

# ELEMENTARY EDUCATION

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# INSTRUCTIONAL PROGRAMS ELEMENTARY EDUCATION (K-6)

## I. ADMISSION AND TRANSFER

### A. ADMISSION AND DISTRICT REQUIREMENTS

#### 1. Kindergarten (F.S. 1003.21)

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

#### 2. First Grade (F.S. 1003.21)

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. Enrollment in a public school; or
- b. Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21. **NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

#### 3. First Entry to the Clay County District Schools

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- a. Proof of date of birth for kindergarten and grade one students. (F.S. 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
  - a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

- an insurance policy on the child's life that had been in force for at least two years;
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- a passport or certificate of arrival in the United States showing the age of the child;
- a transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
- if none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.

- b. A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- c. A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include (F.S. 1003.22):
  - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
  - Two or three doses of hepatitis B (HepB) vaccine
  - Three, four, or five doses of polio vaccine
  - Two doses of measles-mumps-rubella (MMR) vaccine
  - Two doses of varicella vaccine for K and grades 1-6
  - One dose of varicella vaccine for grades 7-12
- d. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- e. Social Security Number (District request)

## **B. TRANSFER DISTRICT REQUIREMENTS**

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions:

### **A. In-State Transfers from Nonpublic Schools to Kindergarten**

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- a. Evidence of date of birth (five years of age on or before September 1)
- b. Proof of immunization
- c. Evidence of medical examination performed within the last twelve months and
- d. Social Security Number (District request)

### **2. In-State Transfers from Nonpublic Schools to First Grade**

Pupils transferring from a nonpublic first grade must provide:

- a. Evidence of successful completion of kindergarten in a nonpublic Florida school
- b. Evidence of date of birth (six years of age on or before September 1)
- c. Evidence of medical examination performed within the last twelve months
- d. Proof of immunization and
- e. Social Security Number (District request)

### **3. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools**

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- a. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- b. Evidence of immunization against communicable diseases as required by F.S. 1003.22
- c. Evidence of date of birth in accordance with F.S. 1003.21
- d. Evidence of medical examination performed within the last twelve months and
- e. Social Security Number (District request)

4. **Home Education Program Entry or Reentry**

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- a. Age and maturity
- b. Academic skills and abilities
- c. Previous record in public and private schools and
- d. Evidence of work and achievement while in home education

**Final grade placement will be determined by the principal at the end of four weeks.**

5. **Assigning Grades to Transferring Students**

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled.**

The Elementary Student Withdrawal Notice (MIS-12427) shall be used to report this information, for out of district transfers. Transfers from one CCSD elementary school to another will be through Focus.

6. **Assigning Report Card Grades**

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary

responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a “code of conduct” violation with the exception of cheating or plagiarism.

7. **Conversion Chart (Grades 3-6)**

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	A. = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Grades earned outside School District of Clay County should be averaged to obtain the year’s average using the conversion chart. A notation in the comment section should denote grades and where they were earned.

## **II. ELEMENTARY INSTRUCTION**

### **A. PHYSICAL EDUCATION**

Florida Statute 1003.455 requires each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles. K-5 students and 6<sup>th</sup> grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- required to enroll in a remedial course
- parent indicates in writing to the school that:
  - parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
  - student is participating in physical activities outside the school equal to or in excess of mandated requirements.

### **B. REGULAR PROGRAM**

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curricula. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication,



reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. (Chapter 1001, Part II). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

**C. HOMEWORK (SDCC Policy 4.40)**

Homework is defined as assignments which support specific concepts taught during the school day. Incomplete class work is not considered to be homework, but rather a continuation of the student's daily class work responsibility. Because all Clay Virtual Academy course work is completed outside the traditional classroom, this policy does not apply to CVA students.

Homework should not exceed 20-30 minutes for K-3 or 30-45 minutes for 4-6. Individually assigned, rather than class assignments, are strongly recommended. No homework is to be assigned over school holidays. No homework is to be assigned during statewide assessment tests.

