

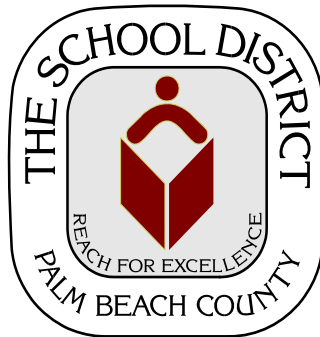
~~2005-2006~~ 2006-2007  
**ELEMENTARY SCHOOL  
STUDENT PROGRESSION PLAN**

**Entry, Promotion, and Retention**

**for**

**Grades K - 5**

**Effective ~~July 28, 2005~~**



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*The Student Progression Plan's enclosed content is valid as of School Board approval September 2006. Revisions, if necessary, due to legislative action will be available at each district school.*

## **STUDENT PROGRESSION PLAN**

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens the board rules and administrative procedures required to implement state and local student progression requirements. It is the responsibility of the school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute §1008.25 (1)]

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. [Florida Statute §1008.25 (1)]

Teachers are responsible for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards. [Florida Statute §1008.25 (1)]

# ENTRY AND ATTENDANCE REQUIREMENTS

## INITIAL ENTRY REQUIREMENTS

It is the responsibility of the parents of students entering Palm Beach County public schools for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute §1003.21];

### ***Florida Statute §1003.21(4)***

*(4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
- (b) 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;*
- (c) An insurance policy on the child's life that has been in force for at least 2 years;*
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (e) A passport\* or certificate of arrival in the United States showing the age of the child;*
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
- (g) 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, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. [1003.01](#), shall be given temporary exemption from this section for 30 school days. ([School Board Policy 5.02](#))*

\* Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] ([School Board Policy 5.06 \(A\) \(2\)](#)) (Recommended form: DH 3040 – See *Health Requirements*);



3. proof of residence – Parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation such as a lease, mortgage or utility bill;
4. a certificate of immunization [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization. ([Florida Administrative Code 64D-3.011](#))

<b>Immunization Requirements for Entry into Grades Kindergarten through 5</b>						
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
DPT/DtaP/DT series	✓	✓	✓	✓	✓	✓
OPV/IPV series	✓	✓	✓	✓	✓	✓
MMR (first)	✓	✓	✓	✓	✓	✓
MMR (second)	✓	✓	✓	✓	✓	✓
HEP B series	✓	✓	✓	✓	✓	✓
Varicella	✓	✓	✓	✓	✓	✓

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Section 725) [42 U.S.C.A. Section 11432 \(g\) \(3\) \(A\)-\(C\)](#) homeless students are to be enrolled in the school immediately that meets the “best interest” of the student. [Homeless children must be admitted to the school where they or their families live. \[Florida Statute §1003.21\(1\)\(f\)\]](#) Arrangements are to be made for immunization, transportation and all other school services. ~~For further details, contact the Department of Safe Schools/Prevention Center at (561) 434-8852 or PX 48852.~~ Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Palm Beach County *New and Returning Student Registration* form (PBSD 0636) should be completed by the student’s parent(s)/guardian(s), [signed, and returned to the school](#). School personnel are strictly prohibited from requesting and/or requiring documentation of the immigration status of students and families.

## **HEALTH REQUIREMENTS**

All new students seeking entrance into a public school in Palm Beach County are required by Florida Statute §1003.22 and School Board Policy 5.06 to present, at the time of entry, valid documentation that they have received within the past year both a health examination and the required immunizations against the communicable diseases as identified by the Palm Beach County Health Department.

Immunization [Florida Statute §1003.41]

Students may provide a *Certificate of Medical Exemption* (temporary or permanent) , DH Form 680, or a *Certificate of Religious Exemption*, DH Form 681, for exemption from immunizations based on medical reasons or religious tenets. The *Certificate of Religious Exemption*, DH Form 681, is available only through the Palm Beach County Health Department. It is not available from private physicians.

