

ELEMENTARY SCHOOL PROCEDURAL MANUAL POLICY 6000.1: STUDENT PROGRESSION PLAN

The purpose of this procedural manual is to provide school personnel and other interested parties with both the current Student Progression Plan policy as well as the related procedural guidelines. The information in black type is the policy as approved by the School Board on May 18, 2010. The information in red is related procedural information that is intended to assist in clarifying and implementing the policy. The policy cannot be changed without School Board approval. The Divisions of Curriculum and Educational Programs & Student Support will periodically update the procedural information. Suggestions and questions are welcomed and should be sent to one of the following Executive Directors:

Diane Carr, Core Curriculum	(754) 321-1850
Kathrine Hinden, Student Support Services & ESE	(754) 321-2560
Sayra Hughes, Early Learning, ESOL & Career, Technical, Adult Community Education	(754) 321-2950
Leslie Brown, Educational Programs	(754) 321-2130

POLICY 6000.1: STUDENT PROGRESSION PLAN

THE SCHOOL BOARD'S MISSION IS TO PROVIDE EVERY STUDENT WITH A QUALITY EDUCATION IN A SAFE AND SECURE LEARNING ENVIRONMENT. THIS POLICY AND THE RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, ENSURING NO CHILD IS LEFT BEHIND.

Rules:

I. ELEMENTARY SCHOOLS (GRADES PREK-5)

A. ELEMENTARY ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S. 1003.21)

- 1. Initial entry requirements** for prekindergarten, kindergarten and first grade are included in SBBC Policy 5.1: Enrollment and Withdrawal.
- 2. Health requirements for initial entry (F.S. 1003.22)**, including immunization requirements, are included in SBBC Policy 5.1: Enrollment and Withdrawal.
- 3. Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in SBBC Policy 5.1: Enrollment and Withdrawal.
- 4. Attendance requirements (F.S. 1003.20)**, including absences for religious reasons, are included in SBBC Policy 5.5: Attendance.
- 5. Student withdrawal** information is included in SBBC Policy 5.1: Enrollment and Withdrawal.
- 6. Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

B. ELEMENTARY CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Prekindergarten curriculum

Students will receive an integrated curriculum that emphasizes instruction in language development and mathematical concepts. Students will be provided with opportunities for art, music and physical education activities. Instructional approaches will be research based and will include the active participation of students. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards.

Instruction provided to preschool students shall be designed to ensure kindergarten readiness and improve educational outcomes. Curricula shall integrate all domains of early learning; language and literacy, mathematics, science and social studies, the arts, physical development, and social emotional development. In addition, preschool curricula shall adhere to the state's Early Learning and Developmental Standards, Voluntary Prekindergarten Standards, and Head Start Child Outcomes Framework. The preschool programs shall implement an appropriate ongoing assessment tool that is aligned to the curricula and monitors students' progress.

For further assistance, call (754) 321-1961.

2. Elementary school curriculum

a. Regularly scheduled instruction: Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards (F.S. 1003.41).

b. Character education: The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)).

For further assistance, call (754) 321-2568.

c. Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition, Celebrate Freedom Week, and Disability History and Awareness Week: Students shall receive instruction in (F.S. 1003.42(2)):

- 1) The Holocaust
- 2) African and African American History
- 3) Hispanic Contributions
- 4) Women's Contributions
- 5) Veterans' Contributions
- 6) The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.
- 7) "Celebrate Freedom Week" (F.S. 1003.421)
Instruction shall be in accordance with Florida Statutes and district guidelines.
- 8) "Disability History and Awareness Week" (F.S. 1003.4205)
Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding, and awareness of individuals with disabilities including the history of the disability and the disability rights movement.

Instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how

they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide shall be taught. Such instruction must occur on or before Veteran's Day and Memorial Day.

The last full week of classes in September shall be recognized in all schools as "Celebrate Freedom Week". This must include at least three hours of instruction in each Social Studies class, which shall include an in-depth study of the Declaration of Independence. To emphasize the importance of this week, at the beginning of each school day during Celebrate Freedom Week, school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence (F.S. 1003.42).

For further assistance, call (754) 321-1873 or (754) 321-2968.

Since many of the instructional topics listed above are cross curricular/interdisciplinary, specific content areas of core curriculum may be consulted for additional support.

Multicultural curriculum support in all subject areas is provided through Multicultural Education CAB Conference and Department website.

