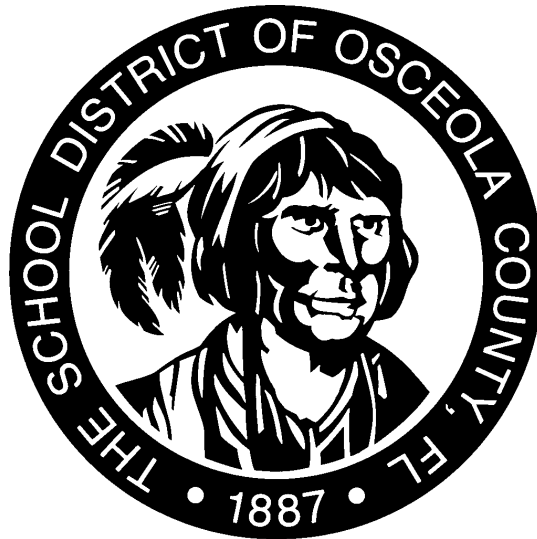


THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA



2011-2012
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN

Grades K-5

Effective July 01, 2011

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

SCHOOL BOARD MEMBERS

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

7
8 **A. Initial Entry Requirements**

9
10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County
11 schools for the first time to present the following at the time of registration:

12
13 **1. Evidence of Age** Amended 06-27-06, 07-15-03

14
15 Florida Statute (FS) 1003.21 requires that students enrolling in Kindergarten or
16 the first grade must present evidence of their age. Evidence submitted shall be a
17 valid birth certificate, or other documentation of birth, as listed in Florida Statute
18 1003.21.

19
20
21 *If a passport or immigration document is used as evidence of age, it may not be
22 duplicated. Only a notation may be placed in the student's record. Adopted 06-
23 27-00

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

26
27 **a. Certificate of Physical Examination**

28 Amended 06-30-92, 07-01-08, 07-01-09

29
30 A certificate of a physical examination within the twelve-month period
31 immediately preceding enrollment shall be presented before a child is allowed
32 to attend classes. The certificate shall be signed by a licensed practicing
33 physician, or an Advanced Registered Nurse Practitioner certifying that the
34 student has no contagious or communicable disease which would warrant the
35 student's exclusion from public schools. A Physician's Assistant operating
36 under the supervision of Osceola County Public Health Director may also
37 sign the certificate. Amended 06-27-06

38
39 Students, other than children of military personnel, transferring from a foreign
40 country must possess an examination certificate issued within the United
41 States.

42
43 **Exception:**

- 44 ■ The student was previously enrolled in a Florida school.

45
46 **b. Immunization** Amended 07-21-98, 07-15-03

47
48 Each student who is otherwise entitled to admittance to an Osceola County
49 school shall be required to present a certificate of immunization on a Florida
50 form, showing that the student has received inoculations for those
51 communicable diseases for which immunization is required by the Division of
52 Health, and Florida Statute 1003.22.

Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be temporarily excluded from school until such immunizations have been administered.

Adopted 09-07-99

Required Immunizations:

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

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

Pre-K Amended 07-01-02, 07-01-08

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

Kindergarten-Grade 3

Amended 07-01-02, 07-15-03, 07-01-04, 07-01-08, 07-01-09, 07-01-11

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

Grades 4-5

Amended 07-01-02, 07-15-03, 07-01-04, 07-01-08, 07-01-09, 07-01-11

All required immunizations and one (1) dose of Varicella. Varicella vaccine is not required if a child has documentation of a history of Varicella disease.

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Exceptions may be granted as follows:

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

3. Residency Requirements

Amended 06-29-93, 07-21-98, 06-27-06

A resident parent or guardian admitting a student to an Osceola County School shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

If false and/ or misleading information is presented in order to meet residency requirements, the child falsely registered shall be subject to immediate withdrawal from Osceola District Schools and required to register in the school in the assigned attendance zone or in the case of an out-of-district child, a school in the district of residence.

Any person knowingly providing false and/ or misleading information may be liable for criminal charges under Florida Statutes.

B. School Admissions

1. Admission to Kindergarten

Children must attain the age of five (5) years on or before September 1 of the school year for which admission to Kindergarten is sought. (Florida Statute 1003.21) Amended 07-15-03

2. Admission to First Grade

Children must attain the age of six (6) years on or before September 1 of the school year for which admission to first grade is sought or at any time thereafter, provided the child has demonstrated a readiness to enter the first grade in accordance with rules adopted by the State Board of Education. (Florida Statute 1003.21) Amended 07-15-03

No student shall be admitted to the first grade who has not attended Kindergarten in a public school or satisfactorily completed Kindergarten in a non-public school from which the district School Board accepts transfer of academic credit.

Any student presented for Grade 1 enrollment who has successfully completed Kindergarten in a non public school which permitted entry earlier than the state minimum requirement (5 years old on or before September 1 of the school year)

1 shall be enrolled in Kindergarten until the student has demonstrated a readiness
2 to enter the first grade.
3

4 **C. Transfer Students**

5
6 **1. General Transfer Information**

7
8 The school principal or designee will determine placement of a student who
9 transfers from other countries, counties, states, private schools or from a
10 home education program. If a student transfers from a school or program
11 other than a regionally accredited institution or with inadequate or incomplete
12 records, placement will be based upon the information available, including
13 any or all of the following:

- 14 ■ student's age,
- 15 ■ a review of all existing school records and home education records (e.g.,
16 student portfolio, annual evaluations),
- 17 ■ a review of the previous educational program including, but not limited to,
18 time spent in a program and curriculum requirements of the program,
- 19 ■ a test on grade level or individual subject-area objectives or
20 competencies to be identified by the principal,
- 21 ■ an interview with the student and/ or the parent(s)/ guardian(s) by the
22 principal or designee(s),
- 23 ■ teacher judgment of classroom performance during a probationary period
24 to be established by the principal.

25
26 **2. Placement of Transfer Kindergarten and First Grade Students**

27
28 Dates for the legal public school minimum entry age by state and territory
29 (provided by the Florida Department of Education) should be used in
30 accepting Kindergarten and first grade transfer students according to State
31 Board Rule 6A-1.0985.
32

33
34 Clarification of placement procedures for transfer Kindergarten and first grade
35 students from other states or countries is available through the Department of
36 Student Services.
37

38 **3. Placement of Transfer Students – Grades 2-5 Amended 07-01-02**

39
40 A student in Grades 2-5 who transfers from any other public school in the
41 United States or a foreign country is placed in comparable classes and all
42 records from the previous school are accepted.
43

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

46
47 Any student wishing to enroll in school who is not residing with his or her natural
48 parent or legal guardian shall have the responsible adult with whom the student
49 is living sign an Affidavit of Responsibility form available through the school or
50 Student Services at the District Office.
51

1 The responsible adult shall present proof that he or she has parental consent or
 2 legal right to accept responsibility. Parental consent shall be notarized.
 3

4 **5. Student Custody**

5
 6 Any person or agency who has been given exclusive care, custody, or control
 7 over any student by order of any court having jurisdiction to enter such order,
 8 may provide a certified or otherwise authenticated copy of such order, Marriage
 9 Certificate, or other extraneous criteria not covered by specific rule, to the
 10 principal of the school in which each student is enrolled. The order shall be
 11 placed in the student's official records and thereafter such person or agency shall
 12 be recognized for all purposes as the sole parent or guardian of the student until
 13 subsequent or additional orders changing such status are likewise provided.
 14

15 Implementation: 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198; 316.003 (62);
 16 1000.01, 1000.04, FS; SBR 6A-6.311 and 6A.6341 and 1001.42 (5), FS
 17

18 **6. English Language Learner (ELL) Students**

19
 20 For a student identified as English Language Learner (ELL) and transferring from
 21 a school in another country, placement must comply with appropriate procedures
 22 for students in the English for Speakers of Other Languages (ESOL) programs
 23 found in the ESOL District ELL Plan.
 24

25 **Home Language Survey (HLS) Responses/ Assessment Criteria**

- 26 ■ A student with all NO responses on the HLS is considered non-English
 27 Language Learner (ELL).
- 28 ■ A student with any YES response is referred for additional English language
 29 proficiency assessment.
- 30 ■ A student with a YES response to question #1 only is **temporarily** placed in
 31 general education classes until English proficiency assessment occurs.
- 32 ■ A student with more than one YES response is temporarily placed in basic
 33 ESOL classes until English language proficiency assessment occurs.
- 34 ■ The state-approved grade-appropriate Individual Developmental English
 35 Activities (IDEA) Language Proficiency Test is used to assess oral/ aural
 36 English proficiency and is to be administered within the first 20 days after the
 37 enrollment date. Amended 07-01-09
 38

39 **7. Student with Disabilities**

40 **a. 504 Students**

41
 42 A transferring 504 student is a student who was previously enrolled in any
 43 other school or agency with an active 504 plan and who is enrolling in a
 44 Florida school district. Upon notification that a transferring student is one with
 45 an active 504 Plan, the receiving school must review the existing 504 Plan
 46 and must revise as needed.
 47
 48

1 **b. Exceptional Student Education (ESE) Students** Amended 07-01-06
 2

- 3 ▪ A transferring ESE student is one who was previously enrolled as an
 4 ESE student in any other school or agency and who is enrolling in a
 5 Florida school district or in an educational program operated by the
 6 Exceptional Student Education Department through grants or contractual
 7 agreements.
 8
- 9 ▪ An ESE student who is transferring from one Florida public school district
 10 to the School District of Osceola County who has a current Individual
 11 Education Plan including Gifted Students (IEP/ GEP) will be placed in
 12 the appropriate educational program(s) with a permanent assignment
 13 consistent with the plan. The receiving school **must** review and may
 14 revise the current IEP/ GEP as necessary.
 15
- 16 ▪ An ESE student who is transferring from an out-of-state public school
 17 with ESE documentation will be placed immediately in the appropriate
 18 educational program(s). A permanent assignment may be made for the
 19 student if the student has an IEP and evaluation information. If the ESE
 20 documentation is not complete, a transfer assignment may be made in
 21 order for the district to conduct an initial evaluation pursuant to Rule 6A-
 22 6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08
 23

