class conduct grades in grades K-5 will be reported with an S, N, or U. Student disciplinary action shall not occur because of race, color, national origin, limited English proficiency, sex, disability, age, religion, or any other basis prohibited by law.

END OF YEAR RECOGNITION

At the end of each year, schools will recognize the academic achievement of students. This may include, but is not limited to, A honor roll (all A's) and AB honor roll (must have at least one A).

ANNUAL REPORTS

Each year the district will provide a written report to parents detailing their child's progress towards achieving the state and district expectations for proficiency in reading, writing, science, and mathematics, including the child's results on each standardized statewide assessment test.

Each year the district school board will annually publish in the local newspaper and on the district website the following information:

- a. The provisions of the law relating to public school progression and the district school board’s policies and procedures on student retention and promotion.
- b. By grade level, the number and percentage of all students in grades 3-10, performing at Levels 1 and 2 on the reading portion of the statewide, standardized ELA assessment.
- c. By grade level, the number and percentage of all students retained in grades K -10.
- d. Information on the total number of students who were promoted for good cause, by each category.
- e. Any revisions to the district school board’s policies and procedures on retention and promotion from the prior year.

ASSESSMENT

Students in grades K-5 are evaluated annually. The tests listed below range from annual assessment to intermittent progress monitoring. Students must take all statewide and district achievement tests at the appropriate grade level unless they qualify for Florida Standards Alternate Assessment.

<u>Grade Level</u>	<u>Test</u>
Kindergarten	Fl Kindergarten Readiness Screener (FLKRS) - via STAR Early Literacy
K-5	Progress monitoring of Reading, Writing, Math and Science: District Assessments, Curriculum Based Measured (CBM textbook exams), District End of Year Assessments (EOY)
3-5	Florida Standards Assessment ELA and Mathematics
5	Florida Statewide Science Assessment

Home education students must be permitted to take an assessment during the regular administration of such assessment (1003.4295, F.S).

ENGLISH LANGUAGE LEARNERS (ELL)

The English Language Learners (ELL) program is designed to meet the communication, academic, and social needs of Limited English Proficient students by providing them

with English language skills and comprehensible instruction. The ELL program will provide comprehensible instruction through ELL strategies in order to help students function effectively and actively participate in the regular school program based on the Florida State Standards.

ELL PROCEDURES FOR INITIAL IDENTIFICATION

All new students who enroll in a Bradford County School will be given the Home Language Survey form to complete. Unless clearly not feasible, home language assistance will be provided to the parent at the time of the child's initial entry into the school. The registration process and the Home Language Survey will be conducted at the student's home school. The survey will ask the following three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Regardless of responses marked, the original copy of the Home Language Survey will be kept in the student's category "A" file. If there are any "yes" responses marked on the Home Language Survey, then a copy will be sent to the Director of ESE and Student Services. Additionally, if there are any "yes" responses then the school ELL contact must administer the appropriate oral-aural test to the student within twenty days of initial entry. All oral-aural test information will be forwarded to the Director of ESE and Student Services.

Each school principal will designate an individual to be the ELL contact. The ELL contact may be an administrator, school counselor, or teacher. The principal will be responsible for selecting the ELL contact at each school.

PROCEDURES FOR DETERMINATION OF ELIGIBILITY

Any K-12 student designated NEP (Non-English proficient) or LEP (Limited English Proficient) on the oral-aural test will enter the school's ELL program. Any student K-3 designated FEP (Fluent English Proficient) by the test may then enter the school's regular program. A student in grades 4-12, designated FEP by the oral-aural test, will then be given the appropriate norm referenced test at his/her regular school site within the next four weeks. In the time between initial enrollment and further assessment, the student may be served in the regular school program or temporarily assigned to the ELL program. The ELL contact and the school principal will make the decision concerning the most appropriate placement for the student until further assessment occurs.

Those 4-12th grade students who score at or below the 32nd percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32nd percentile in either Reading or Language will be temporarily placed in the ELL program

until the LEP Committee is able to meet and determine the most appropriate placement for the student. When the LEP Committee meets, a decision will be made to assign the student to the ELL program or the regular program.

In these cases, the following criteria will be reviewed to determine placement:

- Prior educational data,
- Grade placement,
- Social experiences and student interview,
- Observation & written recommendations of current & former instructional staff,
- Mastery of basic skills in English,
- Grades from current or previous years,
- Other test results, and
- Parent, teacher or administrative reports.