For further assistance with the Holocaust, African and African American History, Hispanic and Women's Contributions, call Multicultural, ESOL and Program Services (754) 321-2969.

- d. To meet the Reading Enhancement and Acceleration Development (READ) Initiative's (F.S. 1008.25(7)(b)7) focus to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:**
- 1) Assessment of K-3 students in phonemic awareness, phonics, fluency, vocabulary and comprehension**
 - 2) Reading instruction from programs on the district's Struggling Reader chart that identifies reading curriculum reviewed by the Florida Center for Reading Research at Florida State University, which meet the following specifications:**
 - a) Assists students identified with a reading deficiency in developing the ability to read at grade level;**
 - b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;**
 - c) Provides scientifically based and reliable assessment;**
 - d) Provides initial and ongoing analysis of each student's reading progress; and**
 - e) Is implemented during regular school hours**

To meet this requirement, intervention programs recommended on the Struggling Reader Chart should be selected based on student assessment data that identifies deficit areas in need of targeted intervention instruction.

- 3) Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects
- e. **Outside activities:** Outside activities, such as contests and fairs, that use instructional time must be aligned with the Sunshine State Standards. See SBBC Policy 6303 for additional field trip information.

Supply Fees SBBC Policies 6.3 and 6.4 provide guidance regarding recoupment of cost from families for these activities.

- f. **Family life/human sexuality instruction:** Materials, resources, and speakers used in the Family Life / Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice. Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

Health Education, Substance Abuse, and Violence Prevention are essential to the educational and personal success of students in grades K – 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency, virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources), personal health and hygiene, dental health, hereditary diseases, breast cancer detection, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality.

Substance Abuse Education shall reflect current theory, knowledge and practice regarding prevention of substance abuse.

Family Life/Human Sexuality Education shall require that all materials, resources and speakers be approved through the Superintendent's Screening Committee and/or Speaker's Bureau, and allow a parent/guardian to make a written request to exempt a student from family life/human sexuality education in grades K-12.

All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years (F.S. 232.246; 233.061; 233.0612; 233.0625; 233.0672).
For further assistance, call (754) 321-2273.

- g. **HIV and sexually transmitted diseases instruction:** Materials, resources, and speakers used in the HIV / sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years (F.S. 232.246; 233.061; 233.0612; 233.0625; 233.0672). *For further assistance, call (754) 321-2273.*

- h. Gifted education:** See SBBC Policy 6000.5.
For further assistance, call (754) 321-2861.
- i. Assessment:** Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with disabilities and/or students who are English Language Learners who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)).
- j. Suspension of Curriculum (F.S. 1008.22(4)):** A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment.

 - 1) Distributing to students the sample test books and answer keys published by the Department of Education.
 - 2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment.
 - 3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skills assessed.
 - 4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
 - 5) Administering a practice test or engaging in other test-preparation activities for the statewide assessment which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education.
- k. Each school must administer the statewide kindergarten screening** to each kindergarten student in the school district within the first 30 school days of each school year (F.S. 1002.69(1)).
- l. Physical Education:** Elementary students, grades K-5, shall have 150 minutes of physical education (F.S. 1003.455(3)) each week to be delivered as 30 consecutive minutes per day. Physical Education is defined as the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle;

and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being (F.S. 1003.01(16)). Related services, such as physical therapy, may not be considered physical education for students with disabilities. Adaptive or specially designed PE may be counted towards the requirement for students with severe and profound disabilities. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455):

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

Questions and Answers Related to Physical Education:

1. Is the new requirement of at least 30 consecutive minutes, a daily physical education requirement?

No. The requirement is that on any day during which physical education instruction is not conducted there are at least 30 consecutive minutes of moderate to vigorous physical activity.

2. A student attends 45-minute physical education classes on Monday, Tuesday and Thursday for a total of 135 minutes. Can the classroom teacher (or any other instructional personnel designated by the principal) provide the remaining 15 minutes and have met the requirements for that student?

No. If only the remaining 15 minutes are provided, the student has not completed the additional requirement of 30 consecutive minutes on any day that physical instruction is conducted. The teacher would need to provide a minimum of 30 additional minutes even though the student will have a total number of minutes higher than 150 for that week.

For further assistance, call (754) 321-1863.

C. ELEMENTARY STUDENTS' RIGHT TO INSTRUCTION

Remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25 (4)(c)).