24 **8. Home Education**
 25

26 Students who are participating in a home education program in accordance with
 27 FS 1002.41 may be admitted to public school on a part-time basis. Adopted 09-
 28 17-96
 29

- 30 ▪ Students in home education who wish to attend public school must meet
 31 the same registration requirements as full-time students, and enroll for
 32 and attend at least one (1) regularly scheduled class period at the zoned
 33 school. Such students must register prior to the start of the semester
 34 they will attend. Full-time students will be given priority in course
 35 registration. Home education students who are excluded from a class/
 36 course at their zoned school due to space limitations may attend another
 37 school if space in that class/ course is available. Adopted
 38 09-17-96, Amended 06-19-01
 39
- 40 ▪ The Board is not responsible for the transportation of students in a home
 41 education program to or from the school. The school principal will
 42 establish the time and place for arrival and departure of home education
 43 students. Students who attend school on a part-time basis are subject to
 44 all applicable rules and regulations pertaining to full-time students.
 45 Adopted 09-17-96
 46

47 Home education students are eligible to participate in interscholastic
 48 extracurricular student activities. The school principal will establish guidelines for
 49 participation pursuant to FS 1006.15, and these guidelines will be made available
 50 to home education students choosing to participate in interscholastic
 51 extracurricular activities. Adopted 07-02-96, Amended 02-05-08
 52

D. Attendance Guidelines

School attendance is the direct responsibility of parent(s)/ guardian(s) as required by Florida Statute 1003.24. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. Amended 07-15-03

Notes or telephone calls from parent(s)/ guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of the suspension. Amended 07-01-05

1. Student Absences

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

a. Excused Absences

Absences shall be excused for the following reasons:

- illness or injury of the student,
- illness, injury, or death in the immediate family of the student. The immediate family shall be defined as listed in the United States Internal Revenue Service guidelines.

If there is a reasonable doubt concerning the illness claimed, the principal shall be authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being “unexcused.”

The Principal of a school shall have sole discretion as to how absences shall be reported to the school. The parent or legal guardian shall report absences through a telephone call, a handwritten note, or both as determined by the Principal. Adopted 06-19-01

In cases of excused absences, the student shall be allowed to make up the work and teachers of the students shall give every reasonable assistance.

Make-up work shall be completed during a period of time equal to at least twice the time for which the absence is excused, unless the teacher allows more time.

b. Permitted Absences

“Permitted” absences may be granted. Only the principal shall have the authority to grant “permitted” absences and then only after he or she has considered the merits of each case. It shall be the principal’s responsibility to give to the parents a copy of the School Board rules pertaining to permitted absences.

1 Arrangements for make-up work shall be made in advance with the instructor
 2 of classes to be missed. The student shall assume complete responsibility
 3 for the make-up work. The teachers shall cooperate by making assignments,
 4 grading materials, and recording grades. The teacher shall set a timeline for
 5 receiving the student's work for credit, and this timeline will not exceed twice
 6 the number of days of absence.

7
 8 **Examples of situations warranting "permitted" absences include:**

- 9 ▪ attendance at an important public function,
- 10 ▪ attendance at church meetings, or observances of religious holidays,
- 11 ▪ travel with parents in urgent circumstances,
- 12 ▪ attendance at non-school conventions or conferences,
- 13 ▪ other situations with parental permission and the approval of the principal,
 14 or
- 15 ▪ participation in a non-instructional activity.

16
 17 **A student who wishes to participate in a non-instructional activity must:**

- 18 ▪ meet the academic requirements as set forth by the School Board,
- 19 ▪ make arrangements, in advance, with the teacher for missing classes,
 20 and
- 21 ▪ accept the responsibility for making up time and work.

22
 23 **c. Unexcused Absences** Amended 07-01-08

24
 25 All absences other than "excused" or "permitted" shall be deemed
 26 "unexcused," and a failing grade may be recorded for the period of the
 27 "unexcused" absence, except when students who are suspended from school
 28 during grade period exams or semester exams, such students shall be
 29 allowed to make up these exams.

- 30
 31 ▪ Upon each unexcused absence, the Principal or designee shall contact
 32 the student's parent or guardian to determine the reason for the absence.
- 33
 34 ▪ If a student has had at least five (5) unexcused absences within a
 35 calendar month or ten (10) unexcused absences within a ninety (90) day
 36 calendar period, the student's primary teacher shall report to the principal
 37 or designee that the student may be exhibiting a pattern of non-
 38 attendance. Unless there is clear evidence that the absences are not a
 39 pattern of non-attendance, the case shall be referred to the Early Truancy
 40 Intervention Team to determine if early patterns of truancy are
 41 developing. If the Early Truancy Intervention Team finds that a pattern of
 42 non-attendance is developing, whether the absences are excused or not,
 43 a meeting with the parent must be scheduled to identify potential
 44 remedies.
- 45
 46 ▪ If the initial meeting with the parent does not resolve the problem, the
 47 Early Truancy Intervention Team shall implement specific interventions
 48 that best address the problem.

1 The Early Truancy Intervention Team shall be diligent in facilitating
 2 intervention services and shall report the case to the Superintendent or
 3 his designee only after all reasonable efforts to resolve the problem have
 4 been exhausted.

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2. Students with Disabilities

a. 504 Students Amended 07-01-04

In the case of a student with excessive absences, a 504 Reevaluation meeting should be held to determine if the absences are caused by the disability of record on the active 504 Plan. If the 504 committee determines that the absences are caused by the disability, the committee must also determine a reasonable course of action, which may include the possible waiver of the attendance guidelines in determining grades, as well as consideration of a change of placement.

If the 504 committee determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student.

b. ESE Students

All exceptional students will follow regular education attendance procedures.

In the case of an ESE Student with excessive absences, an IEP team meeting must be conducted to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **are** related to the student's disability, the IEP team must determine a reasonable course of action which may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

1
2 If the IEP team determines that the student's excessive absences are not
3 related to the student's disability, the student is treated in the same manner
4 as that for a general education student.

5
6 **3. Hospital/ Homebound Program** Amended 07-01-08

7
8 Parent(s)/ guardian(s) may request that the IEP Committee consider eligibility
9 for a hospital/ homebound program for a student with an illness predicted by
10 certified medical personnel to exceed 15 consecutive school days or due to a
11 chronic condition for at least 15 school days which need not be consecutive.

12
13 **4. Student Absences for Religious Reasons**

14
15 Students will be afforded an opportunity to make up missed work without
16 adverse school effects when absent because of a religious holiday. Within
17 five school days prior to an expected absence for religious reasons,
18 parent(s)/ guardian(s) must notify the principal in writing and request that the
19 student be excused from attendance. A written excuse will not be required
20 upon return to school and no adverse or prejudicial effects will result for any
21 student availing herself/ himself of this provision. Students will be permitted
22 to make up missed work according to school procedures.

23
24 Should questions arise regarding this rule, principals will grant the parent(s)/
25 guardian(s) a conference. Parent(s)/ guardian(s) may appeal the principal's
26 decision to the Superintendent should a conflict arise.

27
28 **E. Student Withdrawals**

29
30 **1. Student Withdrawals During the Last Two Weeks of the School Year**

31
32 The parent(s)/ guardians(s) of a student who leaves school **during** the last
33 two weeks of the school year must show evidence that the withdrawal is
34 necessary and the student must successfully complete assigned class work.
35 Principals are authorized to make arrangements for the administration of any
36 tests if appropriate.

37
38 Principals may waive the requirements for early withdrawal when unusual/
39 extenuating circumstances require it.

40
41 **2. Student Withdrawals for Enrollment in Home Education Programs**

42
43 Florida Statute 1002.41 permits parents to choose to place their children in a
44 home education program in lieu of public school. The requirements of the
45 law will be monitored through Charter Schools and Educational Choices.
46 Amended 07-23-91, 07-21-98, 06-27-00, 07-15-03, 02-05-08

47
48 To withdraw a student for enrollment in a home education program, parent(s)/
49 guardian(s) must initiate the withdrawal process at the school and notify the
50 Superintendent of Schools in writing of the intent to provide home education
51 for the student.
52

1 **3. Student Withdrawals, ESE (Exceptional Student Education) Students**
2 (Adopted 07-01-05, Amended 07-01-06)
3

4 A child who is receiving services through Exceptional Student Education
5 (ESE) shall not be administratively withdrawn without prior parental
6 notification, a staffing meeting with parents or guardians to discuss the
7 educational impact of such a decision for the student to withdraw, and all
8 requirements relative to due process have been completed.
9

10 In cases where at least two (2) good faith, but unsuccessful attempts to notify
11 parents or guardians of the student have been documented, and with the
12 approval of the Director of Exceptional Student Education, the student maybe
13 withdrawn by the school.
14
15

- 1
- 2 ▪ Additional courses of studies may include, but shall not be limited to:
- 3

- 4 ✓ Art
- 5 ✓ Career Education
- 6 ✓ Computers
- 7 ✓ Developmental Physical Education
- 8 ✓ Foreign Language
- 9 ✓ Library Science
- 10 ✓ Metric Education
- 11 ✓ Music
- 12 ✓ Safety
- 13 ✓ School Police Liaison Program
- 14 (Amended 06-27-00, 07-01-06)
- 15

16 In addition, FS 1003.42 requires that members of the instructional staff of the public

17 schools, subject to the rules of the State Board of Education and the district school

18 board, shall teach efficiently and faithfully, using the books and materials required