The Florida *Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Palm Beach County Health Department:

- Documentation of Immunization .....DH Form 680 (November 1996), Part A-1
- Documentation of Temporary Medical Exemption .....DH Form 680, Part B
- Documentation of Permanent Medical Exemption ..... DH Form 680, Part C

Physical/Health Examination

**EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS**

**2006-2007 2005-06**

STUDENTS	PHYSICAL EXAMINATION
Palm Beach County	Required for Pre-K, Kindergarten and Grade 7
Transfers within Palm Beach County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten and Grade 7 Review and file DH Form 3040 and DH Form 680 in the cumulative folder for all other grades.
Transfers from another state or country	Required for all grades  Physicals presented on forms from another state or country are acceptable if they include all components covered on DH Form 3040.**  <b>Must</b> have been performed within one year of enrollment unless exempt based on a written request for religious reasons.

\*\*DH Form 3040 – State of Florida Health Examination Form

**KINDERGARTEN AND FIRST GRADE ENTRY**

Kindergarten Age Entry

Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21 (1) (a) 2]

## First Grade Age Entry

1. Entering first grade students **must** attain the age of 6 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21]

### **Florida Statute §1003.21**

2 (b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

2. Students who have been enrolled in a public kindergarten **must** progress according to the district's Student Progression Plan.
3. Students transferring from nonpublic kindergartens:
  - a. **must** attain the age of 6 on or before September 1 of the school year for which entry is sought; and
  - b. **must** have written verification of satisfactory completion of kindergarten requirements from the nonpublic school. [Florida Statute §1003.21(1) (b)]

## **SCHOOL READINESS UNIFORM SCREENING SYSTEM (SRUSS)**

### Kindergarten Entry

~~Upon entry, each kindergarten student shall participate in the school readiness uniform screening [Florida Statute §1008.21] and shall be administered the Early Screening Inventory—Kindergarten (ESI-K) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS™). The ESI-K **must** be administered within the first 30 school days. The DIBELS **must** be administered between school days 20 and 30.~~

The Florida Kindergarten Readiness Screener (FLKRS) must be administered within the first 30 school days. Upon entry, each kindergarten student shall participate in the statewide kindergarten screening [Florida Statute §1002.69(1)] and shall be administered the FKLRs, which includes the Early Childhood Observation System™ (ECHOS™) and the first two measures of the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS™) for kindergarten.

### English Language Learners (ELLs) ~~LEP Students~~

For English Language Learners ~~LEP students~~, administration of the ESI-K should be conducted as close as possible to the conclusion of the 30-day administration period and **after** the English language proficiency test has been administered. The English

Language Learners ~~LEP~~ Committee should determine whether the student should be administered the ESI-K in English. Spanish speakers for whom the English Language Learners ~~LEP~~ Committee has determined the screening should not be administered in English may be screened using the Spanish version of the instrument. Speakers of languages other than English and Spanish should not be administered the ESI-K.

### Students with Disabilities

An ESE student who is entering kindergarten and has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school **must** review the current IEP/EP and may revise the document as necessary.

The IEP Team will determine whether the ESI-K or DIBELS is appropriate for students with disabilities.

Students who have been retained in kindergarten are not included in the administration of the ESI-K. Retained kindergarteners are not included in the administration of the DIBELS unless the student is enrolled in a Reading First or PMRN-user school.

## **PLACEMENT OF TRANSFER STUDENTS**

### General Transfer Information

A student who transfers to a Palm Beach County public school with documentation of completed course work from a state or regionally accredited public or private school or institution is awarded equivalent credits and all records from the previous school are accepted, subject to validation if deemed necessary.