D. ELEMENTARY PROMOTION

1. Student Performance Levels for Reading, Writing, Mathematics and Science:

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account student's proficiency in writing (3.5 or higher on the FCAT Writing Assessment or the district equivalent) and science (based on proficiency levels to be determined by the district and/or the State Department of Education) (F.S. 1008.25(2)). The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

Promotion Criteria: Reading and Mathematics:

Grade & Subject	Criteria #1	OR	Criteria #2
K Reading	48 out of 52 Letter Names AND 20 out of 26 Letter Sounds AND 15 out of 21 Concepts of Print	OR	Scores 90% or greater accuracy AND 75% or greater in Comprehension on the Rigby PM Benchmark Assessment (level 2) OR scores at level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2 Reading	Starting in 2009-10, scores 70% or greater on the District-Developed Assessment that aligns with the Next Generation Standards in reading comprehension	OR	Starting in 2009-10, at or above the proficiency level that aligns with the District-Developed Assessment proficiency level on the Stanford Diagnostic Test in reading comprehension
3 Reading	At a level 2 or higher on FCAT – SSS Reading	OR	At a proficient level on a District- Approved Assessment, as allowed by the State
4 and 5 Reading AND Math	At a level 2 or higher on FCAT – SSS Reading AND At a level 2 or higher on FCAT – SSS Mathematics	OR	At a proficient level on a District- Approved Assessment

Note: No single assessment is the sole determiner of promotion.

2. Alternative Promotion Criteria: Good Cause (F.S. 1008.25(6)(b))

Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause options and documentation submitted from the student’s teacher to the school principal indicates that the promotion is appropriate and based upon the student’s academic record. All good cause decisions must be made and recorded by the end of the school year or the end of 3rd grade reading camp for 3rd graders, except in extenuating circumstances.

Note: More detailed criteria and procedures for alternative promotion options are included in the Appendix of this procedural manual in a document entitled, “PMP and Promotion Criteria Matrix”. Note that the portfolio passages for third grade may be administered anytime from January until May.

In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan (PMP), individual educational plan, if applicable, report card or portfolio as indicated below:

Targeted Students:	Grade 3: Alternative Promotion Criteria: Good Cause (State)	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For all elementary students	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the district	Student demonstrates an acceptable level of performance on an alternative standardized reading and/or math assessment approved by the district
For all elementary students*	Student demonstrates, through a student portfolio**** prepared in accordance with district guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards at a level equal to or above level 2 performance on FCAT – SSS*	Student demonstrates, through a student portfolio**** prepared in accordance with district guidelines, that the student is performing on grade level*	Student demonstrates, through a student portfolio**** prepared in accordance with district guidelines, that the student is performing on grade level*
For all elementary students	Student has received intensive remediation in reading for 2 or more years but still has a deficiency in reading and was previously retained in K, 1, 2, or 3 for a total of 2 years**	Same as 3 rd grade**	Student has received intensive remediation in reading and/or mathematics for 2 or more years but still has a deficiency in reading and/or mathematics and was previously retained for a total of 2 years***

* The portfolio option is to be used only when all other Good Cause options have been exhausted.

** If promoted under these criteria, intensive reading instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies.

*** If promoted under these criteria, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading and/or mathematics strategies.

**** The Division of Curriculum establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation requirements will take into account that not all students are using the adopted basal text.

Targeted Students:	Grade 3: Alternative Promotion Criteria: Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For elementary ELL students only	English Language Learner (ELL) students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For selected elementary students with disabilities only	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate , consistent with the requirements of State Board of Education rules.	Same as 3 rd grade	Same as 3 rd grade
For selected elementary students with disabilities only*	Student is a third grade student with disabilities who participates in FCAT and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	Student is a student with disabilities who participates in district assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained.	Student is a student with disabilities who participates in district assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained for a total of one year.

* There shall be a maximum of one retention in kindergarten through fifth grade for students with disabilities unless an additional retention is requested by the parent. With the exception of a single mandatory retention in third grade, parents may determine at which grade level(s) retentions occur, K-5.

The intent of the policy is that ESE students who do not meet promotion criteria will be retained one time in elementary (generally, at third grade) unless the parent requests a second retention in elementary. If the parent does request a second retention at elementary school, a conference may be held to discuss; however, if the parent still wants the second retention, it should be granted.

- 3. Recommendations for promotion based on good cause shall be reviewed by the principal and discussed with the teacher** for the determination as to whether the student should be retained or promoted (F.S. 1008.25(6)(c)).