19 that meet the highest standards for professionalism and historic accuracy, following

20 the prescribed courses of study, and employing approved methods of instruction, the

21 following:

- 22 1. The history and content of the Declaration of Independence, including national
- 23 sovereignty, natural law, self-evident truth, equality of all persons, limited
- 24 government, popular sovereignty, and inalienable rights of life, liberty, and
- 25 property, and how they form the philosophical foundation of our government.
- 26 2. The history, meaning, significance, and effect of the provisions of the Constitution
- 27 of the United States and amendments thereto, with emphasis on each of the 10
- 28 amendments that make up the Bill of Rights and how the constitution provides
- 29 the structure of our government.
- 30 3. The arguments in support of adopting our republican form of government, as they
- 31 are embodied in the most important of the Federalist Papers.
- 32 4. Flag education, including proper flag display and flag salute.
- 33 5. The elements of civil government, including the primary functions of and
- 34 interrelationships between the Federal Government, the state, and its counties,
- 35 municipalities, school districts, and special districts.
- 36 6. The history of the United States, including the period of discovery, early colonies,
- 37 the War for Independence, the Civil War, the expansion of the United States to
- 38 its present boundaries, the world wars, and the civil rights movement to the
- 39 present. United States history shall be viewed as factual, not as constructed,
- 40 shall be viewed as knowable, teachable, and testable, and shall be defined as
- 41 the creation of a new nation based largely on the universal principles stated in
- 42 the Declaration of Independence.
- 43 7. The history of the Holocaust (1933-1945), the systematic, planned annihilation of
- 44 European Jews and other groups by Nazi Germany, a watershed event in the
- 45 history of humanity, to be taught in a manner that leads to an investigation of
- 46 human behavior, an understanding of the ramifications of prejudice, racism, and
- 47 stereotyping, and an examination of what it means to be a responsible and
- 48 respectful person, for the purposes of encouraging tolerance of diversity in a
- 49 pluralistic society and for nurturing and protecting democratic values and
- 50 institutions.

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

Amended 07-01-06

Student Performance - State K-20 Education Priorities Amended 07-15-03

A comprehensive program of general education when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The District School Board shall assist schools and teachers in the implementation of research-based reading activities, FS 1008.25(4)(b).

The School District of Osceola County Curriculum Guidelines also reflect the priorities of the Florida K-20 education system.

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

4. Students with Disabilities

a. 504 Students Amended 07-01-04, 07-01-09

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan.

The individual student's Section 504 Plan documents the instructional accommodations required to ensure the student an equal opportunity to participate in or benefit from the general education curriculum. Parent(s)/ guardian(s) of a Section 504 student must be given the opportunity to provide input on decisions made by the Section 504 Committee regarding any alteration to the delivery of instruction of their Section 504 student. Parent(s)/ guardian(s) of a 504 student must be notified of any changes to the student's Section 504 Plan.

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b. Exceptional Education Students Amended 07-01-06, 07-01-08

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

ESE Curriculum

The curriculum for the elementary school Exceptional Student Education student will follow the Sunshine State Standards/ Next Generation Sunshine State Standards with appropriate accommodations. Moderately and severely disabled students with Intellectual Disabilities and Autism Spectrum Disorder will use a curriculum appropriate for the developmental level of the students. Adopted 06-30-92 and Amended 06-27-06, 07-21-98, 06-27-00, 07-01-05, and 07-01-09

For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP's) specify the appropriate goals and benchmarks and unique aspects of their programs.

For some students, Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Sunshine State Standards/ Next Generation Sunshine State Standards for Special Diploma in social studies may be more appropriate. Amended 07-01-09

The IEP developed by the team specifies the level of service for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom accommodations. Accommodations may be in the areas of curriculum, instruction, and assessment. Accommodations listed on the IEP must be implemented as indicated. Amended 07-01-05

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

C. Response to Intervention (Rtl)

Adopted 07-01-09

The district is committed to the implementation of a Response to Intervention (Rtl)/ intervention framework to integrate and align efforts to improve educational outcomes and to meet the academic and behavioral needs of all students. Rtl is a data-driven decision-making process applied to education. The systematic use of student assessment data at the district, school, and classroom levels will guide decisions about the allocation of resources and the intensity of the instruction and interventions needed to improve student learning or behavior. The district's schools will provide high quality instruction and intervention(s) matched to student needs and will use rate of progress and level of performance to inform instructional decisions, including but not limited to, promotion, acceleration, remediation, and retention.

Intervention Assistance Teams will identify students through the review of universal screening data and through teacher referral to determine the appropriate types and levels of interventions. Standard district protocols will establish which initial interventions to use, and diagnostic assessment will determine more intensive interventions. Teachers will consult the district Rtl Curriculum Guides for available supports. Students who receive interventions beyond the core curriculum will have their rate of progress and level of performance included in their records where appropriate.

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
5 their grade level academically. Promotion, however, is based primarily on student
6 proficiency in reading, writing, mathematics, and science, and is not automatic. Amended
7 07-15-03

8
9 Decisions regarding student promotion, and retention and good cause placement are
10 primarily the responsibility of the individual school's professional staff. The final decision
11 concerning grade placement is the responsibility of the principal.

12
13 Student promotion in the Osceola County schools is based upon an evaluation of each
14 student's achievement in terms of appropriate instructional goals. The determination should
15 reflect the recommendation of the school-based placement committee based upon the
16 following: successful progress in the county adopted curriculum, progress tests, classroom
17 assignments, daily observation, standardized tests, and other objective data. The primary
18 responsibility for determining each student's level of performance and ability to function
19 academically, socially and emotionally at the next grade level is that of the classroom
20 teacher, subject to review and approval of the principal.

21
22 **A. Attendance for Promotion Grades K-5** Amended 07-01-09

- 23
24 1. Students who miss more than fifteen (15) days per semester will not be
25 promoted except as follows:
26
27 • If medical evidence is presented to the principal from a competent
28 medical authority to excuse absences in excess of fifteen (15) days.
29
30 • Extenuating circumstances as determined by the principal based on
31 recommendations of teachers, counselors, or Student Services workers.
32
33 2. School activities shall not be counted as absences. Assigned work shall be
34 turned in on the 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
40 in reading, writing, mathematics, and science for each grade level. These levels of
41 performance will be used to identify students who **must** receive remediation or be
42 retained within an intensive program that is different from the previous year's
43 program and takes into account the student's learning style.

44
45 In compliance with School Board's Objective (Improve accepted measures of
46 success annually) and Florida Statute 1008.25, students will be identified as
47 performing at one of three levels which indicates a student's achievement:

- 48 ▪ above grade level,
49 ▪ at grade level, or
50 ▪ below grade level.

51

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

1. Required Program of Study – Grades K-5

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

2. Possible Grade Level Assessments

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

Kindergarten Indicators

A screening program for all Kindergarten students will be administered yearly. This screening should be done within the first 30 school days of each school year. Results of this screening will identify students who will be considered for further screening and psychological testing to determine if special placement is indicated.

- Florida Kindergarten Readiness Screener (FLKRS)
- Reading Running Record(s)
- Osceola Writes (Expository and Narrative)
- District-adopted reading program assessments
- District-adopted mathematics program assessments
- Early Reading Diagnostic Assessments (ERDA)
- Diagnostic Reading Assessment (DRA)
- Florida Assessments for Instruction in Reading (FAIR)
- Comprehensive English Language Learning Assessment (CELLA)

First 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
- ERDA
- Diagnostic Reading Assessment (DRA)
- Stanford Achievement Test, Tenth Edition (SAT-10)
- FAIR
- CELLA

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
- ERDA
- DRA
- SAT-10
- FAIR
- 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)
- ERDA
- DRA
- SAT-10
- Florida Comprehensive Assessment Test -- Sunshine State Standards (FCAT-SSS) Reading
- FCAT-SSS Mathematics
- FAIR
- 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
- DRA
- SAT-10
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Writing
- FAIR
- CELLA
- Fitness Gram

Fifth Grade Assessments

- Reading Running Record(s)
- Osceola Writes (Expository and Persuasive)
- District-adopted reading program assessments
- District-adopted mathematics program assessments
- District-adopted science program assessments
- District Formative Assessments (Reading, Mathematics, and Science)
- DAR
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Science
- FAIR
- CELLA
- Fitness Gram

Promotion of ESE Students

Promotion of ESE students enrolled in Exceptional Student Education programs for moderate and severe Intellectual Disabilities and some Autism Spectrum Disorder students shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and the Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Sunshine State Standards/ Next Generation Sunshine State Standards for Special Diploma in social studies. Amended 06-28-94, 07-21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-09

C. STUDENT PERFORMANCE LEVEL CHARTS

Amended 07-01-06, 07-01-07, 07-01-08, 07-01-09

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

1

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
Student Performance Level	DRA ² Independent Reading Levels	Reading FAIR ³ (Must consider all subtest criteria)	Writing Rubric Score	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 • CCRP⁵ Assessments • Math Program Assessments • ELL Status⁶ • ESE-IEP performance goals and assessments⁷ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Placement Considerations
Above Grade Level	Level ≥ 6 90%accuracy	<ul style="list-style-type: none"> • ≥ 85% PRS⁴ • >80% Reading Comprehension • >61 %ile⁸ Vocabulary 	45-50 points	≥ 90%		Promote
On Grade Level	Level 3-4 90%accuracy	<ul style="list-style-type: none"> • 85% PRS⁴ • 80% Listening Comprehension • 40-60th %ile⁸ Vocabulary 	35-44 points	70% - 89%		Promote
Below Grade Level	Level 1-2 90%accuracy	<ul style="list-style-type: none"> • 51-84% PRS₄ • 60-80% Listening Comprehension • ≤ 39th %ile⁸ Vocabulary 	25-34 points	60% - 69%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level A 90%accuracy	<ul style="list-style-type: none"> • ≤ 50% PRS⁴ • 0-40% Listening Comprehension • ≤ 29th %ile⁸ Vocabulary 	<25 points	≤ 59%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Florida Assessments for Instruction in Reading		⁴ Probability of Reading Success ⁵ Comprehensive Core Reading Program ⁶ English Language Learners		⁷ Exception Student Education- Individual Education Plan ⁸ Percentile		