**D. MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING**

The reauthorization of the Individuals with Disabilities Education Act in 2004 made it clear that students with disabilities are to be considered first and foremost as general education students (Florida Department of Education Division of Public Schools Bureau of Exceptional Education and Student Services <http://www.fldoe.org/ese>). For this reason, the Clay County School District is supporting implementation of the state approved Multi-Tiered System of Supports (MTSS).

Accordingly, the Florida Department of Education utilizes the term MTSS, to describe an evidence-based model of schooling that uses data-based problem-solving that organizes academic instruction and behavioral supports at increasing levels based upon the needs of the individual student. Furthermore, within an MTSS, the tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports

(i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

The four critical components of this on-going planning/problem-solving cycle are as follows:

Step One: Define the problem of goal

Step Two: Analyze the problem

Step Three: Develop and Implement a Plan

Step Four: Measure response to instruction/interventions

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

It is the school administrator's responsibility to ensure that students' needs are being addressed through RtI. This is achieved through grade level/content area team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student's deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended. If the documented deficiency has not been remediated a student may be retained in accordance with state guidelines.

Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- a. Summer school course work (Grades 3 and 6)
- b. Extended day services (before or after school tutoring)
- c. Parent tutorial programs (if appropriate)

- d. Contracted academic services (previously approved by the district)
- e. Exceptional Student Education
- f. Suspension of curriculum other than reading, writing, and mathematics, and science
- g. Intensive skills development programs
- h. **Immediate intensive** intervention (iii) inside or outside the 120-minute literacy block if deficit is in reading.

**A review shall be conducted of RtI Plans for all retained third grade students who did not score above Level 1 on FCAT Reading and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.**

## When to consider starting an MTSS Academic Plan

	READING	MATH	WRITING
<b>K-2</b>	<ul style="list-style-type: none"> <li>• Consistently scoring in the red success zone on the FAIR</li> <li>• Scoring in the yellow success zone of FAIR if supported by other data</li> <li>• Teacher recommendation</li> <li>• Report card reflects skills not mastered as expected for grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Scoring at the at-risk level on District Benchmark Test if supported by other data sources</li> <li>• Teacher recommendation</li> <li>• Report card reflects skills not mastered as expected for grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Report card reflects skills not mastered as expected for grade level</li> <li>• Teacher recommendation</li> <li>• <i>Being a Writer</i> assessment rubric demonstrates weakness in writing skills</li> </ul>
<b>3-6</b>	<ul style="list-style-type: none"> <li>• Scoring at the at-risk level on District Benchmark Test if supported by other data</li> <li>• Teacher recommendation</li> <li>• Report card reflects skills not mastered as expected for grade level</li> <li>• Scored at level 1 or 2 on FCAT 2.0 for the two previous school years</li> <li>• Required for retained 3<sup>rd</sup> grade readers</li> </ul>	<ul style="list-style-type: none"> <li>• Scoring at the at-risk level on District Benchmark Test if supported by other data</li> <li>• Teacher recommendation</li> <li>• Report card reflects skills not mastered as expected for grade level</li> <li>• Scored at level 1 or 2 on FCAT 2.0 for the two previous school years</li> </ul>	<ul style="list-style-type: none"> <li>• Report card reflects skills not mastered as expected for grade level</li> <li>• Teacher recommendation</li> <li>• <i>Being a Writer</i> assessment rubric demonstrates weakness in writing skills</li> <li>• Scored a 2.5 or below on the 4<sup>th</sup> grade FCAT 2.0 Writing Assessment (5<sup>th</sup> grade)</li> <li>• Scoring a 2.5 or below on district writing assessment pre-test (4<sup>th</sup> grade)</li> </ul>

**E. READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.2)**

Students in kindergarten or grade 1, grade 2 or grade 3 who exhibit a substantial deficiency in reading must be given intensive reading instruction. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as evidenced by scoring Level 2 or higher on the Florida Comprehensive Assessment Test (FCAT 2014), or Florida Standards Assessment (FSA 2015) the student must be retained.