4. **If the school principal determines that the student shall be promoted**, the school principal shall make such recommendation in writing to the Superintendent/designee (F.S. 1008.25(6)(c)).
5. **Promotion in Extraordinary Circumstances:** The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances which impacted the student's performance (e.g., student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the district-requested accommodation, student whose assessment results are clearly not indicative of their classroom grade-level performance). **This does not apply to students in 3rd grade.**

(THIS CANNOT BE USED FOR ANY 3RD GRADE STUDENT)

Promotion in Extraordinary Circumstances may be considered in those rare cases where there is clear documentation indicating an unusual situation that has impacted the student's performance. In addition to the example above, circumstances might include, but are not limited to, the following:

- A student who has transferred into Broward County Public Schools from outside the state, just prior to the start of testing for whom there is little information on their previous program to determine if they have had adequate instruction on the Sunshine State Standards and/or there have been no prior retentions and records indicate promotion criteria in the sending state has been met.
- A recent traumatic event in the student's family has impacted the student's emotional well being and performance on the test.
- A student who has a unique medical situation, documented by records and a doctor's statement, reviewed by Health Education Services personnel, that significantly impacts performance.

This clause cannot be used more than once for transfer students and must be applied annually for all other students.

The process for use of this clause is as follows:

1. Upon identifying a unique situation, school staff is encouraged to call appropriate area or district personnel to discuss the situation and necessary documentation. School personnel, including ESE team if for an ESE student and/or the ELL Committee if for an ELL student, must collect supporting documentation and submit the request to the principal. For medical issues, the principal should contact the Director of Health Education Services, (754) 321-2274 to address verification.
2. Upon verification that the documentation supports the request, the principal must submit the name of the student(s) and a brief description of the extraordinary circumstances to their area superintendent.
3. Upon review of the request and determination that the student should be promoted based upon these documented extraordinary circumstances, the area superintendent shall sign and submit such a request to the Superintendent.
4. Upon review, the Superintendent shall approve the documented requests and advise the school principal in writing.

5. The school principal shall notify the student's parents of the promotion, including the impact on meeting requirements for a standard diploma and the need for annual review.
6. District personnel shall enter the appropriate code on TERMS indicating **Promotion in Extraordinary Circumstances**.
7. The documentation and the approval from the Superintendent must be maintained in the student's file.

Questions and Answers Related to Promotion/Retention:

1. ***If a student meets criteria for promotion but is clearly performing well below grade level, can the student be retained?***
Yes, if there is mutual agreement between the parent and the principal that this is in the best interest of the child.
2. ***How many years must students be retained in elementary school if, after two or more years of intensive remediation, they are still deficient in reading?***
*Non-disabled and non-ELL deficient students must be retained **twice** in K, 1, 2, or 3 before they can be promoted out of third grade. Students with disabilities are limited to one retention in K-5, unless the parent requests an additional retention. ELL students cannot be retained solely due to lack of English proficiency; retention requires the recommendation of an ELL committee to which the parent is invited.*
3. ***Who makes the decision for retention of an ESE student who is working on Sunshine State Standards?***
The decision is made based on the promotion criteria in Policy 6000.1. Those teachers and support personnel working with the student review available data from alternative assessments and/or portfolios as defined in Policy 6000.1. From this review, a recommendation is made to the principal. The principal is ultimately responsible for the decision based on the requirements of the policy and the data provided by staff.
4. ***Is the review described above done as part of an individual educational plan (IEP) meeting with the outcome documented on the IEP?***
No.
5. ***If an ESE student met the state exemption criteria and did not take the FCAT, does the promotion criteria apply to the student?***
No.
6. ***How many times can students with disabilities (ESE) who take the FCAT or SAT and who do not meet promotion criteria be retained in grades K-5? In addition the parent would like their child to meet the "regular" promotion criteria?***
Unless the parent requests an additional retention, the number of retentions in grades kindergarten through 5th grade is limited to one. The school should have a conference with the parent to explain the rationale for recommending promotion. However, if the parent still requests a second retention, the student should be retained.
7. ***How does the policy for students with disabilities interface with the state mandate to retain students in 3rd grade who do not meet promotion criteria or good cause criteria?***
Students with disabilities who have been retained prior to third grade and who do not meet the promotion criteria or other good cause criteria would not be retained in third grade as per state mandate. They would not be retained again in elementary school unless the parent requested an additional elementary retention.