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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	SAT-10 ⁹ Reading	Oral Fluency Benchmark Assessment Period 3	DRA ² Independent Reading Levels	Reading FAIR ³ (Must consider all subtest criteria)	Writing Rubric Score	SAT-10 ⁹ Math	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 • CCRP⁵ Assessments • Math Program Assessments • ELL Status ⁶ • ESE-IEP performance goals and assessments⁷ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Placement Considerations
Above Grade Level	≥ 75 th %ile ¹⁰	≥ 68 WCPM ⁸	> Level 16 90%accuracy	<ul style="list-style-type: none"> • 85% PRS⁴ Passage 1.6 • > 80% Reading Comprehension • > 61st %ile¹⁰ Vocabulary 	45-50 points	≥ 75 th %ile ¹⁰	≥ 90%		Promote
On Grade Level	≥ 50 th %ile ¹⁰	40-67 WCPM ⁸	Level 12-16 90%accuracy	<ul style="list-style-type: none"> • 85% PRS⁴ Passage 1.6 • 80% Reading Comprehension • 40-60th %ile¹⁰ Vocabulary 	35-44 points	≥ 50 th %ile ¹⁰	70% - 89%		Promote
Below Grade Level	25 th -49 th %ile ¹⁰	18-39 WCPM ⁸	Level 8-10 90%accuracy	<ul style="list-style-type: none"> • 51-84% PRS⁴ Passage 1.4 or 1.5 • 80% Reading Comprehension • ≤ 39th %ile¹⁰ vocabulary 	25-34 points	25 th -49 th %ile ¹⁰	60% - 69%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	≤ 24 th %ile ¹⁰	≤ 17 WCPM ⁸	< Level 8 90%accuracy	<ul style="list-style-type: none"> • ≤ 50% PRS⁴ Passage 1.1,1.2, or 1.3 • 80% Reading Comprehension or Listening Comprehension • ≤ 29th %ile¹⁰ Vocabulary 	< 25 points	≤ 24 th %ile ¹⁰	≤ 59%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Florida Assessments for Instruction in Reading ⁴ Probability of Reading Success				⁵ Comprehensive Core Reading Program ⁶ English Language Learners ⁷ Exception Student Education- Individual Education Plan ⁸ Words correct per minute			⁹ Stanford Test ¹⁰ Percentile		

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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	SAT-10 ⁸ Reading	Oral Fluency Benchmark Assessment Period 3	DRA ² Independent Reading Levels	Reading FAIR ³ (Must consider all subtest criteria)	Writing Rubric Score	SAT-10 ⁸ Math	Math End of Year Benchmark Assessment	Placement Considerations	
Above Grade Level	≥ 75 th %ile ¹⁰	≥ 103 WCPM ⁹	Level ≥ 30 90% accuracy	<ul style="list-style-type: none"> • ≥ 85% PRS⁴ Passage 2.6 • 90 WCPM⁹ • ≥ 80% Reading Comprehension • 95% Accuracy • > 61st%ile¹⁰ Vocabulary 	45-50 points	≥ 75 th %ile ¹⁰	≥ 90%	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP⁵ Assessments • Math Program Assessments • ELL Status⁶ • ESE-IEP performance goals and assessments⁷ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Promote
On Grade Level	≥ 50 th %ile ¹⁰	74-102 WCPM ⁹	Level 24-28 90% accuracy	<ul style="list-style-type: none"> • 85% PRS⁴ Passage 2.6 • 90 WCPM⁹ • 80% Reading Comprehension • 95% Accuracy • 40-60th %ile¹⁰ Vocabulary 	35-44 points	≥ 50 th %ile ¹⁰	70% - 89%		Promote
Below Grade Level	25 th -49 th %ile ¹⁰	46-73 WCPM ⁹	Level 18-20 90% accuracy	<ul style="list-style-type: none"> • 51-24% PRS⁴ Passage 2.4 or 2.5 • 61 WCPM⁹ • 80% Reading Comprehension • 90% Accuracy • 39th%ile¹⁰ Vocabulary 	25-34 points	25 th -49 th %ile ¹⁰	60% - 69%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	≤ 24 th %ile ¹⁰	≤ 45 WCPM ⁹	Level ≤ 18 90% accuracy	<ul style="list-style-type: none"> • ≤ 50% PRS⁴ Passage 2.3 • ≤ 31 WCPM⁹ • 80% Reading Comprehension • 90% Accuracy • ≤ 29th%ile¹⁰ Vocabulary 	<25 points	≤ 24 th %ile ¹⁰	≤ 59%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Florida Assessments for Instruction in Reading ⁴ Probability of Reading Success			⁵ Comprehensive Core Reading Program ⁶ English Language Learners ⁷ Exception Student Education- Individual Education Plan			⁸ Stanford Test ⁹ Words correct per minute ¹⁰ 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	FCAT-NGSSS ⁸ Reading	SAT-10 Reading	Oral Fluency Benchmark Assessment Period 3	DRA ² Independent Reading Levels	FAIR ³ (Must consider all subtest criteria)	FCAT Writing Rubric Score	FCAT-NGSSS ⁸ Math	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 • CCRP⁵ Assessments • Math Program Assessments • ELL Status⁶ • ESE-IEP performance goals and assessments⁷ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 		Placement Considerations
Above Grade Level	Level 4-5	≥ 75 th %ile ¹⁰	≥ 123 WCPM ⁹	Level ≥ 40 90%accuracy	• ≥ 85% FSP ⁴	6	Level 4-5	≥ 90%			Promote
On Grade Level	Level 3	≥ 50 th %ile ¹⁰	93-122 WCPM ⁹	Level 34-38 90%accuracy	• 85% FSP ⁴	3-5	Level 3	70% - 89%			Promote
Below Grade Level	Level 2*	25 th -49 th %ile ¹⁰	63-92 WCPM ⁹	Level 24-30 90%accuracy	<ul style="list-style-type: none"> • 51-84% FSP⁴ • >30 %ile¹⁰ Maze subtest • >30 %ile¹⁰ Word Analysis 	2	Level 2	60% - 69%			Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1*	≤ 24 th %ile ¹⁰	≤ 62 WCPM ⁹	Level ≤ 20 90%accuracy	<ul style="list-style-type: none"> • ≤ 50% FSP⁴ • < 30 %ile¹⁰ Maze subtest • <30 %ile¹⁰ Word Analysis 	<2	Level 1	≤ 59%			Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Florida Assessments for Instruction in Reading ⁴ FCAT Success Probability					⁵ Comprehensive Core Reading Program ⁶ English Language Learners ⁷ Exception Student Education- Individual Education Plan			⁸ Next Generation Sunshine State Standards ⁹ Words correct per minute ¹⁰ 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. FS 1008.25 (5)(b)</p>											

1

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	FCAT-NGSSS ⁸ Reading	Oral Fluency Benchmark Assessment Period 3	FAIR ² (Must consider all subtest criteria)	FCAT Writing Rubric Score	FCAT-NGSSS ⁸ Math	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 CCRP⁵ Assessments Math Program Assessments ELL Status⁶ ESE-IEP performance goals and assessments⁷ Formative Benchmark Assessments Parent Consultation Response to Instruction/ Intervention Possible retention indicated on report card 	Placement Considerations
Above Grade Level	Level 4-5	≥ 137 WCPM ⁹	<ul style="list-style-type: none"> ≥ 85% FSP⁴ 	5-6	Level 4-5	≥ 90%		Promote
On Grade Level	Level 3	111-136 WCPM ⁹	<ul style="list-style-type: none"> 85% FSP⁴ 	4	Level 3	70% - 89%		Promote
Below Grade Level	Level 2	86-110 WCPM ⁹	<ul style="list-style-type: none"> 51-84% FSP⁴ >30thile¹⁰ Maze subtest >30thile¹⁰ Word Analysis 	2-3	Level 2	60% - 69%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1	≤ 85 WCPM ⁹	<ul style="list-style-type: none"> ≤ 50% FSP⁴ < 30thile¹⁰ Maze subtest <30thile¹⁰ Word Analysis 	<2	Level 1	≤ 59%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Florida Assessments for Instruction in Reading ⁴ FCAT Success Probability ⁵ Comprehensive Core Reading Program				⁶ English Language Learners ⁷ Exception Student Education- Individual Education Plan ⁸ Next Generation Sunshine State Standards ⁹ Words correct per minute ¹⁰ Percentile				

GRADE 05	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	FCAT-NGSSS ⁸ Reading	SAT-10 ⁹ Reading	Oral Fluency Benchmark Assessment Period 3	FAIR ² (Must consider all subtest criteria)	FCAT Writing Rubric Score	FCAT-NGSSS ⁸ Math	SAT-10 ⁹ Math	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 • CCRP⁵ Assessments • Math Program Assessments • ELL Status⁶ • ESE-IEP performance goals and assessments⁷ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Placement Considerations
Above Grade Level	Level 4-5	≥ 75 th %ile ¹⁰	≥ 153 WCPM ²	• ≥ 85% FSP ⁴	6	Level 4-5	≥ 75 th %ile ¹⁰	≥ 90%		Promote
On Grade Level	Level 3	≥ 50 th %ile ¹⁰	125-152 WCPM ²	• 85% FSP ⁴	4-5	Level 3	≥ 50 th %ile ¹⁰	70% - 89%		Promote
Below Grade Level	Level 2	25 th -49 th %ile ¹⁰	97-124 WCPM ²	<ul style="list-style-type: none"> • 51-84% FSP⁴ • >30th%ile¹⁰ Maze subtest • >30th%ile¹⁰ Word Analysis 	3	Level 2	25 th -49 th %ile ¹⁰	60% - 69%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1	≤ 24 th %ile ¹⁰	≤ 96 WCPM ²	<ul style="list-style-type: none"> • ≤ 50% FSP⁴ • < 30th%ile¹⁰ Maze subtest • <30th%ile¹⁰ Word Analysis 	<3	Level 1	≤ 24 th %ile ¹⁰	≤ 59%		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Words correct per minute ³ Florida Assessments for Instruction in Reading ⁴ FCAT Success Probability ⁵ Comprehensive Core Reading Program					⁶ English Language Learners ⁷ Exception Student Education- Individual Education Plan ⁸ Next Generation Sunshine State Standards ⁹ Stanford Test %ile = percentile					