The LEP Committee will be made up of the classroom teacher(s), the school counselor, the school ELL contact, and school administrator or designee. The parent will be invited to attend the LEP Committee meeting.

A conference will be scheduled for any child qualifying for the ELL program. With the assistance of the parent, a Limited English Proficient Plan will be developed for the student. Qualification for the program may be determined by testing and/or the LEP Committee. Parents will be sent a copy of any ELL documentation related to the student's participation in the ELL program.

All ELL students are required to have an annual assessment to determine their level of proficiency in English language listening and speaking skills. All identified English Language Learners will take the Access for English Language Learners 2.0 Assessment to measure their academic growth.

REMEDICATION AND RETENTION OF ELL STUDENTS

1. The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - a. amount of time in the country;
 - b. academic experience(s);
 - c. time needed to reach proficiency based on research;
 - d. oral language proficiency in English;
 - e. reading and writing proficiency in English; and
 - f. cultural background.
2. No ELL students may be retained solely due to language acquisition without proof that the teacher used ESOL teaching strategies. Documentation of the use of ESOL teaching strategies appropriate to the student's level of English

proficiency must be recorded in the teacher's lesson plans.

3. The ELL Committee must meet to discuss any student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand.

ELL EXIT PROCEDURES

Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting Florida Standards Assessments and Access for English Language Learners 2.0 assessment and WIDA. Students may exit from the ESOL program and are classified as English proficient when the exit criteria indicated below are met.

GRADE EXIT INDICATORS

1. Proficient on the Access for English Language Learners 2.0 assessment as indicated by FLDOE.
2. Exit by ELL Committee Recommendation
3. Exit by IEP/ELL Committee Recommendation

The ELL or IEP/ELL Committee will consider the following criteria to override low test scores:

1. extent and nature of prior educational and social experiences and student interview;
2. written recommendation and observation by current and previous instructional and supportive services staff;
3. level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
4. grades from the current or previous year; and
5. test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language, where feasible, will be sent home to the parents by the District Office. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

PROMOTION

ACCELERATION

Accelerated promotion is designed for a student with exceptionally high achievement who possesses physical and social/emotional maturity such that he/she may benefit from assignment to the next higher grade level than the one to which the student would normally be assigned. Acceleration should be based on evidence which includes; above average academic progress in cumulative records, minimum of absences, above grade level performance in programs for reading, language arts, and math, above average scores

on state and district tests, superior performance on work samples, and evidence the child would benefit academically. Parents will be notified of the special assignment and it will be documented in the student's record. Acceleration does not apply to entering kindergarten students or for third graders who have not met testing standards on FSA.

An elementary principal, after consulting with the middle school principal, may recommend that an elementary student be granted an accelerated promotion from the elementary level to the middle school. Grade level and course placement at the middle school will be the responsibility of the middle school staff. ACCEL is the process for determining eligibility and placement options.

ACADEMICALLY CHALLENGING CURRICULUM to ENHANCE LEARNING (ACCEL)

ACCEL are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grades 12. Each school must offer the following ACCEL options: Whole-grade and midyear promotion; subject-matter acceleration that may result in a student attending a different school, and virtual instruction in higher grade level subjects.

Parents, teachers, school counselors, or administration may request a referral to determine eligibility for acceleration. Parent permission is required.

Principals must implement the district established ACCEL options and procedures for determining eligibility of a student which are in accordance with FS 1002.3105 and Bradford County School Board Policy. Any change a principal would like to consider must be approved by the Assistant Superintendent of Teaching and Learning.

Establishment of eligibility includes a review of local assessments, statewide assessments, student Grade Point Average (GPA), attendance and conduct records. Student maturity will also be a consideration. If these records do not support the request for acceleration, the principal may deny initial eligibility.

After initial eligibility is determined, procedures include the establishment of an Acceleration Review Committee consisting of the principal or designee, school counselor, current teacher, acceleration teacher, and the parent/guardian. Recommendation from one or more of the student's teachers in core-curricula courses may also be needed. Whole grade promotion will include testing with the IOWA Student Acceleration Scale.

If a student qualifies for acceleration, an Acceleration Contract will be developed. If the student fails to meet the criteria set in the contract, the student will be returned to the previous grade placement.

Consideration for acceleration will be limited to one ACCEL referral, per student, per 12-month period. A committee consisting of no less than the parent, teacher, school counselor and administrator will determine eligibility.