The school ~~principal~~ administrator (s) will determine placement of a student who transfers from a home education program [School Board Policy 8.14 (10)] or a state or regionally accredited school or institution. If a student transfers from a school or program other than a state or regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

1. student's age.
2. a review of all existing school records, home education portfolio (e.g., student work samples, annual evaluations) and/or credit transcripts.
3. a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program.
4. a test on grade level or individual subject-area objectives (or competencies) to be identified by the principal.
5. interview with the student (and/or the parent(s)/guardian(s)) by the principal or designee(s); or
6. Grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day period or equivalent period or passing appropriate examination(s) for each subject. [School Board Policy 8.022 (1)]

The student who does not satisfactorily complete the forty-five (45) school-day period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the *Student Progression Plan*. [School Board Policy 8.022(2)]

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision. (PBSD Policy 8.022 (3))

[English Language Learners \(ELLs\) Limited English Proficient \(LEP\) Students](#) (State Board of Education Rules 6A-6.0900-6A-6.0901; School District of Palm Beach County English Language Learners (ELLs) District Plan, 2004-2005 to 2007-2008)

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. This information is documented on the *English Language Learners LEP Student Programmatic Assessment and Academic Placement Review* form PBSD #1764 and filed in the *English Language Learners LEP* folder. Community language facilitators assist the students and their families when necessary to ensure proper program/course placement.

An *English Language Learners LEP* Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the *English Language Learners LEP* committee making the placement decision.

*English Language Learners LEP* students are scheduled into classes that fulfill graduation requirements and the district's *Student Progression Plan as well as LEP students are placed in classes/courses based on* completed academic coursework, regardless of the language in which the coursework was done. School board policy and Administrative Directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

## Students with Disabilities

### *504 Students*

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

## Exceptional Student Education (ESE) Students

A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education (ESE) Department through grants or contractual agreements. ([State Board of Education Rule 6A-6.0334](#))

An ESE student who is transferring from one Florida public school district to the School District of Palm Beach County who has a current Individual Education Plan (IEP) or an Education Plan (EP) for Gifted Students will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/EP as necessary.

An ESE student who is transferring from an out-of-state public school who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs ~~may will~~ be placed immediately in the appropriate educational program(s) without temporary assignment. An ESE student who is transferring from another state and does not meet the district's criteria for dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) without temporary assignment. In both cases, the receiving school **must** review the current IEP/EP and may revise the document as necessary.

## Placement of Transfer Kindergarten and First Grade Students

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

### **State Board Rule 6A-1.0985**

#### **6A-1.0985 Entry into Kindergarten and First Grade by Out-of-State Transfer Students.**

- (1) Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).
- (2) Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
- (3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data:**
  - (a) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
  - (b) An official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;
  - (c) Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;
  - (d) Evidence of date of birth in accordance with Section 1003.22, Florida Statutes; and
  - (e) Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes.

Clarification of placement procedures for transfer kindergarten and first grade students from other states or countries is available through the Department of Supplemental Education Services.

#### Placement of Transfer Students - Grades 2-5

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

#### Placement of Transfer Students from Home Education Program

Refer to "General Transfer Information" on page E/5 6.

#### **ATTENDANCE GUIDELINES** [Florida Statute §1003.21]

School attendance is the direct responsibility of the parent(s)/guardian(s) and students. ([Florida Statute §1003.24];(School Board Policy 5.09 (a)) All students are expected to attend school

regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

The district and/or school student handbook outlines the attendance procedures for that school. All school procedures conform to the following district-wide directives:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. ([Administrative Directive 5.03](#)) It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover the content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee **must** approve any extension.
2. An "excused" absence is:
  - a. Student illness — If a student is continually sick and repeatedly absent from school, he or she **must** be under the supervision of a physician in order to receive an excuse from attendance
  - b. Medical appointment
  - c. Death in the family
  - d. Observance of a religious holiday or service that is recognized as such by all members of the faith
  - e. Subpoena by a law enforcement agency or mandatory court appearance
  - f. Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal's designee.

An "unexcused" absence is any absence that does not fall into one of the above excused absence categories. ([School Board Policy 5.09](#))

3. If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program is available in the *Specially Designed Instructions for Students Who Are Homebound or Hospitalized* [State Board Rule 6A-6.03020] and in the *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* [State Board Rule 6A-6.03411].
4. Every school year, each student will be provided a *New and Returning Student Registration* form (PBSD 0636) that is to be completed and signed by the parent(s)/guardian(s) and returned to the school. It is the responsibility of the parent(s)/guardian(s) to notify the school promptly of any change of a student's address.