1 **D. Promotion to a Higher Grade Level** Amended 07-01-06, 07-01-08
2

3 The assignment of a student to a higher grade which results in the student's accelerated
4 promotion should be made based on exceptionally high achievement or evidence that the
5 student will benefit more from the instructional program at the advanced grade level. The
6 Superintendent or designee should authorize the assignment.
7

8 The assignment will occur at the end of a grading period agreed upon by both the sending
9 and receiving principal. If an ELL student is involved, the ELL committee shall meet to
10 document the change in the ELL Student Plan.
11

12 After agreement has been reached regarding an exceptional student, an Individual
13 Education Plan meeting must be held prior to placement in the new assignment. The long-
14 range academic, social, and emotional effect of the decision shall be considered.
15

16 The principal has the responsibility for making such an assignment, but a student will not be
17 accelerated without parental consent. Amended 06-30-91 and 06-27-
18 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
25 placement to the next higher grade. A copy of this notification shall be placed in the
26 cumulative folder. Notices to parent/ guardian of ELL students must be provided in the
27 primary language, whenever feasible. Amended 06-27-00
28

29 **E. Progress Monitoring Plan (PMP) Process** Amended 07-15-03, 07-01-06, 07-01-08
30

31 Florida Statute 1008.25 (4)(b) requires that schools must develop, in consultation with the
32 student's parent(s), a School District of Osceola County Progress Monitoring Plan (PMP) for
33 students who do not meet district and state levels of proficiency in reading, writing,
34 mathematics, and/ or science. Each PMP must outline an intensive remedial program in
35 the area(s) of weakness designed to assist the student in meeting state and/ or district
36 expectations for proficiency.
37

38 **The PMP must clearly identify the:**

- 39 1. specific, diagnosed academic needs to be remediated,
- 40 2. success-based intervention strategies to be used,
- 41 3. the intensive variety of remedial instruction to be provided, and
- 42 4. monitoring and reevaluation activities to be employed. FS 1008.25 (4)(b)
43

44 Each student who does **not** meet the levels of performance as determined by the district
45 **must** be provided with additional diagnostic assessments to determine the nature of the
46 student's difficulty and areas of academic need. FS 1008.25 (4)(a)
47

- 48 ■ Data from the additional assessments are to be used to formulate the student's
49 PMP.
50

51 Schools shall also provide for the frequent monitoring of the student's progress.
52 FS 1008.25(4)(b)

1
2 Any student who exhibits a substantial deficiency in reading, based upon locally
3 determined assessments, statewide assessments conducted in Kindergarten or
4 Grades 1, 2, or 3 must be given intensive reading instruction immediately
5 following the identification of the reading deficiency. FS 1008.25 (5)(a)
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- Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics, and/ or science per FS 1008.25(4)(a).
 - If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

16 A student who is not meeting the school district or state requirements for
17 proficiency in reading and math shall be covered by one of the following plans to
18 target instruction and identify ways to improve his or her academic achievement:
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1. A federally required student plan, such as an individual education plan, FS 1008.25 (4)(b)1;
 2. A schoolwide system of progress monitoring for all students, FS 1008.25 (4)(b)2; or
 3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3

28 The plan chosen must be designed to assist the student or the school in meeting
29 state and district expectations for proficiency. If the student has been identified
30 as having a deficiency in reading, the K-12 comprehensive reading plan required
31 by FS 1011.62 (8), shall include instructional and support services to be provided
32 to meet the desired levels of performance. District school boards may require
33 low performing students to attend remediation programs held before or after
34 regular school hours or during summer if transportation is provided. FS 1008.25
35 (4)(b)3
36

37 If the documented deficiency is not remediated according to the PMP, the student
38 may be retained. FS 1008.25 (4)(c)
39

40 **Diagnostic assessments may include, but are not limited to:**

- 41
42
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45
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47
- teacher assessments
 - text/ placement tests
 - Osceola Writes
 - reading running records
 - diagnostic software
 - DRA
 - ERDA

48 (Amended 07-01-04, 07-01-09)
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50

Intensive instruction is usually associated with the following:

- diagnostic/ prescription
- targeted to specific skill development
- variety of opportunities for repetitions (repeated exposure)
- smaller chunks of text or content
- guided and independent practice
- skill development and practice integrated into all activities
- frequent monitoring
- criterion-based evaluation of success

Students in Grades K-5 whose performance in reading, writing, mathematics, and/ or science requires remediation **must** have a PMP or comparable individual academic plan.

- Students whose performance is minimally below grade level may need a PMP.
- PMP's are required for Kindergarten and first grade students who are performing below grade level.

An existing PMP is to be **closed** at the conclusion of the school year.

- At that time, the teacher(s) of the student who had a PMP is to make recommendations regarding the student's educational program for the following year.
- The PMP should be placed in the student's permanent record at the close of each year or at the time of student withdrawal.

If a student is to continue remediation during the following year, he or she is to receive a **new PMP**.

- The new PMP is to be developed through the collaboration of the receiving teacher(s) and the parent(s)/ guardian(s) and approved by the principal.
- Recommendations of the sending teacher(s) are to be reviewed as part of the PMP progress.

Students who do not meet minimum performance expectations for the statewide assessment tests in reading, writing, mathematics, and/ or science must continue remedial instruction until expectations are met.

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

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

English Language Learner students who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to a Progress Monitoring Plan/ ELL committee. This committee will develop a PMP for the student in accordance with the following guidelines and procedures: Adopted 06-27-00

- The reason for the academic under-performance of an ELL student must **not** imply that he/ she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
- Establish lack of academic progress in reading, writing, mathematics, and/ or science using a composite of indicators that includes, but is not limited to grade

level checklists, pre-tests and post-tests, CELLA results, alternate assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.

- 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

3. Students with Disabilities –Progress Monitoring Plan Process

a. 504 Students Amended 07-01-04, 07-01-06, 07-01-09

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

b. ESE Students –Progress Monitoring Plan Process

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

A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan, such as an individual education plan, FS 1008.25 (4)(b)1;
2. A schoolwide system of progress monitoring for all students, FS 1008.25 (4)(b)2; or

1
2 3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3
3

4 If the student's federally required plan does not address the student's
5 deficiency in reading or mathematics as required by Florida law, then the
6 school must address these deficits in either a schoolwide progress monitoring
7 system or an individual progress-monitoring plan.
8

9 When an ESE student is determined to be performing below grade level in
10 reading, writing, or mathematics, the ESE/ Regular Education Teacher should
11 write a PMP to address the student's educational needs. The PMP should be
12 developed with the involvement of the parent/ guardian.
13

14 **F. Retention**

15 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-15-03, 07-01-04, 07-01-06,
16 07-01-08, 07-01-09
17

18 Students in Grades K-5 who are identified as being considerably or substantially below
19 grade level in reading, writing, mathematics, and/ or science **must** receive remediation or
20 be retained with an intensive program that is different from the previous year's program and
21 takes into account the student's learning style. However, students whose test scores and
22 classroom performance indicate that they are almost at grade level may be promoted with
23 close monitoring or promoted with a PMP.
24

25 Students in Kindergarten or Grade 1, Grade 2, or Grade 3 who exhibit a substantial
26 deficiency in reading must be given intensive reading instruction. The student's reading
27 proficiency must be reassessed at the beginning of the next year, and intensive reading
28 instruction must continue until the reading deficiency is remedied. FS 1008.25(5)(a)
29

30 The following options are available for students who have not met the levels of performance
31 for student progression:
32

- 33 ■ remediate before the beginning of the next school year and promote,
- 34 ■ promote and remediate during the following year with more intensive intervention
35 and remediation strategies identified in the revised PMP,
- 36 ■ retain and remediate using an alternative program of instructional delivery.
37

38 An appropriate placement, which differs from the present placement, must be considered for
39 a student who has been retained two or more years. FS 1008.25(2)(c)
40

41 The principal, upon written authority from the Superintendent or designee, may promote a
42 student who has been previously retained if the principal determines that standards have
43 been met and the student will be able to benefit from instruction at the higher grade. If the
44 placement involves a new school, the assignment will occur at the time agreed upon by both
45 the sending and receiving principal. Amended 06-15-99
46

1 **1. Mandatory Retention**
 2

3 No student may be assigned to a grade level based solely on age or other factors that
 4 constitute social promotion. FS 1008.25 (6)(a) Adopted 06-19-01
 5

6 Beginning with the 2002-2003 school year, students who do not score at Level 2 or
 7 higher on the statewide assessment test in reading for Grade 3 **must** be retained unless
 8 he or she is exempt from mandatory retention for good cause. [See Exemption From
 9 Mandatory Retention (Good Cause) in Grade 3.] FS 1008.25 (5)(b) Adopted 07-01-02
 10

11 If a student transfers after the administration of the FCAT in Grade 3, it is up to the
 12 district to assess the student's reading proficiency at the end of the year to determine if
 13 the student needs to repeat Grade 3.
 14