8. **Are all disabilities (including students with articulation, voice and fluency disorders) subject to the same retention policies and procedures at the elementary level?**
Yes.
9. **Are gifted students subject to the same 1-year retention limit at the elementary level?**
No - this part of the policy only applies to exceptional students with disabilities.
10. **What if a student with disabilities has been retained once in grades K, 1 or 2 and does not meet the third grade promotion criteria – can the student be promoted on good cause or must the student be retained?**
The student can be promoted based on good cause. The student does not need to be retained in third grade.
11. **If a student with disabilities has never been retained in elementary school and is a fifth grade student who did not meet promotion criteria, can the student be promoted to sixth grade?**
No. The student cannot be promoted because the student has not been retained once in elementary school.
12. **If only one retention is required at the elementary level for students with disabilities, does it make sense to continue promoting the student until retention is required?**
These decisions must be made in a case-by-case basis. However, in many cases retentions at the lower elementary grades give students the opportunity to learn the skills they need at the earliest possible time, facilitating their future reading achievement. If the one retention required at elementary does not occur prior to 3rd grade, it will occur in 3rd grade.
13. **What constitutes “good cause” for promotion of 4th and 5th grade students with disabilities who scored Level 1 on FCAT in reading?**
Other good cause options for reading are:
- Alternative assessments (i.e., scores at or above 30th percentile on the Stanford Diagnostic Test).
 - Portfolio assessment (i.e., scores at or above 70% on the Macmillan/McGraw-Hill Benchmark Reading Test, Form D – multiple choice items only).
 - IEP or 504 Plan indicates student has received intense remediation for more than two years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.
 - Previously retained.
14. **In grades other than third grade, is retention mandatory for ELL students with two or more years in an ESOL Program if they do not meet the district promotion criteria?**
Retention is not mandatory for these students. ELL students cannot be retained solely due to lack of proficiency in English. These students should have a PMP, participate in remediation, and be monitored for consistent academic progress. A formal retention recommendation regarding an ELL student can only be made through the action of an ELL committee. The parent should be included in the decision-making process.
15. **Can the IEP committee recommend promotion even if a student with disabilities who participates in state assessments does not meet the promotion or good cause criteria?**
No.
16. **Can schools comply with a parent’s request not to administer alternative assessments because the parent agrees the child should be retained and does not want the child to undergo additional stress?**
Yes. Ask the parent to sign a statement of their request, on school letterhead, similar to: “I understand the Good Cause for Promotion options and portfolio assessments are available to my child. I understand that if my child were to take one of these assessments and achieve the specified levels for promotion, my child could be promoted. I am choosing to retain my child. I am requesting that my child not take the alternative assessments or the portfolio assessment.” This document should be kept in the student’s folder.

E. MID-YEAR PROMOTION CRITERIA FOR THIRD GRADE STUDENTS WHO HAVE BEEN RETAINED IN THIRD GRADE

Third grade students who have been retained may be promoted to the fourth grade immediately after the administration of the first benchmark assessment of the school year, prior to November 1st, if the student achieves the score equivalent to FCAT Level 2 (F.S. 1008.25(7)(b)(4)).

A demonstration of mastery for **each** of the fourteen FCAT-tested reading benchmarks of the Sunshine State Standards is required to meet the mid-year promotion criteria in the first administration of the Benchmark Assessment Test. Parents may choose to retain their child even if the child meets the mid-year promotion criteria, as the retention may allow an additional year to increase proficiency.

F. ELEMENTARY PROGRESS MONITORING PLAN PROCESS

Any student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional state or district approved diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need. The school must develop and implement, in consultation with the student’s parent, a Progress Monitoring Plan (PMP) in reading and/or mathematics to assist the student in meeting state and district expectations for proficiency (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

- 1. Specific PMP reading requirements for elementary students in grades K-5:** If a student in grades K-2 exhibits a substantial deficiency in reading based upon district criteria or if a student in grades 3 through 5 scores at level 2 or below on FCAT – SSS in reading or a substantial deficiency is identified through teacher observation, the PMP must identify the following:

The student’s specific areas of deficiency identified by a valid and reliable diagnostic assessment in:

- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary
- The desired levels of performance in these areas
- The intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance. Students will be required to receive intensive remediation through a PMP.

The student’s reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated (F.S. 1008.25(5)(a); 1008.25 (7)(b)7)).

The intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level (F.S. 1008.25(7)2).