Acceleration shall commence at natural transition points within the school calendar, in accordance with Board Policy. Students who are determined eligible in accordance with Board Policy will be promoted by whole grade or subject at a semester or beginning of the year. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of school year shall be evaluated prior to the students' first day of school, with the exception of incoming kindergarteners. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the second semester (mid-year) shall be evaluated prior to the start of the second semester.

SPECIAL ASSIGNMENTS

A student may be moved down to another grade level at any time during the school year if the principal determines that the student would benefit from the reassignment. Such a determination shall be based on a careful review of the student's report card, test data, progress monitoring data, attendance record, and portfolio.

If a student has had multiple retentions due to attendance, a principal may consider developing a contract to increase attendance for the purpose of promotion. Parents will be notified of the special assignment and it will be documented in the student's academic record. If such an assignment results in the child transferring to another school, the principal of the receiving school shall be consulted. If the receiving principal questions the transfer, the two principals will review the case and resolve the issue.

Special assignment does not apply to third grade (see page 26).

EXCEPTIONAL EDUCATION STUDENTS

Students with disabilities placed in Exceptional Student Education (ESE) programs must be given special consideration based upon their needs. Individual Educational Plans (IEP), developed by the IEP team, serve as the basic documentation regarding retention and promotion. Mastery of state student performance standards will be documented in the IEP, teacher assessment, and/or teacher observation.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELL) will not be retained based solely on his/her language proficiency in English.

SECTION 504

A student is determined to have a disability under Section 504 regulations if the student meets any one of the three “prongs” of eligibility listed in 34 CFR 104.3(j)(1). A disabled student: “(i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.”

The prong under which the student is eligible will assist in determining which of the Section 504 protections are extended to the student. For example, although students eligible under any of the three prongs receive the nondiscrimination protections of Section 504, the requirements of Free Appropriate Public Education (FAPE) are more limited. Section 504 plans are developed for students who demonstrate a need for accommodations within the educational setting. However, the definition states that in order to be eligible for an accommodation plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities." Major life activities under Section 504, includes caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A Section 504 plan describes the accommodations that the school will provide to support the student's education. The team that determined the student's eligibility for Section 504 and identified the needed accommodations will write the accommodation plan. A 504 plan requires documentation of the condition and how the student is substantially limited and accommodations needed.

Development of a Health Plan may be more appropriate if the student’s educational needs are not impacted.

PROFICIENCY LEVELS

Progression from one grade to another is determined, in part, by proficiency in reading, writing, science and mathematics. Each student and his or her parent must be informed of that student’s academic progress.

COMPREHENSIVE PROGRAMS

Each year the district will review and establish standards for determining how well each student has mastered the performance standards approved by the State Board of Education and the district. Students must achieve specific levels of performance in English Language Arts (ELA), Science, Social Studies and Mathematics at each grade level, including the levels of performance on statewide assessments as defined by the Chancellor of Education. If a student does not achieve the required level of performance, he or she must receive remediation or be retained with an intensive program that is different from the previous year’s program and that takes into account the student’s

learning style. The district will review and determine an appropriate alternative placement for a student who has been retained two or more years.

ASSESSMENT AND SUPPORT (FS 1008.25)

Each student must participate in the standardized statewide assessment program as required by law. Each student who does not achieve Level 3 or above on the statewide, standardized English Language Arts or Mathematics assessments must be evaluated to determine the nature of the student's area(s) of academic needs and strategies for providing academic supports to improve the student's performance.

A student who is not meeting the district or state requirements for satisfactory performance in English Language Arts and Mathematics shall be covered by one of the following plans:

- 1.) A federally required student plan such as an Individual Educational Plan (IEP),
- 2.) A school wide system of progress monitoring, including MTSS,
- 3.) An individualized progress monitoring plan.

READING DEFICIENCY AND PARENTAL NOTIFICATION (FS 1008.25)

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, grade one, grade two or grade three or through teacher observations, must be given evidence based intensive reading instruction immediately following the identification of the reading deficiency. A student with a substantial reading deficiency must be covered by a federally required student plan such as an individual education plan for individualized progress monitoring plan, or both, as necessary. The student's reading proficiency must be monitored and the evidence based intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required for grade 3. If the student's reading deficiency is not remedied by the end of grade three, as demonstrated by scoring level 2 or higher on the statewide, standardized English Language Arts assessment test for grade three, the student must be retained.