15 Retention decisions will not be made on a single test score. Adopted 06-19-01
 16

17 **2. Special Program Considerations** Amended 07-01-09
 18

19 **a. ELL Students** Amended 06-27-00, 07-01-08
 20

- 21 • An ELL student who has received more than two (2) years of instruction
 22 in an approved ESOL program may be retained when there is lack of
 23 academic progress in grade level concepts.
 24
- 25 • The ELL committee shall meet to document the evidence indicating lack
 26 of academic progress and to recommend retention. The parent/ guardian
 27 shall be invited to attend.
 28
- 29 • The teacher(s) must show extensive documentation of the ESOL
 30 strategies used to provide the student with understandable instruction.
 31
- 32 • The reason for retention must not imply the student needs an extra year
 33 to learn English or that the under-performance is due to the child's limited
 34 English proficiency.
 35

36 **b. Students with Disabilities**
 37

38 **1) 504 Students** Amended 07-01-04, 07-01-09
 39

40 A student with a 504 Plan must meet the district and state levels of
 41 proficiency.
 42

43 **2) ESE Students** Amended 07-21-98, 07-01-05, 07-01-06, and 07-01-08
 44

45 A student enrolled in ESE must meet either the Sunshine State
 46 Standards/ Next Generation Sunshine State Standards or Access Points
 47 for the Sunshine State Standards/ Next Generation Sunshine State
 48 Standards in reading/ language arts, math, and science at the
 49 Independent, Supported, or Participatory level or Sunshine State
 50 Standards/ Next Generation Sunshine State Standards for special
 51 diploma in social studies.
 52

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** shall be limited to the following:

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

37 2. **Requests for good cause exemptions** for students from the mandatory retention
38 requirement shall be made consistent with the following:

- 39
40 • Documentation through a Grade 3 portfolio shall be submitted from the student's
41 teacher to the school principal that indicates that the promotion of the student is
42 appropriate and is based upon the student's academic record. Amended 07-01-
43 05 and 07-01-06
44
45 • The State Board of Education adopted the following student portfolio guidelines
46 on January 21, 2003. To be accepted as meeting the portfolio option for
47 demonstrating mastery of the required reading skills, the student portfolio
48 contents must:
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- 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 FCAT-SSS Reading 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 Sunshine State Standards/ Next Generation Sunshine State Standards or
 - teacher-prepared assessments that are aligned with the Sunshine State Standards/ Next Generation Sunshine State Standards.
 - be an organized collection of evidence of the student’s mastery of the Sunshine State Standards/ Next Generation Sunshine State Standards Benchmarks for language arts that are assessed by Grade 3 FCAT-SSS Reading. 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. FS 1008.25 (6)(c)2
 - 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. FS 1008.25 (7)(b)3
 - 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. FS 1008.25 (7)(a)
 - Each school will conduct a review of PMP’s for all retained Grade 3 students who did not score above Level 1 on the FCAT Reading and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. FS 1008.25 (7)(b)1
 - A student portfolio will be completed for each retained Grade 3 student. FS 1008.25 (7)(b)1

- 1 • Retained Grade 3 students must be provided with intensive instructional services
2 and supports to remediate the identified area of reading deficiency including a
3 minimum of 90 minutes of daily, uninterrupted, scientifically research-based
4 reading instruction and other strategies which may include, but not limited to:
5 small group instruction; reduced teacher-student ratios; more frequent progress
6 monitoring; tutoring or mentoring; transition classes containing third and fourth
7 grade students; extended school day, week, or year; and/ or summer reading
8 camps. FS 1008.25 (7)(b)2
9
- 10 • Retained Grade 3 students will be provided a high-performing teacher as
11 determined by student performance data and above satisfactory performance
12 appraisals. FS 1008.25 (7)(b)5
13
- 14 • The District shall report to the State Board of Education, as requested, on the
15 specific intensive reading interventions and supports that were provided to Grade
16 3 students who scored Level 1 on the Reading FCAT and were retained. FS
17 1008.25 (7)(b)9
18
- 19 • Retained Grade 3 students who can demonstrate that he or she is a successful
20 independent reader, reading at or above grade level, and ready to be promoted
21 to Grade 4 may be promoted mid-year after careful evaluation by the principal.
22 Evaluating any retained Grade 3 student may include subsequent assessments,
23 alternative assessments, and portfolio reviews in accordance with rules of the
24 State Board of Education. Students promoted during the school year after
25 November 1 must demonstrate proficiency above that required to score at Level
26 2 on the Grade 3 FCAT as determined by the State Board. FS 1008.25 (7)(b)4
27

28 **Mid-year promotion before November 1 of the school year:**

- 29
- 30 1. Current Student Progression Plan Guidelines for Promotion will be followed:

31
32 Student promotion in the Osceola County schools is based upon an
33 evaluation of each student's achievement in terms of appropriate instructional
34 goals. The determination should reflect teacher judgment based upon the
35 following: successful progress in the county adopted curriculum, progress
36 tests, classroom assignments, daily observation, standardized tests, and
37 other objective data. The primary responsibility for determining each
38 student's level of performance and ability to function academically, socially
39 and emotionally at the next grade level is that of the classroom teacher,
40 subject to review and approval of the principal.

- 41
- 42 2. Successful completion of the Grade 3 portfolio to demonstrate mastery of the
43 Grade 3 Reading Sunshine State Standards/ Next Generation Sunshine
44 State Standards for Promotion to Grade 4 as outlined by the State Board of
45 Education in compliance with FS 1008.25 (6)(b)4.
46
- 47 3. The teacher/ s, principal and parent/ guardian should meet and be in
48 agreement as to the mid-year promotion.
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Decisions regarding student promotion, and retention and good cause placement are primarily the responsibility of the individual school's professional staff. The final decision concerning grade placement is the responsibility of the principal.

The Superintendent or designee should be notified in writing and authorize the assignment.

- 4. If an ELL student is involved, the ELL committee shall meet to document the change in the ELL Student Plan.

After agreement has been reached regarding an exceptional student, an Individual Education Plan meeting must be held prior to placement in the new assignment. The long-range academic, social, and emotional effect of the decision shall be considered.

- 5. The student's cumulative record and report card must indicate, "mid-year grade placement."

The parent notification letter of the mid-year promotion should be placed in the student's cumulative folder.

Mid-year promotion after November 1 of the School Year:

- 1. To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - is a successful and independent reader as demonstrated by reading at or above grade level,
 - has progressed sufficiently to master appropriate fourth grade reading skills; and
 - has met additional requirements, as satisfactory achievement in the other curriculum areas as evidenced by the grade of "C" or above on the district progress report and/ or report card in the core curriculum subjects of mathematics, writing, science and social studies.
- 2. The student must have completed one of the following:
 - Successful completion of the Grade 3 portfolio to demonstrate mastery of the Grade 3 Reading Sunshine State Standards/ Next Generation Sunshine State Standards for Promotion to Grade 4 as outlined by the State Board of Education in compliance with FS 1008.25 (6)(b)4. In addition, there must be evidence that the student scored at or above grade level in reading comprehension consistent with the month of promotion to fourth grade. To accomplish this it would be necessary to administer the Grade 4 Group Reading Assessment and Diagnostic Evaluation (GRADE) test to provide the on-grade level evidence. (For example, if the test is given in December, the child must score a 4.5 grade equivalent in reading comprehension.)

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- Successful completion of the Grade 3 and Grade 4 portfolios to demonstrate mastery of the Grade 3 Reading Sunshine State Standards/ Next Generation Sunshine State Standards for Promotion to Grade 4 as outlined by the State Board of Education in compliance with FS 1008.25 (6)(b)4.

3. The PMP 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. Authority: FS 1008.25 (7)(b)4.

4. The mid-year promotion must be a joint agreement with the teacher, principal, parent and the Superintendent or designee. FS 1003.02 (1)(a) gives the school board the responsibility for admission, classification, promotion and graduation of students.

Decisions regarding student promotion, and retention and good cause placement are primarily the responsibility of the individual school's professional staff. The final decision concerning grade placement is the responsibility of the principal.

5. The same guidelines will apply for the Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) students.

If an ELL student is involved, the ELL committee shall meet to document the change in the ELL Student Plan.

After agreement has been reached regarding an exceptional student, an Individual Education Plan meeting must be held prior to placement in the new assignment. The long-range academic, social, and emotional effect of the decision shall be considered.

6. The district mid-year promotion letter must be sent by the principal to the involved teachers and the parents/ guardian. The Superintendent or designee must receive a copy for approval. A copy should also be placed in the student's cumulative folder.

- Retained Grade 3 students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency. FS 1008.25 (7)(b)10

- Retained Grade 3 students will be provided at least one of the following instructional options: supplemental tutoring in research-based reading services; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; and/ or a mentor or tutor with specialized reading training. FS 1008.25 (7)(b)6

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

1 **H. Remediation** Amended 07-15-03, 07-01-06, 07-01-09

2
3 **1. Program Description**

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5 Remediation must be based on the results of diagnostic assessment(s) and it must
6 be systematically embedded in the total educational program for the student. The
7 daily instruction for the student will be modified based on both the diagnosis and the
8 contents of the PMP or other educational plan(s) (e.g., IEP, ELL Student Plan).
9 Remediation must include an instructional program that is not identical to that
10 provided during the previous school year.

11
12 Remedial and supplemental instructional resources must be allocated as follows:
13 First, to students who are deficient in reading by the end of Grade 3, and second to
14 students who fail meet performance levels required for promotion. FS 1008.25(3)

15
16 The PMP must include one or more of the following instructional intervention
17 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 Florida Statute 1008.25).