- 2. Specific PMP mathematics requirements for elementary students in grades K-5:** K-2 students who meet the district criteria for a PMP must receive intensive instruction. If a

student in grades 3-5 scores at level 2 or below on the FCAT – SSS in mathematics, the student will be required to receive remediation through a PMP.

A PMP may be initiated in any quarter of the school year. A student who does not originally qualify for a PMP can be placed on one at the school's discretion anytime, based on current academic performance. A PMP remains in effect for the remainder of the school year when the plan will expire. A student who qualifies for a PMP by statute must be placed on a PMP. For any student who reveals a return to performance on grade level based on the administration of an appropriate assessment instrument(s), a PMP intervention program may cease upon written consent of a parent(s)/guardian(s) through a parent-teacher conference as documented on a conference/interim form. The conference/interim form is to have documented date confirming the proficiency level(s) of the student.

In Broward, the definition of “substantially deficient” is the same as meeting the criteria for needing a PMP. In order to facilitate this process, an electronic data management system (ePMP) has been developed within Virtual Counselor. The ePMP automatically identifies students who qualify for a PMP according to state statute, and provides information pertaining to assessment instruments and intervention programs available at the student's specific school. The Fragile Student PMP process allows schools to manually identify students who are performing below grade level. The Fragile Student PMP process will also provide information pertaining to assessment instruments and intervention programs available at the student's specific school. The PMP system creates PMPs in reading and mathematics.

A copy of the quarter-by-quarter PMP reading and math criteria for kindergarten and first grade is included in the Appendix on the last four pages of the PMP and Promotion Criteria Matrix.

English Language Learners (ELLs) who meet PMP criteria must be given a PMP regardless of time in the ESOL program or language classification.

Questions and Answers Related to Progress Monitoring Plans (PMPs):

1. When should PMPs be developed and by whom?

Assessment instruments and intervention programs available at each school are documented for PMP use by the end of the first marking quarter. Students who qualify for PMPs according to state statute are auto-identified by the District. The classroom teacher or other appropriate instructional/administrative faculty will identify students who do not initially qualify for a PMP, but are achieving below grade level in class.

Initial PMP decisions for kindergarten students may be made at the end of the second marking period.

A PMP is not the same as an IEP.

2. If a third grader scores at Level 2 on the FCAT 2.0 – NGSSS, but does not reach a proficient level on a District-Approved Assessment should a PMP be initiated?

A PMP would be required.

3. Why aren't the PMP criteria the same as the promotion/retention criteria?

The PMP criteria purposefully include a larger group of students so that the PMP can serve as a preventative plan for those students who currently meet the promotion criteria but may be at risk of failing in the future if not provided with continued support.

4. Can a student have a PMP and an IEP?

Yes. If a student qualifies for a PMP based on state statute the student must be placed on a PMP. Given that an IEP is part of federal legislation, if there is ever a conflict between a student's PMP and IEP, the IEP supersedes the PMP.

5. Can an ELL student be placed on a PMP regardless of time in the program?

ELLs who are eligible for a PMP can be placed on a PMP regardless of time in the program or language classification.

- 3. PMP Reviews:** Progress Monitoring Plans in reading will be reviewed at least annually to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with district requirements (F.S. 1008.25(7)(b)1).

G. ELEMENTARY RETENTION

Students who are retained will receive an intensive program that is different from the previous year's program. Students who have been retained and are not making progress in the current program must undergo additional state or district approved assessment to determine an appropriate intervention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and district policy (F.S. 1008.25(6)). Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance. Parents must be notified no later than a week after test scores are received when it appears that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemptions. The notice will comply with (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency (F.S.1008.25(7)(b)3). Parents of ELL students must be notified in their native language (Meta Consent Decree 1990).

ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree 1990) in which the parent must be invited.

For students retained two or more years, appropriate alternative placements will be made.

Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

H. THIRD GRADE MANDATORY RETENTION (F.S. 1008.25(5)(b))

Third grade students who are retained will be provided with a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to:

- Small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes, containing third and fourth grade students
- Extended school day, week, or year
- Summer reading camp