## Students with Disabilities

### *504 Students*

In the case of a student with excessive absences, a multidisciplinary team (Child Study/504 Team) should be convened to determine if the absences are caused by the disability of record on the active *Section 504 Accommodation Plan*. If the multidisciplinary team determines that the absences are caused by the disability, the student's placement **must** be re-evaluated as to the appropriateness of the current placement and the 504 plan **must** address any additional strategies and/or interventions needed.

If the multidisciplinary team determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student. Documentation of the multidisciplinary team should be provided on the form entitled *ADA/504 Record* (PBSD 1468).

### ESE Students

In the case of an ESE student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. ([State Board of Education Rule 6.0331 \(2\) \(d\)](#)) If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must** determine a reasonable course of action that may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student.

## **STUDENT ABSENCES FOR RELIGIOUS REASONS**

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) **must** notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. ([Administrative Directive 5.015](#)) Students will be permitted to make up missed work according to school-center procedures. ([School Board Policy 5.095](#))

Should questions arise regarding this rule, the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the area superintendent should a conflict arise. ([Administrative Directive 5.015 \(3\)](#))

## **STUDENT WITHDRAWALS**

### Student Withdrawals During the Last Two Weeks of the School Year

The parent(s)/guardian(s) of a student who leaves school **during** the last two weeks of the school year **must** show evidence that the withdrawal is necessary and the student **must**

successfully complete assigned class work. Principals are authorized to make arrangements for the administration of any tests, if appropriate. ([School Board Policy 8.04](#))

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances require it. [Approval is mandatory prior to the student's leaving school.](#)

### Student Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) **must** initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, in writing, of the intent to establish a home education program for the student. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. ([Florida Statute §1002.41](#)) ([School Board Policy 8.14 \(3\)](#))

Home education correspondence should be mailed to:

School District of Palm Beach County  
Fulton-Holland Educational Services Center  
Home Education Office  
3308 Forest Hill Boulevard, Suite C-124  
West Palm Beach, FL 33406-5813

## **PROGRAM DESCRIPTION**

The School District of Palm Beach County Curriculum Guidelines incorporate the strands, standards and benchmarks of the Florida Department of Education *Sunshine State Standards*. ([Florida Statute §1003.41](#)) The curriculum guidelines include benchmarks for the disciplines of:

- Language Arts
- Mathematics
- Science
- Social Studies
- Foreign Language
- Health Education
- Music
- Physical Education
- Visual Arts

These benchmarks delineate [the academic achievement for which the state will hold schools accountable](#) ~~what students should know and be able to do~~. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks.

District Grade Level Expectations are based upon the curriculum guidelines of the school district and identify what each student should know and be able to do in reading, writing and mathematics and science by the end of each grade.

## FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY

### GOAL 3: STUDENT PERFORMANCE

A comprehensive program of general education based on *Florida's System of School Improvement and Accountability*, Goal 3, when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Palm Beach County Curriculum Guidelines also incorporate the Goal 3 Standards of *Florida's System of School Improvement and Accountability*. Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

1. information managers
2. effective communicators
3. numeric problem solvers
4. creative and critical thinkers
5. responsible and ethical workers
6. resource managers
7. systems managers
8. cooperative workers
9. effective leaders
10. multiculturally sensitive citizens

The eleventh Goal 3 Standard states that throughout a student's education, families will share the responsibility of accomplishing all the standards set in Goal 3.

### SPECIAL PROGRAMS

Programs for English Language Learners (ELLs) ~~Limited English Proficient (LEP) Students~~ (State Board of Education Rules 6A-6.0900 et seq.; School District of Palm Beach County English Language Learners (ELLs) District Plan, 2004-2005 to 2007-2008)

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners ~~Limited English Proficient~~. All English Language Learners ~~LEP~~ students **must** be given **equal access** to the general curriculum as defined by the School District of Palm Beach County Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. They are placed in ~~these~~ courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learners ~~LEP~~ plan documents the instructional strategies required to ensure the student an equal opportunity to master the general education curriculum.