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

28 The K-5 Continuous Progress Program provides immediate and ongoing assistance
29 to students throughout the school year as needed. The K-5 Continuous Progress
30 Program is designed to assist students in achieving adequate progress in the
31 education program. The eligibility criteria for student participation in Grades K-5 may
32 include any combination of the following:

- 33 ▪ teacher recommendation,
- 34 ▪ participation necessary to maintain continuous academic
35 progress,
- 36 ▪ score within Achievement Level 1 or 2 on FCAT-SSS,
- 37 ▪ score in the lowest quartile of the FCAT-SSS,
- 38 ▪ score below the twenty-fifth percentile on SAT-9 or SAT-10, **or**
- 39 ▪ in the case of a student with disabilities enrolled in ESE,
40 recommendation of the IEP team.
- 41 ▪ In the case of an ELL student enrolled in an ESOL program,
42 recommendation of the ELL Committee based upon the student's
43 CELLA score

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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 [FS 1008.25 (7)(b)7; FS 1008.25 (7)(b)8g] is to
5 prevent the retention of Grade 3 students and to offer intensive accelerated reading
6 instruction to:

- 7 • Grade 3 students who failed to meet standards for promotion to Grade
- 8 4
- 9 • Each K-3 student who is assessed as exhibiting a reading deficiency.

10
11 The READ Initiative must:

- 12 • be provided to all K-3 students at risk of retention as identified by the
- 13 Florida School Readiness Screening (FLKRS), Early Reading
- 14 Diagnostic Assessment (ERDA), Comprehensive English Language
- 15 Learning Assessment (CELLA), and/ or Florida Assessments for
- 16 Instruction in Reading (FAIR) that measure phonemic awareness,
- 17 phonics, fluency, vocabulary, and comprehension.
- 18 • be provided during regular school hours in addition to the regular
- 19 reading instruction.
- 20 • provide a curriculum in core academic subjects to assist the student in
- 21 maintaining or meeting proficiency levels for the appropriate grade in
- 22 all academic subjects.
- 23 • provide a state-identified reading curriculum (district-adopted
- 24 textbook/ program) that has been reviewed by the Florida Center for
- 25 Reading Research (FCRR) and meets, at a minimum, the following
- 26 specifications:
 - 27 1. assists students with a reading deficiency in developing
 - 28 the ability to read at grade level
 - 29 2. provides skill development in phonemic awareness,
 - 30 phonics, fluency, vocabulary and comprehension
 - 31 3. provides scientifically based and reliable assessment
 - 32 4. provides initial and ongoing analysis of each student's
 - 33 reading progress
 - 34 5. is implemented during regular school hours.
 - 35 6. provides a curriculum in core academic subjects to assist
 - 36 the student in maintaining or meeting proficiency levels for
 - 37 the appropriate grade in all academic subjects. FS
 - 38 1008.25 (7)(c)

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

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

Tier 2 Students – Students Retained Once in Grade 3 – READ Initiative

1. Students may have a reduced student-teacher ratio.
2. Students must be provided a minimum of 90-minutes of daily, uninterrupted, scientifically-based reading instruction which includes small group instruction. Immediate Intensive Intervention should continue after the 90 minute block.
3. The students must be provided a different curriculum from the year before. The supplemental materials may be different. The core reading program may be the same.
4. Screening, progress monitoring, and diagnostic assessments must be used in order to guide instruction.
 - Screening – FAIR, district-adopted textbook/ program assessments, FCAT
 - Progress Monitoring should be on-going and weekly – FAIR Progress Monitoring Assessments, district-adopted textbook/ program assessments, timed readings, or observations.
 - Diagnostic measures are required – DRA, ERDA, FAIR Targeted Diagnostic Measures
5. All students retained must have a PMP. The PMP must be driven by a diagnostic assessment.

6. The teacher must review the student's previous PMP to address additional needed supports and services.
7. A child retained in Grade 3 must have an ongoing portfolio that meets the state portfolio requirement.
8. A child who scores Level 1 on the FCAT reading test must be offered attendance in a Summer Reading Camp.
9. All students may be assigned a trained volunteer or mentor and/ or assign someone to tutor each student on deficit areas.
10. Students should be provided on-grade level work for the subject areas that are not at risk. An option is a Grade 3 – Grade 4 transition class.
11. A student may be promoted mid-year, following the district's mid-year promotion policy.
12. A student may be placed in a transitional instructional setting.
13. Before school, after school, Saturday School, and extended year programs with research-based materials and certified teachers to tutor and remediate students must be provided.
14. Retained third grade students should be provided a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. A first year teacher may not instruct Grade 3 retained students.

Tier 3 Students – Students Retained Twice in Grade 3

Intensive Acceleration Class

1. The Intensive Acceleration Class must be provided to any Grade 3 student scoring Level 1 on FCAT reading who was retained in third grade the prior year because of scoring Level 1 on FCAT reading. 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.
2. There must be a reduced class size. The class size must be smaller than the other Grade 3 classrooms.
3. 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 Sunshine State Standards/ Next Generation Sunshine State 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.
4. 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.

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5. 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.
6. 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.
7. The student must have a PMP. The PMP must be driven by a diagnostic assessment.
8. 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.
9. The student should be provided grade level work for the subject areas that are not at risk.
10. A Grade 3 – Grade 4 transition class is an option.
11. The teacher must be a high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.
12. The paraprofessional working in this classroom should be trained on materials and strategies used in the classroom.
13. 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.
14. The student must be given FAIR. The student must be registered with the state Progress Monitoring and Reporting Network (PMRN).
15. The student should be given a diagnostic assessment that meets psychometric standards. The FAIR Targeted Diagnostic Measures assessment is the diagnostic test to be used.
16. 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** Amended 07-01-09

2
3 **1. ELL Students**

4 All English Language Learner (ELL) students in Grades K-5 are eligible for an
5 extended school year for either academic or language maintenance needs, provided
6 the services are rendered at the school. The following requirements must be met:

- 7 ▪ The need for an extended school year must be documented in the student's ELL
8 Student Plan.
- 9 ▪ The specific academic or language maintenance needs of the student must be
10 listed in the student's individual ELL Student Plan.

11
12 **2. Students with Disabilities**

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14 **a. 504 Students**

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

19
20 **b. ESE Students**

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

28
29 **3. Home Education Students**

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31 Home education students may participate in an extended school year if it is
32 available and if they meet the same eligibility requirements as established for all
33 regularly attending students.

34
35 Students who expect to earn credit in a home education program during the summer
36 must register with the Superintendent by the end of the first grading period (second
37 week).

38
39 **4. Summer Reading Camp** (Adopted 07-01-04)

40
41 Beginning April 2003, school districts were directed by the Department of Education
42 to provide a "research-based intensive summer reading activities for all students who
43 have failed to meet third grade promotion standards. Such reading camps should be
44 available to all third grade students who score Level 1 on the reading portion of the
45 Florida Comprehensive Assessment Test (FCAT) and focus on intensive intervention
46 in reading."

47
48 Priority should be given to students who are deficient in reading by the end of Grade
49 3. The next priority is to serve students in other grade levels who fail to meet
50 performance levels required for promotion as outlined in the Student Progression
51 Plan.

1 **IV. REPORTING STUDENT PROGRESS**

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

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

5

6 FS 1008.25 (8)(a) specifies that the district school board must annually report
7 to the parent of each student the progress of the student towards achieving
8 state and district expectations for proficiency in reading, writing, science and
9 mathematics, including the student's results on each statewide assessment
10 test. The evaluation of each student's progress must be based upon the
11 student's classroom work, observations, tests, district and state assessments,
12 and other relevant information. Progress reporting must be provided to the
13 parent in writing in the format adopted by the district school board. Progress
14 reports for ELL students shall be provided in the parent's native language
15 when feasible. No one test with a single administration should determine
16 promotion or retention. The preponderance of evidence from evaluations
17 should be used to determine if a student is ready for the work of the next
18 grade.

19 FS 1008.25 (5)(c) specifies that beginning with the 2002-2003 school year,
20 the parent of any student in K-3 who exhibits a substantial deficiency in
21 reading must be notified in writing immediately of the following:

- 22 ▪ That his or her child has been identified as having a substantial
- 23 deficiency in reading and state the exact nature of the difficulty
- 24 ▪ A description of the current services that are provided to the child
- 25 ▪ A description of the proposed supplemental instructional services
- 26 and supports that will be provided to the child that are designed to
- 27 remediate the identified area of reading deficiency.
- 28 ▪ That if the child's reading deficiency is not remediated by the end
- 29 of Grade 3, the child must be retained unless he or she is exempt
- 30 from mandatory retention for good cause.
- 31 ▪ Strategies for parents to use in helping their child succeed in
- 32 reading proficiency.
- 33 ▪ That the FCAT is not the sole determiner of promotion.
- 34 ▪ That additional evaluations, portfolio reviews, and assessments
- 35 are available, and
- 36 ▪ The district's specific criteria and policies for mid-year promotion.

37 **B. Report Cards** Amended 07-15-03, 07-01-08

38 FS 1003.33 (1) requires that district report cards for all elementary school
39 students must clearly grade or mark:

- 40 ▪ the student's academic performance in each class or course in
- 41 Grades K-5 (based upon examinations as well as written
- 42 papers, class participation and other academic performance
- 43 criteria);
- 44 ▪ the student's conduct and behavior; and
- 45 ▪ the student's attendance, including absences and tardiness.