The school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the student's deficiency, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a plan; and shall be informed that the student will be given

intensive reading instruction until the deficiency is corrected. Notification will also include the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, then the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. See page 28 for more information.

ELIMINATION OF SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression.

A student may be recommended for retention by the school-based MTSS Student Success Team. A student who is retained must be in the MTSS process. Retention decisions must be based on report card grades, grade-level expectations and additional sources of student achievement data. There should be a preponderance of evidence that has been collected over time.

The parent/guardians must be notified throughout the school year. Notification should include parent conferences and invitations to MTSS meetings. All notification must be documented. Notification should occur no later than January 15.

Other factors to consider include:

- 1) Due to increasing social-emotional risk, it is best to retain students in kindergarten or 1st grades.
- 2) Review previous retention(s). Under most circumstances, a student should be retained only once in elementary school (grades K- 5), except for mandatory 3rd grade retention. Regardless of retention an intensive intervention program is required.
- 3) Traumatic Events - A traumatic event may occur in a student's life that may negatively affect his/her performance in school. Retention may have a negative impact on the student's performance for academic achievement.

The final decision for grade placement is the responsibility of the principal.

Retention of Students with Disabilities and English Language Learners (ELL's)/Limited English Proficient (LEP) students must be determined by the IEP team or the school's ELL/LEP Committee except in the case of mandatory retention for reading deficiencies in grade 3.

Students who are retained must continue to be monitored closely through the MTSS process.

3RD GRADE GOOD CAUSE PROMOTION

The district school board may only exempt students from mandatory retention of third graders, for good cause. Good cause exemptions shall be limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English Language Learners Program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of Florida Statute 1008.212.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio, that he or she has mastered the language arts standards assessed by the grade 3 ELA. Student must have 3 examples of mastery per standard at 70% or above.
5. Students with disabilities who participate in the statewide, standardized English Language Arts assessment, and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading and English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

6. Students who have received intensive remediation in reading and English Language Arts, for two or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Utilization of good cause (above) number three (national percentile score) or number four (the student portfolio) may be used to exempt a student from the mandatory retention requirement. All such requests shall be made consistent with the following:

1. Documentation 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. Such documentation shall consist only of the existing Progress Monitoring Plan, Individual Education Plan, if applicable, report card and student portfolio.
2. 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 school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

SUCCESSFUL PROGRESSION FOR RETAINED GRADE 3 STUDENTS

Retained grade 3 students must be provided research-based intensive interventions in reading in order to remedy the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension instructional strategies. Participation in the summer reading camp which must incorporate the instructional and intervention strategies listed above is also a part of the interventions as well as a minimum of 90 minutes of daily, un-interrupted reading instruction that incorporates the instructional and intervention strategies listed above, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to

read at or above grade level, and ready for promotion to the next grade. A student who participates in the district summer reading camp may be promoted to grade 4 if he/she passes the SAT 10 with a score of the 45th percentile or higher. A satisfactory portfolio may also be used to promote a student who successfully completes the summer reading camp.

1. The school district shall provide grade 3 students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp as required under paragraph (a) and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:

- a. Uninterrupted reading instruction for the majority of student contact time each day.
- b. Small group instruction
- c. Reduced teacher-student ratios
- d. More frequent progress monitoring
- e. Tutoring or mentoring
- f. Transition classes containing 3rd and 4th grade students
- g. Extended school day, week, or year
- h. The use of explicit, systematic, and multi-sensory reading interventions.
- i. A read-at-home plan.

2. Written notification will be provided to the parent of any such student retained due to the requirements of state statute and who do not qualify for a good cause exemption including the reason the child does not qualify for promotion. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

3. Section 1008.25(5)(b), F.S. provides mid-year promotions of retained third grade students should occur during the first semester of the academic year.

(1) To be eligible for mid-year promotion, a student must demonstrate that he or she:

(a) Is a successful and independent reader as demonstrated by reading at or above grade level;

(b) Has progressed sufficiently to master appropriate fourth grade reading skills; and

(c) Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

(2) The criteria for students promoted before November 1 must provide a reasonable expectation that the student has met the requirements of this rule including the mastery of third grade reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows:

(a) Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Standards as specified in subsection of this rule; or

(b) Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule 6A-1.094221; or

(c) Successful completion of portfolio elements that meet state criteria in subsection (3) of this rule;

(3) To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade English Language Arts Florida Standards. The student portfolio must meet the following requirements:

(a) Be selected by the school district;

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

(c) Include evidence of mastery of the standards assessed by the grade three English Language Arts Florida Standards assessment as required by Rule 6A- 1.094221, F.A.C. Evidence can include successful completion of multiple choice items and text-based responses, chapter or unit tests from the district or school adopted core reading curriculum, or the state provided third grade student portfolio. Portfolios should contain 50% literary and 50% informational texts.