1. **Retained third grade students will be provided with a high-performing teacher** as determined by student performance data and satisfactory performance appraisals (F.S. 1008.25(7)(b)5).
2. **Provide parents of students to be retained with at least one of the following options for their child:**
 - a. Supplemental tutoring in scientifically research-based reading services, in addition to the regular reading block;
 - b. A mentor or tutor with specialized reading training (F.S. 1008.25(7)(b)6a, c).
3. **Second Year Retention:** Students retained in third grade who have received intensive instructional services and still do not meet promotion criteria will be retained a second time in third grade (F.S. 1008.25). Second year retained third graders will have access to the following, where applicable:
 - a. **A transitional instructional setting** designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiencies (F.S. 1008.25(7)(b)10).
 - b. **An Intensive Acceleration Class (IAC)** to increase the student’s reading level at least two grade levels in one school year. The IAC shall:
 - 1) Have a reduced teacher-student ratio,
 - 2) Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master grade 4 Sunshine State Standards in other core subject areas, and
 - 3) Use a reading program from the District’s Struggling Reader chart that is scientifically research based and has proven results in accelerating student reading achievement within the same school year (F.S. 1008.25(7)(b)8a-d).

Second year retained students shall be provided with social-emotional support to address the impact of the retention.

Students retained for a second time in third grade who need to be exposed to 4th grade curriculum and standards can meet this through a transitional instructional setting. Such a setting might include a 3rd and 4th grade combination classroom. If a school does not have sufficient numbers of students retained twice in third grade, this may not be a viable alternative.

I. **ELEMENTARY EXTENDED LEARNING OPPORTUNITIES**

Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

Virtual Education

1. Schools may not limit student access to Florida Virtual School Courses. However, school counselors will determine if the course is academically appropriate for the student based on the students’ academic history, grade level, and age (F.S. 1002.37(3)(c)).
2. Schools may not limit access to a Florida Virtual School course even if the school offers the same course.

3. Students may not enroll in the same course at Florida Virtual School when concurrently enrolled in the course at the local school.
4. Schools must provide students access to Florida Virtual School as part of the students' full day curriculum.

J. REPORTING STUDENT PROGRESS (ELEMENTARY)

1. **Parent notification of reading deficiencies:** The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified in writing of the following (F.S. 1008.25(5)(c)):

Substantial deficiency is defined as meeting the criteria for a PMP as described in the PMP and Promotion Criteria Matrix in the Appendix of this procedural manual.

- a. that the child has been identified as having a substantial reading deficiency,
- b. a description of the current services that are provided to the child,
- c. a description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency,
- d. that, if the child's reading deficiency is not remediated by the end of grade 3, the child will be retained unless exempted from mandatory retention for good cause, and
- e. strategies for parents to use in helping their child succeed in reading proficiency.

Questions and Answers Related to Parent Notification:

1. ***Which K-3 students should receive the mandated parent notification of reading deficiencies letter?***

The parent of any student who meets the criteria for a PMP in reading must receive the letter. The letter has been incorporated into the electronic PMP, so that the printed copy of the electronic reading PMP serves this purpose – a separate letter is not required. The deadlines for the parent notification are the same as the deadlines for PMPs. The letter is translated into the major languages and is available upon request.

2. ***Do the parents of ELL (even those with less than 2 years in this country) and ESE students get the same mandated parent notification of reading deficiencies letter?***

Yes, they will have a PMP that incorporates the letter to the parent. There is also a supplemental ESE Parent Fact Sheet that should be sent home. The Fact Sheet is included in the Appendix. The letter is translated into the major languages and is available upon request.

3. ***Where can I get a copy of the ESE Parent Fact Sheet?***

It is in the Appendix of this Procedural Manual.

2. **Progress Reports (Report cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. A student must be in attendance at a Broward County public school for 25 days to receive a grade. Report cards indicate whether the child is performing on, above or below grade level. Continued below grade level performance is an indication of possible retention. Report cards also provide information in the student's conduct and behavior and attendance, including absences and tardies (F.S. 1003.33). Progress reports shall be signed by the parent and returned to the

teacher. If a student withdraws and does not qualify for a progress report under this provision, the parent shall be issued a statement of academic achievement. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

All schools will use the District identified progress report unless special permission has been obtained from the Division of Curriculum based on the unique program offering at the school, such as Montessori.

- 3. Interim reports:** Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students.

If a student is working below grade level or may be in danger of retention, this should be communicated to parents at the earliest possible time, through interims and other means available.