The parent of any K-3 student who exhibits a substantial deficiency in reading, **must be notified in writing** of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.
5. Strategies parents can use to help their child succeed in reading proficiency.
6. Alternate promotion means including portfolio reviews and an alternate standardized assessment to show when a student is reading on grade level.
7. District's specific criteria and policies for mid-year promotion.

**F. ATTENDANCE**

Florida Law requires all children between the ages of 6 and 16 attend school on a regular basis. (F.S. 1003.21)

Students with 5 or more unexcused absences in a month or 10 unexcused absences in 90 calendar days will be referred to the school's Attendance Team, and the school will set up a meeting with the parent or guardian to resolve the attendance problem. When a parent or guardian does not participate in activities requested by the school to improve school attendance, legal action may result in

the filing of a Truancy Petition with the court or referral to the State Attorney's Office (F.S. 1003.24) (F.S. 1003.26) (F.S. 1003.27)

The following policies regarding attendance are in effect county-wide:

- Schools will contact a parent or guardian, wherever possible, to notify them of an absence.
  - Following an absence, a note must be received from the parent or guardian no later than the 3<sup>rd</sup> day following return to school. Notes will not be accepted after the 3<sup>rd</sup> day and the absences will be considered unexcused. If excused absences become excessive, medical documentation may be required by the principal to excuse further absences.
  - It is at the discretion of the principal whether absences for family emergencies or extended absences are considered excused or unexcused.
1. Absence by a student for twenty (20) or more days during the school year, ten (10) days per semester, or five (5) days for a calendar month, shall create a strong presumption that the student has failed those subjects or courses in which he/she is enrolled during that period. Such presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade.
  2. A review committee representing the administration, the instructional staff, and guidance, appointed by the principal, will review each such case individually and will make recommendations to the principal who will make the final determination.
  3. Absence for Board approved religious holiday(s) will be addressed by the principal.
  4. Absences due to religious holidays must be reflected in the attendance record of the student as an **excused** absence. These excused absences for religious purposes do not count against the student for perfect attendance purposes.  
  
(SDDCC Policy 4.01 (D))
  5. Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, or absences due to participation in an academic class or program or as otherwise excused by the principal.
  6. Students who have excused absences must be allowed to **make up missed work**. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day that a paper, project, test or other

major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence is due the day the student returns. Work assigned during the absence will be due in the amount of time equal to the number of days absent.

7. For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded. Work assigned and due during the time of an unexcused absence may be accepted for credit at the discretion of the teacher.
8. Attendance for CVA is documented as follows:
  - Students in grades K-5 must follow pace chart for each week;
  - Students in grades 6-12 must stay on pace for each week (minimum of 5% per week);
  - Any day a K-5 student does not log in is considered an absence if course work is not up to date;

Learnfare (formerly known as AFDC) requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

**Perfect Attendance is awarded to students that have been neither absent nor tardy.** (SDCC Policy 4.02 G)

## **F. ASSESSMENT (F.S. 1008)**

Students in grades kindergarten through 6 are evaluated annually. All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs. Test adaptations and modification of procedures, as necessary, for students in Exceptional Education and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP) or the English Language Learners Plan (ELL).

The Florida Standards Assessments (FSA) (<http://fsassessments.org>) elementary testing requirements are as follows:

**Florida Kindergarten Readiness Screener (FLKRS)** – (F.S. 1002.69) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 days of each school year. Retained kindergarten students will not be screened. The Florida Kindergarten Readiness Screener consists of a subset of the Work Sampling System (WSS) and some measures of the Florida Assessment for

Instruction in Reading (FAIR-FS). Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

**FAIR (Florida Assessment for Instruction in Reading – Florida Standards –**  
The FAIR-FS is administered to all **K-2** students three times each year based upon testing schedule created by Just Read, Florida. The test is administered one-on-one for students in grades K-2.

**FSA English Language Arts – Writing**– The FSA Writing component is administered not earlier than March 1st to all fourth, fifth, and sixth grade students. Results for the Writing Component will be combined with the FSA English Language Arts assessment for one combined score.