(d) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

(4) The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements of this rule and that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade four.

(5) The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years.

4. Students retained under this provision shall be provided instruction by a highly effective teacher as determined by the teacher's performance evaluation.

5. An Intensive Acceleration Class shall be established, when applicable, at each school for double retained grade three students (Those retained who subsequently score at Level 1 on the reading portion of the FSA. The focus of the Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class shall:

- a. Be provided to any student in grade three who scores Level 1 on the state ELA assessment, and who was retained in grade three the prior year because of scoring Level 1.
- b. Have a reduced teacher-student ratio.
- c. Provide uninterrupted reading instruction for the majority (180 minutes) of student contact time each day and incorporate opportunities to master the grade four Florida State Standards in other core subject areas.
- d. Use a reading program that is scientifically research-based and has proved results in accelerating student reading achievement within the same school year.

- e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use a speech language therapist.

EXCEPTIONAL STUDENT EDUCATION

Programs are available to eligible students with disabilities from 3-21 years of age. These programs are described in the Special Programs and Procedures for Exceptional Students Document, which is approved by the Florida Department of Education and the Bradford County School Board. School personnel or parents may initiate the referral of a child to the Student Success Team in order to begin the Multi-Tiered System of Supports (MTSS) process.

PROMOTION AND PLACEMENT: PRE-KINDERGARTEN

Children three through five years of age may be served directly by the School Board or through a School Board approved agency program. The IEP team determines eligibility for placement in the Pre-K program. The Pre-K ESE teacher will initiate an IEP meeting with the receiving elementary school prior to the beginning of the child's kindergarten grade. The IEP team will determine the placement and services that are necessary to meet the child's needs.

PROMOTION AND PLACEMENT: KINDERGARTEN

All ESE students must be five years old on or before September 1 of the school year in order to be classified as a kindergarten student. Social development and mastery of IEP objectives are important factors to be considered in the determination of promotion and retention of ESE kindergarten students.

FIRST GRADE PLACEMENT

ESE students must be six years old on or before September 1 of the school year and have attended one year of kindergarten.

PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES

PROMOTION

Students with disabilities must meet the state or district proficiency levels unless the student's IEP indicates that the disabling condition impacts the student's progress in the general curriculum. If the FSA is determined to be inappropriate then students with disabilities who met IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives. Exceptional student promotion in Bradford County's public schools is based upon an evaluation of each pupil's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect consideration of the following: course accommodations,

IEP progress reports, classroom assignments, daily observations, standardized tests, IEP goals, and other objective data. The primary responsibility for determining each pupil's level of performance and his/her ability to function academically, socially, and emotionally at the next grade level is that of the IEP committee with the school administrator serving as LEA representative in IEP meetings discussing promotion.

RETENTION

The IEP committee may recommend retaining students with disabilities who do not satisfactorily achieve course standards for the grade to which they are assigned. The school administrator must serve as the LEA representative in the IEP meetings discussing retention. The only exception to this will be in the case of a third grader who scores Level 1 in reading and does not meet the requirements of Good Cause as outlined in this document.

ELIMINATION OF SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression unless the student's IEP team has determined the student should follow a modified curriculum aligned with ACCESS courses.

RETENTION OF ELL STUDENTS

Retention for ELL/LEP students must be determined by a school's ELL/LEP committee, except in the case of mandatory retention for reading deficiencies in Grade 3.

INSTRUCTIONAL ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Accommodations are changes to the way a student with disabilities accesses curriculum, demonstrates learning, or how he or she is tested. Accommodations do not change the content of the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environments, and special communications systems or assistive technologies. These accommodations must be identified and documented on the student's IEP. Most students with disabilities can achieve general state content standards pursuant to rule 6A-1.09401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education and modified technology courses. Exceptional education students who are using general state content standards to attain a standard diploma will have to meet the same requirements as do regular education students. The student's Individual Educational Plan (IEP) will address the areas of academic need and accommodations to

the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. However, students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of foundation skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations.

ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Access Points and assessed with the Florida Standards Alternate Assessment (FSAA) based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) Parents must sign consent for their student to receive instruction on Access Points.

REPORTING STUDENT PROGRESS

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of non-disabled peer enrollment in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.

REPORT CARDS AND GRADING

A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to Family Education Rights and Privacy Act (FERPA). ESE students must receive a report regarding progress toward IEP goals and objectives along with the report card. An ESE student shall not be penalized with a lower grade for using accommodations.

TRANSFER STUDENT WITH DISABILITIES

For those students who were served in an ESE student program in another district, state or residential facility, the following procedure should be followed:

1. The student is enrolled in the appropriately zoned school.
2. School personnel will obtain parent permission and request records from the former school district.
3. A temporary assignment during the initial 10 days will be made until eligibility is determined. These assignments can be made permanent by the IEP team if enough information is available, or if an instate IEP has been received.

4. An IEP committee will be convened to determine the most appropriate educational placement in the least restrictive school environment to meet the individual needs of the student.
5. If minimal information is acquired upon entrance, the student will be placed in the most comparable placement/services can be determined.

HOSPITAL / HOMEBOUND PROGRAM

The Hospital / Homebound Program is available for those students whose medical condition prohibits attendance in a regular school program and who are under medical care for an illness or injury, which is acute or catastrophic, or chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital and restricts activities for an extended period of time (at least 15 school days). Students must meet eligibility and submit documentation by a physician to the Exceptional Education and Student Services Department. School counselors have information on this process and entrance requirements.

ASSESSMENT OF STUDENTS WITH DISABILITIES

Test accommodations are authorized when determined appropriate by the IEP committee for any student who is an eligible exceptional student and has a current IEP. Only those accommodations that are implemented in the classroom on a daily basis may be authorized. Accommodations on standardized tests must be in accordance with guidelines outlined in the test manual. A student with disabilities receiving only consultative services is also eligible for test accommodations. Students classified solely as gifted shall not receive any special test accommodations.

ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be assessed with FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.). The IEP team should consider the student's present level of educational performance in reference to the Florida State Standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, the following criteria must be met.

- Does the student have a significant cognitive disability?
- Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?
- Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize and transfer skills across settings?

TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Utilization of testing accommodations shall have no bearing upon the type of diploma or certificate issued to the student completing school. In no case shall the accommodation authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

Accommodations are available in the following area based on the student's IEP:

- **Presentation**—Use specialized formats, including large print, Braille, sign language, or oral presentation, and use assistive devices and other presentation supports to access information
- **Responding**—Respond to questions or prompts on the assessments in alternate modes, including dictation, sign language, and the use of assistive devices and other response supports.
- **Scheduling**—Increase the length of time to complete instruction and assessment or change the way the time is organized
- **Setting**—Change the location in which instruction and assessment are given or change the conditions of the instruction and assessment setting
- **Assistive Technology**—Use assistive technology to access information or respond to questions or prompts
- **Paper–Pencil Testing** - regular print, large print, one-item per page, and reading passage booklet (for reading only)

- **Computer Based Accommodations** - Text-to-Speech and Answer Masking

Unique accommodations must be requested and must be approved by the Commissioner of Education. All accommodations must reflect what is currently acceptable by the State Board of Education. Accommodations are available to any student with a disability and a current IEP.

EXTRAORDINARY EXEMPTIONS (1008.212, F.S.)

Establishes for students with disabilities; extraordinary exemptions, as defined:

- “Circumstance” is defined to mean a situation in which accommodations allowable for use on the statewide standardized assessment, a statewide standardized end-of-course (EOC) assessment, or an alternate assessment pursuant to S. 1008.22(3)(c), F.S., are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program that lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the

benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment; and

- “Condition” is defined to mean an impairment, whether recently acquired or long standing, that affects a student’s ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an EOC assessment, or an alternate assessment would reflect the student’s impaired sensory, manual, or speaking skills rather than the student’s achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment.

Parents must sign consent for a student to participate in the FSAA. A student with a disability may be allowed a special exemption from participating in ~~FSA FCAT 2.0~~ or FSAA due to extraordinary circumstances that affect the student’s ability to communicate in acceptable modes for statewide assessment. A specific process and timeline must be followed as outlined in Rule 6A-1.0943(5)F.A.C.

For a student with a disability for whom the IEP determines that a circumstance or condition (as defined above) prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by a statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment;

A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., *is not*, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

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