Note: See School District of Palm Beach County English Language Learners ~~Limited English Proficient Students~~ District Plan for full explanation of services and models.

Alternative Education/Dropout Prevention (DOP) Programs ([State Board of Education Rules 6A-6.052, 6A-6.05292](#))

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

Gifted Education ([State Board of Education Rules 6A-6.033313](#))

~~For a~~ Sstudents enrolled in the gifted program ~~have a opportunity to access,~~ a qualitatively different curriculum ~~which~~ consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. A continuum of services for gifted students is offered in schools strategically located throughout the district.

Students identified as gifted have an Educational Plan (EP) that outlines goals, strengths and weaknesses and that provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration and enrichment that ~~addresses incorporates~~ the student's special abilities and interests. For more information regarding gifted education, refer to *Special Programs and Procedures for Exceptional Student Education*.

Students with Disabilities

*504 Students*

Any alteration to the delivery of instruction or student assignments for a 504 student is the decision of the Child Study/504 Team ~~if it is and must be~~ addressed in the *Section 504 Accommodation Plan*. Parent(s)/guardian(s) of a 504 student **must** be notified of any proposed changes ~~to the 504 Plan,~~ and **must** be given the opportunity to provide input on decisions made by the Child Study/504 Team. Thus, the individual student's *Section 504 Accommodation Plan* documents the ~~accommodations that are instructional modifications~~ required to ensure ~~that~~ the student ~~has~~ an equal opportunity to ~~access master~~ the general education curriculum.

*ESE Students*

For students with disabilities ~~who are~~ enrolled in ~~an~~ ESE program, their IEPs specify the ~~specifically designed instruction and related services that are necessary to meet their unique needs.~~ ~~appropriate curriculum and unique aspects of their programs.~~ All students **must** be given access to the general curriculum as defined ~~in by~~ the School District of Palm Beach County Curriculum Guidelines ~~as is appropriate in relation to their unique needs and abilities.~~ For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one or more content area may be more appropriate.

In all cases, the IEP Team makes the educational curricular decisions. ~~The IEP developed by the team specifies the curriculum for specific content areas.~~ The IEP Team develops the IEP to also address annual goals and short-term objectives to meet the unique needs of the student that are appropriate as well as appropriate classroom modifications. The IEP may specify whether modifications or accommodations are necessary ~~may be~~ in the areas of curriculum, instruction, and/or assessment. ~~Modifications listed on the IEP~~ must be implemented as indicated.

#### Home Education Program (School Board Policy 8.14)

A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading material. The parent/guardian is responsible for submitting an annual evaluation in accordance with Florida Statute §1002.41.

## PROMOTION

Each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, science, and/or mathematics. Information in the Student Progression Plan facilitates recognizing such proficiency. (See *Student Performance Level Charts* on pages E/18-E/23.) Each student and his or her parent/guardian will be informed of the student's progress. (See *Reporting Student Progress* on pages E/40-E/47). [Florida Statute §1008.25(1)]

## STATEWIDE ASSESSMENTS

Each student **must** participate in the statewide assessments tests required by Florida Statute §1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science and mathematics for each grade level, or who does not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels, **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [Florida Statute §1008.25(4)(a)]

## STUDENT PERFORMANCE LEVELS for READING, WRITING, MATHEMATICS and SCIENCE

Florida Statute §1008.25 requires that the district define specific levels of performance in reading, writing, mathematics and science for each grade level. These levels of performance will be used to identify students who **must** receive remediation and **may** be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement [Florida Statute §1008.25(6)(a)]. No students may be retained solely on the basis of standardized assessments.

Students will be identified as performing at one of three levels that indicates a student's achievement.