**FSA Mathematics** – This test is administered to all students in grades 3,4, 5 and 6.

**FSA English Language Arts** – This test is administered to all students in grades 3,4,5, and 6 in a separate assessment window from the FSA Writing component. Results from the English Language Arts assessment are combined with the FSA Writing component for one combined score.

**FCAT 2.0 Science** – (Florida Comprehensive Assessment Test) – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

**CELLA** – (Comprehensive English Language Learner Assessment) – This test is administered to all ELL (English Language Learner) students.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student’s report card grade.

**Performance Matters** – Local assessment used to monitor the reading progress of students in grades 3-6 and math progress in grades K-6.

### **III ELIGIBILITY FOR ALTERNATE ASSESSMENT**

#### **A. GUIDELINES FOR EXEMPTION OF STUDENTS WITH DISABILITIES (F.S. 1008.25(6)2)**

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student’s disability may be such that state and district assessment systems may not be appropriate for that student.



The Florida Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Education Plan (IEP) teams are responsible for determining whether students with significant cognitive disabilities will participate in alternate assessment. The IEP team should consider the student’s present level of educational performance in reference to the *Florida State Standards*. In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Florida Alternate Assessment:

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Standardized Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?		
3. Is the student participating in a curriculum based on <del>Sunshine</del> State Standards Access Points for all academic areas?		
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?		

If the IEP team determines that **all four of the questions** accurately characterize a student’s current educational situation, then the **Florida Alternate Assessment** should be used to provide a meaningful evaluation of the student’s current academic achievement. If “yes” is not indicated in all four areas, then the student should participate in the general statewide assessment with accommodations, as appropriate. If the decision of the IEP team is to assess the student through the Florida Alternative Assessment, the parents of the student must be informed that their child’s achievement will be measured based on alternate academic standards, and that the decision must be documented on the IEP. The IEP must include a statement of why the alternative assessment is appropriate and why the student cannot participate in the general assessment.

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science and mathematics, and the student’s progress must be based on the student’s classroom work, observations, tests, district and state assessments, and other relevant information.

## **B. GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL)**

English Language Learner (ELL) students, who have been in an English Language Program for less than two years and fail to meet district expectations on the state assessments in reading, shall be exempted for Good Cause from the third grade mandatory retention.

English Language Learners (ELL) who have been enrolled in school in the United States for less than twelve (12) months may be exempted from the statewide assessment in reading shall undertake the annual CELLA (Comprehensive English Language Learning Assessment) assessment in accordance with Rule 6A-6.0902.

## **IV. REPORTING PUPIL PROGRESS**

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, social studies and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

### **A. REPORT CARDS – F.S. 1003.33**

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student's academic performance in each class or course grades 3-6 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated)
- The student's conduct and behavior
- The student's attendance, including absences and tardies

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Florida State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

## **B. REPORT CARDS K-2**

The report card for students in grades K-2 communicates student progress using a growth scale that assesses a child’s individual understanding of concepts and skills at key points during the year. A growth model differs from a traditional grading scale because it measures progress toward mastery. “Mastery” is defined as “meeting the standard” and is not expected until the end of the year.

A student’s progress toward mastery of specific skills or concepts will be reported quarterly using the following indicators:

- A blank field indicates that the skill has not yet been taught or assessed.
- A “\” means that the skill or concept has been taught and with additional time and support, your child should achieve mastery by the end of the year.
- Areas of concern are marked with an “X”.

An overall rating is also assigned to each domain in which the standards are comprised. These include; Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, Language, Science, Social Studies, Mathematics and Personal Development. These are also reported quarterly using the following scale:

- M= Student has independently and consistently demonstrated mastery of the standard
- P = Student is making sufficient and expected progress toward mastery
- I = Student is making insufficient progress and is in need of remediation and additional support

For the fourth quarter, each domain is marked as “M” for mastered, “P” for progressing, or “I” for not mastered.