1 **C. General Rules of Marking**

2

3 **Report Card Grades** Amended 07-01-04, 07-01-09

- 4
- 5 1. Teachers will determine report card grades that provide the student and the
- 6 student's parents(s)/ guardians(s) with an objective evaluation of the
- 7 student's scholastic achievement, and effort.
- 8 ▪ Marks are based on the quality of student performance relative to
- 9 expected levels of achievement of the Sunshine State Standards/
10 Next Generation Sunshine State Standards that the teacher observes
11 and evaluates.
- 12 ▪ The student's academic grades are to reflect academic achievement.
13 The quality of the work will be assessed by multiple measures that
14 include, but are not limited to:
- 15 ▪ teacher observations (oral presentations or reports, speeches,
16 recitations, impromptu speaking, student participation and
17 demonstrations);
- 18 ▪ classroom assignments (reports, term or research papers,
19 models, projects, exhibits, posters, computer programs and
20 homework);
- 21 ▪ examinations (essay, multiple-choice and completion tests,
22 oral tests and skill tests requiring demonstrations);
- 23 ▪ weekly core curriculum benchmark assessments;
- 24 ▪ alternative methods (portfolios and performance assessment).
- 25
- 26 2. The teacher will record a sufficient number of grades/ marks, as defined in
27 subsection IV.C.1. in this section, to justify the marking-period grade/ mark.
28 A marking-period grade is not based solely on a single project. Passing
29 grades on report cards indicate that the student is working within a range
30 acceptable for the grade or subject, unless the subject is clearly identified as
31 remedial.
- 32
- 33 3. To receive a report card a student shall have been enrolled in school at least
34 one-half (1/ 2) of the forty-five day grading period as established by the
35 official school calendar. If an elementary student is enrolled for less than
36 one-half (1/ 2) of the forty-five day grading period, a report card shall be
37 issued, but a grade is not required. The report card needs to reflect the date
38 of entry and attendance record. If a student withdraws, he shall be issued a
39 grade on the withdrawal form as of the date of withdrawal. Amended 07-02-
40 96, 06-27-00, and 07-01-06
- 41
- 42 4. Students are to receive grades in all subjects in which they have received
43 instruction that grading period.
- 44
- 45 5. Change of Grades
- 46
- 47 Once a grade has been entered into a report card or electronically entered
48 into a system for the preparation of report cards, then any and all grade
49 changes should be made as follows:
- 50
- 51

REQUEST BY TEACHER FOR GRADE CHANGE:

- If the teacher who has made, entered or reported the grade feels it necessary to change the grade, he or she must submit a request in writing to the principal for a grade change.
- Whether the basis for the change is a mistake at the time of entry, or reconsideration of the assessment materials and evaluative sources, the teacher shall demonstrate in the writing the rationale, basis, and support for the grade as intended to be entered on the change.
- The principal shall consider the request made by the teacher, and meet with the teacher as the principal deems necessary, and determine whether to make the change as requested.
- The principal shall determine the request in writing and provide a written explanation as to the basis for the determination to the requesting teacher.
- Following the direction of the principal, the grade may be changed or left unchanged. Only if directed by the written notification of the principal, may the teacher entered grade be changed.
- Should a change in grade be directed after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

CHANGE OF GRADE WITHOUT TEACHER REQUEST:

- If a Principal considers changing a report card grade made, entered, or reported by a teacher, he or she must report in writing to the teacher that he or she is considering a student report card grade change.
- The teacher will be afforded an opportunity in writing to present the rationale, basis, and explanation for the grade as was entered.
- The principal shall consider the teacher's written support in making the grade.
- If the principal should determine to leave the grade as was entered unchanged, the principal need take no further action. If the principal determines to make a grade change over the teacher's objection, the principal shall set forth in writing the reason for the grade change, and provider therein a basis for the change of grade.
- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.

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- Should a change in grade be directed by the principal; after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

Grade change documentation, including grade change forms, notices, and other relevant documents, shall be retained in the student's cumulative record. Adopted 02-05-08

6. Dual Language (One Way and Two Way) Considerations – Language Arts and Reading Classes
Adopted 02-05-08, Amended 07-01-09

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

D. Description and Definition of Marks

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

Schools shall adhere to the following evaluation plan for grading and reporting student progress. The same evaluation plan applies to English Language Learner (ELL).

Amended 06-15-99, 06-27-00, and 06-19-01

Kindergarten-1

O	Outstanding/ Exceeds Expectation
S	Successfully Meeting Standards
N	Not Demonstrating Consistently
U	Unsatisfactory/ Needs Attention

Grades 2-5

Effective July 1, 2009, Grades 2-5 will be given corresponding letter grades using the scale below: Amended 06-19-01, 07-01-06, 07-01-09

<u>Grade</u>	<u>Percent</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

For **Special Area classes in Grades K-5**, the following grading scale may be used: Amended 06-30-92, and 06-27-06, and 07-01-06

O	Outstanding
S	Satisfactory
N	Not Demonstrating Consistently
U	Unsatisfactory/ Needs Attention

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

Amended 06-27-00

The course grade and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum accommodations.

If there is a continued pattern of failure in classroom performance and assessments, the ELL committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an ELL student **cannot imply** that he/ she needs an extra year to learn English or that it is due to the student's lack of English proficiency.

The following documentation needs to be in the student permanent records:

- Documentation of the ESOL strategies used by the ESOL language arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
- The records of parental contacts or attempts made to inform the parent/guardian of the student's under-performance. When applicable, copies of the deficiency reports signed by the student and parent/guardian. Notices to parent/guardian of ELL students must be provided in the home/ native language, whenever feasible.
- The instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant, Title III Specialist (if available), or ESOL Educational Specialist available at the school.

F. District/ State Assessment Programs

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

All students must participate in all regular district and state assessments for accountability purposes [FS 1008.22, 1008.25 (4)(a)]. Each student in Grades 1-5 must participate in the Florida Assessments for Instruction in Reading (FAIR) which will be administered three times each school year. Each student in Grades 3 and 4 will take district formative assessments in reading and mathematics. Each student in Grade 5 will take district formative assessments in reading, mathematics, and science.

Beginning with the 2002-2003 school year, all school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each Kindergarten student in the district school system upon the student's entry into Kindergarten. FS 1008.21

Home education students who wish to participate in the Florida Comprehensive Assessment Test (FCAT) may do so under the following conditions:

- Home education students may take the FCAT only at the school for which they are zoned.
- Home education students must abide by all the rules of the Student Code of Conduct while on any Osceola County school campus. Failure to do so will result in the removal of the student from the campus and loss of testing privileges.
- Home education parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

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2 **G. Accommodations of District/ State Assessments for**
3 **Special Program Students**
4

5 **1. ELL Students** Amended 07-01-08
6

7 ELL students who are currently receiving ESOL services in accordance
8 with the District ELL Plan, shall receive the following test
9 accommodations: flexible setting, flexible scheduling, additional time,
10 assistance in the Heritage language as specified in the Test
11 Accommodations for ELLs in the administrative manual of the FCAT and
12 shall have access to an approved English to heritage language
13 translation dictionary and/ or heritage language to English translation
14 dictionary. Accommodations for all other state assessment(s) will be
15 provided according to the recommendations of test publishers and/ or
16 appropriate district staff.
17

18 **2. Students with Disabilities**
19

20 **a. 504 Students** Amended 07-01-04, 07-01-09

21 Students with 504 plans may receive accommodations on both district
22 and state assessments. The student's Section 504 Plan should
23 address the accommodations that are regularly provided for
24 classroom activities and assessment and should guide decisions on
25 accommodations for specific test situations. However, allowable
26 accommodations for statewide tests are limited to those listed in the
27 State Board Rule and the state test administration manuals.
28

29 Accommodations may include: flexible setting, flexible scheduling,
30 flexible timing, flexible responding, flexible presentation, flexible
31 format, and/ or assistive devices.
32

33 **b. ESE Students**

34 Test accommodations during district/ state testing will be implemented
35 as specified in the student's IEP.
36

37 Statewide assessment accommodations may be used only if they do
38 not alter the underlying content that is being measured by the
39 assessment or negatively affect the assessment's reliability or validity.
40 Allowable accommodations are those that have been used by the
41 student in classroom instruction. Such accommodations may include:
42 presentation, responding, scheduling, setting, and/ or assistive
43 devices.
44

45 The need for any unique accommodations for use on state
46 assessments not outlined above must be approved by the
47 Commissioner of Education. Amended 07-01-05 and 07-01-06
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1 **H. Exemptions from District/ State Assessments for Special Program Students**
 2 Amended 07-01-08

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 4 **1. ELL Students**

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

14
 15 **2. Students With Disabilities**

16
 17 **a. 504 Students**

18 Students with 504 plans may not be exempted from state
 19 assessments.

20
 21 **b. ESE Students**

22 The IEP committee determines whether a student with a disability
 23 participates in state and district assessments. The decision to
 24 exclude any student with a disability must be documented by the IEP
 25 team by answering “yes” to all of the following questions:

- 26 • Is the student unable to master the grade-level Sunshine
 27 State Standards/ Next Generation Sunshine State
 28 Standards, even with appropriate and allowable course
 29 accommodations?
- 30 • Is the student’s demonstrated cognitive ability the primary
 31 reason for the inability to master grade-level standards?
- 32 • Is the student participating in a modified or functional
 33 curriculum based on competencies from the Access Points
 34 for all academic areas?
- 35 • Does the student require extensive direct instruction in
 36 functional academics and Career and Technical
 37 competencies as well as domestic, community living and
 38 leisure activities?
- 39 • Does the student have deficits in adaptive behavior, as
 40 demonstrated by the inability to function effectively and
 41 independently in everyday living skills (interpersonal and
 42 social interactions) across a variety of settings?

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 44 Students who are excluded from state and district assessments will be
 45 assessed through the Florida Alternate Assessment.
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I. Annual Report in Local Newspaper Adopted 07-15-03, Amended 07-01-06

Beginning with the 2002-2003 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- the provisions of the law relating to public school student progression and the district school board’s policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in Grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT;
- by grade, the number and percentage of all students retained in Grades 3 through 10;
- information on the total number of Grade 3 students who were promoted for good cause by each category of good cause as specified in FS 1008.25 (6)(b);
- any revisions to the district school board’s policy on student retention and promotion from the prior year. FS 1008.25 (8)(b).

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