- 4. Grading for grades K, Pre-first, 1 and 2:** Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

1	Has mastered skill (independently)
2	Is learning skill (with assistance)
3	Area of concern
X	Not evaluated
NA	Not applicable

Students are marked based on their instructional level. For grades 1-2, you must indicate the child's Language Arts instructional level in the box below the area showing how the student is performing on Language Arts standards. If the student is working below their instructional level, the "Below Grade Level" box **must be checked**. This is an important part of the communication to parents about their child's performance. **Do not leave this box blank.**

- 5. Grading for grades 3-5:** Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

A	Superior progress	90-100
B	Above average progress	80-89
C	Average progress	70-79
D	Below average progress	60-69
F	Failure	59 or below

Progress in other areas will be reported using the following symbols:

1	Has mastered skill (independently)
2	Is learning skill (with assistance)
3	Area of concern
NA	Not applicable

Students are graded based on their performance on their instructional level. If a student is working below their instructional level in grades 3-5, the grade for the content area and

instructional level the student is working on **must be** entered in the “Below Grade Level” box. This is an important part of the communication to parents about their child’s performance. **Do not leave this box blank.**

- 6. Alternative progress report:** A district approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report or for other district-approved programs that the standard progress report does not address adequately.

This should **not be used** without discussion with the area/district office. Students who participate in the FCAT should be given the regular progress report.

- 7. Conferences with parents:** Conferences with parents are a required part of the reporting system. Teachers will request two conferences per year per student. For each student being considered for retention, the school shall provide written notification to the parent within one week of receiving test results. Parents of ELL students must be notified in their native language.

It is important that teachers maintain documentation of all conferences including any information shared with the parent about the student’s below grade level performance and the impact of promotion.

- 8. Grade placement:** Principals shall have final authority for appropriate grade placement of students, within the limitations of Board Policy.
- 9. The IEP Annual Goal(s) Progress Report** must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

K. ELEMENTARY GUIDANCE SERVICES

All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the Division of Educational Programs & Student Support. The plan will support the School Improvement Plan and be based upon national counseling standards (F.S. 1006.025).

Every guidance counselor is required to prepare an annual comprehensive guidance plan that ensures every student receives guidance services. The foundation for the guidance plan must be the national standards adopted by The American School Counseling Association. The standards support the development of academic skills, career skills, and personal/social skills. The guidance plan must support the school’s School Improvement Plan and focus on results-oriented outcomes, with data being collected to demonstrate the outcomes. Both proactive and reactive guidance interventions are to be logged in the L-Panels. Counselors are expected to use a variety of methods to provide services including classroom guidance lessons, small groups for targeted issues or behaviors, and individual counseling and consultation. It should be noted that heavy reliance on one-to-one methods almost always results in some students not receiving any guidance services. Special attention should be given to addressing the needs of students retained to provide ongoing support as they progress to other grade levels.

Every school is required to use their full guidance support allocation, as described in the annual School Budget Guidelines, to employ certified guidance counselors. **The area superintendent and the district guidance staff must approve waivers jointly.** To initiate a waiver request, the principal must send a memo to the area superintendent with a rationale for the request, an explanation of how the school will be represented at the regular scheduled guidance meetings and professional development sessions, and how the annual guidance plan will be developed and implemented.

For further assistance, call (754) 321-2584.

L. ELEMENTARY STUDENT DAY

The length of the student day shall be a minimum of:

Prekindergarten:	As determined by program
Elementary School:	360 minutes
ESE Centers:	360 minutes

The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

IV. STATE REPORTING REQUIREMENTS (F.S. 1008.25(8)(b)1)

THE SCHOOL BOARD WILL ANNUALLY PUBLISH IN THE LOCAL NEWSPAPER, AND REPORT IN WRITING TO THE STATE BOARD OF EDUCATION BY SEPTEMBER 1ST OF EACH YEAR, THE FOLLOWING INFORMATION ON THE PRIOR SCHOOL YEAR:

- A. THE PROVISIONS OF THIS SECTION RELATING TO PUBLIC SCHOOL STUDENT PROGRESSION AND THE DISTRICT SCHOOL BOARD'S POLICIES AND PROCEDURES ON STUDENT RETENTION AND PROMOTION.**
- B. 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.**
- C. BY GRADE, THE NUMBER AND PERCENTAGE OF ALL STUDENTS RETAINED IN GRADES 3 THROUGH 10.**
- D. INFORMATION ON THE TOTAL NUMBER OF STUDENTS WHO WERE PROMOTED FOR GOOD CAUSE, BY EACH CATEGORY OF GOOD CAUSE AS SPECIFIED IN PARAGRAPH (6)(b).**
- E. ANY REVISIONS TO THE DISTRICT SCHOOL BOARD'S POLICY ON STUDENT RETENTION AND PROMOTION FROM THE PRIOR YEAR.**