## **REPORT CARDS 3-6**

Reading, Language Arts, Mathematics, Social Studies, and Science/Health are evaluated by the teacher using the following scale:

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

Conduct and behavior is evaluated by the teacher using the following scale:

S = Satisfactory  
N = Needs Improvement  
U = Unsatisfactory

Students may also participate in courses such as physical education, music, art and technology. Performance or nonperformance in these classes may be communicated by the teacher via the district's parent portal.

**EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.**

**C. HONOR ROLL (GRADES 3-6 ONLY)**

To be eligible for the Honor Roll in grades 3-6, students must be working on grade level. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all "A's" and/or "A's and B's" but are not working on grade level.

**1. For "A" Honor Roll:**

All "A's" are required in Reading, Language Arts, Math, Science/Health, and Social Studies. Resource grades (Art, Music, Physical Education, and Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll. To attain year long "A" honor roll the student must attain "A" honor roll each grading period during the year.

**2. For "A/B" Honor Roll:**

Grades of "A" or "B" are required in Reading, Language Arts, Math, Science/Health and Social Studies. Resource grades (Art, Music, Physical Education, and Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll. To attain year long honor roll for "AB" the student must achieve honor roll each grading period during the year.

## **V. ELEMENTARY GRADE PLACEMENT K-6**

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal.**

### **A. MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)**

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

### **B. PROMOTION**

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Florida State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25). Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Standards Assessment.

1. Promotion, assignment, or retention normally will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal.
2. Students in grade 6 must earn a promotion credit in Language Arts, Math, Science, and Social Studies to be promoted to 7<sup>th</sup> grade. To earn a promotion credit a student must earn a "D" or better on grade level in the subject area. A student may earn only one promotion credit in Summer School.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade promotion, mid-year promotion, and subject-matter acceleration within the same school; virtual instruction in higher grade level subjects pursuant to S. 1002.3105 (2) (a).

Additional ACCEL options include enriched science, technology, engineering, and math (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options available within the principal's school.

**C. STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222**

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

- a. To be eligible, a student must demonstrate that he/she:
  - 1) is a successful and independent reader as demonstrated by reading at or above third grade level; **and**

- 2) has progressed sufficiently to master appropriate fourth grade reading skills; **and**
  - 3) has at least a “C” average in reading, math, science, and social studies at the third grade level.
- b. The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the Scope and Sequence of the district’s adopted core reading program. Evidence of demonstration of mastery will be:
- 1) successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**
  - 2) a score at the 45<sup>th</sup> percentile or higher on a nationally normed reading comprehensive test selected by the district, which is consistent with the month of promotion to fourth grade.
- c. To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
- 1) be selected by the student’s teacher;
  - 2) be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom;
  - 3) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT 2.0 (2014) or FSA (2015);
  - 4) include evidence of beginning mastery of grade 4 Benchmarks that are assessed by the grade 4 Reading FCAT 2.0 (2014) or FSA (2015). This includes multiple choice, short response, and extended response items and passages that are approximately 60% literary text and 40% information text, and are between 100-900 words with an average of 500 words. **For each benchmark, there must be three examples of mastery as demonstrated by a grade of “70%” or better;** and
  - 5) be signed by the teacher and the principal as an accurate assessment of the required reading skills.

- d. The RtI/MTSS Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

#### **D. DETERMINATION REGARDING PROMOTION**

The basis for making the determination regarding promotion should reflect student performance according to:

- a. the State Standards
- b. the student's ability to function with materials considered to be "on grade level"
- c. teacher judgment
- d. tests
- e. student's classroom work
- f. observation
- g. standardized and required statewide assessments
- h. other objective data

#### **E. ACCELERATION**

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school.

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance.

#### **Acceleration Options:**



**Whole Grade Promotion** – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, **the student will be returned to the former placement.**

**Mid-year Promotion** – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

**Subject Matter Acceleration** – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

## **F. STUDENTS WITH DISABILITIES**

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

## **VI. REMEDIATION**

### **A. REMEDIATION K-6**

1. If a teacher recommends remediation because a student is exhibiting substantial reading difficulty, the student must receive intensive reading instruction both during and outside the literacy block. (Grades K-5) and during the 50 minute reading block (Grade 6). Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must be **reassessed** by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive

reading instruction. The student must continue to be given reading instruction until the deficiency is remedied.

2. Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:
  - a. additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
  - b. implementation of an individual intervention plan developed, in conjunction with a parent or guardian that is designed to assist the student in meeting state and district expectations of proficiency.

**B. READ INITIATIVE (F.S. 1008.25)**

Districts shall establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction to grade 3 or grade 3+ students who failed to meet standards for promotion to grade 4, and to each K-3 student who is **determined** as exhibiting a reading deficiency. The READ initiative shall: be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; and use a state-identified reading curriculum.

**C. SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE) (F.S. 1003.4156)**

In order to be promoted to grade 9, junior high students must successfully complete the following during their 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade years:

- 3 courses in English Language Arts
- 3 courses in Mathematics
- 3 courses in Social Studies (one of which must be Civics)
- 3 courses in Science
- Complete a career course in grade 8 and complete the Electronic Personalized Educational Plan (ePep) component (FS-1008.25(6)(a)).

Sixth grade students who score Level 1 or 2 on FCAT 2.0 (2014) or the FSA Reading (2015) Reading must complete a remedial course or a content area course in which remediation strategies are incorporated in course content the following year. Students scoring a Level 2 on FCAT 2.0 Reading (2014) or FSA Reading

(2015) will be assessed at the end of the sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade.

Sixth grade students who score Level 1 or 2 on FCAT 2.0 Math (2014) or the FSA Math (2015) must receive remediation that may be integrated into the required math course the next year. Refer to page 19 for requirements of RtI Plans for students scoring Level 1 or 2 on FCAT 2.0.

#### **D. SIXTH GRADE FAST TRACK PROGRAM**

This program allows selected 6<sup>th</sup> grade students to be promoted to the junior high should they meet the following criteria:

- Basic Education Student
- Student with 2 or more retentions
- Student who is 13 years of age on or before September 1<sup>st</sup>
- Student must attend summer school
- Principal recommends for Fast Track; requires District Office approval

Contact the school guidance counselor for more information.

### **VII. RETENTION**

#### **A. GENERAL REQUIREMENTS:**

Students failing to achieve district levels of expectation **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

Recommended Steps for Retention Consideration

- a. Identify potential students and verify whether the students are receiving support services through an active monitoring plan or Individual Education Plan or 504 Plan.
- b. In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- c. Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, and counselor). Consideration should be given for a referral to the Response to Intervention Team/MTSS, Child Study Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

**B. MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25)**

- a. It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- b. If the student's reading deficiency is not remedied by the end of the 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 he/she is exempt from mandatory retention for Good Cause.
- c. If a grade 3 student transfers after the administration of the Florida Comprehensive Assessment Test, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10. The student must score 45% or higher to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause" #4.
- d. Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause" #1.

- e. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FCAT is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.
- f. Each school district shall conduct a review of RtI Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above Level 1 on the FCAT 2.0 Reading and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.
- g. Third grade students who are retained must be provided intensive interventions in reading to eliminate 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 reading camp; and appropriate teaching methodologies.
- h. Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement 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.
- i. The school district shall require a student portfolio to be completed for each retained third grade student.
- j. Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including a minimum of 120 minutes of daily, scientifically research-based reading instruction and other strategies, which may include, but are not limited to: integration of science and social studies content within the reading block; small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students; extended school day, week, or year (summer reading camps).
- k. Provide students who are retained with a highly effective teacher.
- l. Retained third grade students who have received intensive instructional services who subsequently score Level 1 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.

## **VIII. EXEMPTION FOR GOOD CAUSE**

### **A. EXEMPTIONS FOR GOOD CAUSE GRADE 3**

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
2. Students with disabilities whose Individual Education Plan indicates that participation in FCAT 2.0/FSA is not appropriate.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (SAT-10 alternative assessment).

All grade 3 students new to the county or students who missed the reading portion of the FCAT 2.0 (2014)/FSA (2015) will be administered the SAT-10 prior to the end of the school year. All grade 3 students who scored Level 1 will also take the SAT-10 at the end of Summer Reading Camp.

To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FCAT 2.0 (2014)/FSA (2015) must score at or above the 45<sup>th</sup> percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **TWO** times. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student's Reading FCAT 2.0 (2014)/FSA (2015) scores or during the last two weeks of school, whichever occurs first, for student promotion purposes.

4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must: (a) be selected by the student's teacher, (b) be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom, (c) include evidence that the benchmarks assessed by the grade 3 Reading FCAT 2.0 (2014)/FSA (2015) have been met. This includes multiple-choice items and passages

that are approximately 60% literary text and 40% information text, and that are between 100-700 words (**with an average of 500 words per benchmark**). Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Florida State Standards or teacher-prepared assessments that are aligned with the Florida State Standards, (d) be an organized collection of evidence of the student's mastery of the Florida Standards – English Language Arts that are assessed by the grade 3 Reading FCAT 2.0 (2014)/FSA (2015). For each benchmark, there must be at least **three** examples of mastery as demonstrated by a grade of **70%** or above, and (e) be signed by the teacher and the principal as an accurate assessment of the required reading skills. These guidelines are to be considered *minimum* guidelines, with the expectation that school districts would have the flexibility to set portfolio standards that may exceed the guidelines adopted.

5. Students with disabilities who participate in the FCAT 2.0 (2014)/FSA (2015) **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K,1, 2, or 3.
6. Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a monitoring plan (or Individual Education Plans for students with disabilities) that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
7. Students who have already been retained once in 3<sup>rd</sup> grade.

**B. PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (F.S. 1008.25)**

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the

existing RtI/MTSS Plan, Individual Educational Plan, if applicable, report card, and student portfolio.

2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted based upon good cause guidelines, the principal should complete a good cause attestation form and send it to the District Reading Department. The student should be coded as promoted within the FOCUS database.

### C. PROMOTION (K-2, 4-6)

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. The final decision is the responsibility of the principal.

- a. A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following reasons shall be the determining factor when making this decision for promotion.
  1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a ~~Progress~~ monitoring plan.
  2. Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
  3. Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on an RtI/MTSS Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:



- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Such documentation can consist of the existing RtI/MTSS Plan, IEP, report card, student portfolio, or alternate testing and evaluations.
- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, he/she will sign the report card and indicate promoted. A statement will be added to the report card stating the data on which promotion is based.

\*For third grade students see Section on Mandatory Retention in Grade 3.

- b. A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade grouping. Parents will be notified, in writing, of this placement.
- c. Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.
- d. Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT (2014)/FSA (2015) as determined by the State Board. See Mid-Year Promotion.
- e. The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advance grade. Parents will be notified of the placement, and it will be documented in the student's record.
- f. The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.

## **IX. ACADEMIC TUTORING AND SUMMER READING CAMP**

### **A. DEFINITION**

The definition for summer school includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring and Summer Reading Camp. The purpose of the academic tutoring program is to provide support for the students at risk of academic failure during the school term instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend the student for academic tutoring or Summer Reading Camp should be made on the basis of the student's need to meet the district and state's levels of performance in reading and writing. Grade 3 students who score Level 1 on the FCAT Reading (2014) and Florida Standards Assessment (2015) will be targeted for Summer Reading Camp.

### **B. STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP**

1. Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current monitoring plan or who meet individual school criteria for eligibility for available tutoring.
2. Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation. The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardies or late pick-ups (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.
3. Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.
4. In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

5. English for Speakers of Other Languages (ESOL) students are eligible.
6. Sixth grade students may attend summer school to remediate one course.
7. On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be “conditionally promoted” to 7<sup>th</sup> grade where additional remediation must occur. (See Secondary PPP, page 83)

## **X. REQUIRED PROGRAM OF STUDY K-6**

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Florida State Standards.

## **XI. SPECIAL PROGRAMS AVAILABLE**

### **A. TITLE I BASIC READING AND MATHEMATICS**

Title I is a federally funded program designed to supplement basic education in grades K-6 core curriculum area of reading, math, science, and writing.

Qualified students are eligible to receive services provided they:

1. reside in a Title I eligible attendance zone; and
2. meet entry level school based criteria; or
3. reside in a delinquent or neglected center appearing on the state eligibility list.

### **B. VIRTUAL SCHOOL (F.S. 1002.45)**

Clay Virtual Academy is a school choice option for K-12 full and part-time students who reside in Clay County. Students may enroll as public, private, or home school students.

Any 4<sup>th</sup> or 5<sup>th</sup> grader scoring a level 4 or 5 on FCAT Math or Reading (2014) or Florida Standards Assessment (2015) may enroll in accelerated courses offered by CVA. Clay Virtual Academy also offers programs through contracted services with other providers/school districts. Students who choose to enroll with FLVS/Connections Academy, not Clay Virtual Academy (a franchise of FLVS), as a school choice option for K-5 are transferred to FLVS as the school of record and are no longer considered Clay County enrollees. These students may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, [www.clayvirtual.net](http://www.clayvirtual.net) . Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance may be limited due to the number of seats available and/or course offerings. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval.

### **CVA “STUDENT CONTACT AND DROP POLICY”**

Students from outside Clay County may enroll in CVA full or part time online programs. One successful academic year with CVA as determined by the principal may open enrollment to other Clay County Schools with low enrollment. Only through continuous communications can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and the instructor maintain regular contact. To ensure that our students are aware of this commitment, the four part process below will be followed:

1. If the student does not submit the expected number of assignments within a period of seven (7) consecutive days, the student and parent will receive a phone call from the instructor. During the call, the student, parent, and instructor will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.
2. If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an e-mail to the student/parent to remind them of the importance of submitting work and detailing the withdrawal process.
3. If a student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
4. An official final grade report will be e-mailed to the student. If the course withdrawal date falls within the grace period, a grade of “WNG” will be issued. After the grace period, of grade of “WF” will be issued.

### **C. VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)**

The free Voluntary PreKindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

1. provide a certificate of eligibility from Episcopal Children's Services.
2. provide a registered birth certificate indicating the child will be four years old on or before September 1<sup>st</sup> of the year of participation in VPK. They must be eligible to enter Kindergarten in the Fall following VPK.
3. provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (F.S. 1003.22). A homeless child as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.
4. provide a valid DH 680 Florida Certificate of Immunization or DH 681 Florida Certificate of Religious Exemption for Immunization. This is the only document schools are permitted to accept as proof of immunization.
5. provide a Social Security Number (District request).

**D. ENGLISH LANGUAGE LEARNERS (ELL)**

The ELL Program is designed to meet the communication and academic needs of students whose native language is other than English. The students will receive comprehensive instruction through ELL strategies, based on curriculum frameworks and curriculum guides. English Language Learners (ELL) students, who have been in the program for two years or less, are not bound by the mandatory retention requirements for statewide assessments. English Language Learners (ELL) who have been enrolled in school in the United States for less than twelve (12) months may be exempted from the statewide assessment in reading and shall undertake the annual CELLA assessment in accordance with Rule 6A-6.0902.

**E. DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS**

Dropout Prevention and Academic Intervention Programs are available, at designated school sites, to eligible students in grades 1-12 as described under F.S. 1003.153. These voluntary programs are designed to give support to eligible students through an alternative learning environment. Specific strategies are developed to meet individual needs of students targeting academic advancement, self-esteem, and social skills.

**F. EXCEPTIONAL STUDENT EDUCATION**

Programs are available to eligible disabled students (3-21 years of age) as described in the Special Programs and Procedures for Exceptional Children

document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12. Please refer to the section in the Student Progression Plan dedicated to Exceptional Student Education.

**G. HOSPITAL/HOMEBOUND**

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.