1. ~~above-grade-level~~ on or above grade level
2. ~~at-grade-level~~ six months below grade level
3. ~~below-grade-level~~ more than six months below grade level

Various indicators that include, but are not limited to, multiple measures using appropriate grade-level assessments as well as teacher judgment will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each K-3 [Florida Statute §1002.20(11)] and grades 4-5 students. A list of the assessments follows.

### Teacher Judgment

The teacher **must** provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

Teacher judgment factors may include, but are not limited to:

- previous retentions
- level of text at which student is successful
- observations
- checklists
- student portfolios
- classroom assessments
- current grades/marks
- Lexile levels

### Kindergarten Indicators

- The *School Readiness Uniform Screening System (SRUSS)*
- Reading and Writing Assessments: *Concepts of Print—Reading*, Letter Recognition, Sound Recognition, Phonemic Awareness including Phoneme Blending and Phoneme Segmentation, *Concepts of Print—Writing*, Word Recognition
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### First Grade Assessments

- Reading and Writing Assessments -- *Concepts of Print—Reading*, Letter Recognition, Sound Recognition, Phonemic Awareness including Phonemic Blending and Phoneme Segmentation, *Concepts of Print—Writing*, Writing Assessment with Word Recognition Checklist
- Reading Running Record(s)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Second Grade Assessments

- Reading Running Record(s)

- Palm Beach Writes (narrative and expository prompts)
- FCAT Norm-referenced test (NRT) - if administered
- Scholastic Reading Inventory (SRI)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Third Grade Assessments

- Reading Running Record(s)
- Palm Beach Writes (narrative and expository prompts)
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessments in reading and mathematics
- FCAT Mathematics and Reading NRT
- FCAT Mathematics SSS
- FCAT Reading SSS (without performance tasks)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Fourth Grade Assessments

- Palm Beach Writes (expository and narrative prompts)
- FCAT Writing
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessment in reading and mathematics
- FCAT Mathematics and Reading NRT
- FCAT Mathematics SSS (without performance tasks)
- FCAT Reading SSS (with performance tasks)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Fifth Grade Assessments

- Palm Beach Writes (expository and persuasive prompts)
- Scholastic Reading Inventory (SRI)
- School District of Palm Beach County *Sunshine State Standards* Diagnostic Assessment in reading and mathematics
- FCAT Mathematics and Reading NRT
- FCAT Mathematics SSS (with performance tasks)
- FCAT Reading SSS (without performance tasks)
- FCAT Science SSS
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### ~~Kindergarten End-of-Year Evaluation for Promotion - Reading and Writing~~

~~Various kindergarten assessments in *The Districtwide Kindergarten through Grade 3 Reading and Writing Assessment Program* can provide valuable information to guide~~

~~teachers and administrators when making promotion decisions. The assessments that can be used as indicators and predictors of a student's readiness for first grade include, but are not limited to:~~

- ~~➤ *Concepts of Print—Reading;*~~
- ~~➤ *Letter Recognition;*~~
- ~~➤ *Beginning Sound Recognition;*~~
- ~~➤ *Phonemic Awareness—Blending and Segmentation; and*~~
- ~~➤ *Concepts of Print—Writing.*~~

### ~~*Concepts of Print—Reading*~~

~~Some of the observable behaviors in *Concepts of Print—Reading* are considered to be key behaviors and are more crucial than others to ensure a child is ready for first grade. Acquisition of these key behaviors should be closely examined when determining that a child is ready for first grade. These key behaviors are:~~

- ~~➤ holds book correctly~~
- ~~➤ recognizes front and back of book~~
- ~~➤ identifies title and title page~~
- ~~➤ knows where to begin reading~~
- ~~➤ differentiates words and spaces in a book~~
- ~~➤ differentiates first and last words/letters~~
- ~~➤ realizes that print contains meaning~~
- ~~➤ is developing directionality and return sweep~~
- ~~➤ recognizes difference between words and letters~~
- ~~➤ is developing one-to-one correspondence (word match)~~
- ~~➤ knows some lowercase/uppercase letters~~
- ~~➤ recognizes some letter sounds~~
- ~~➤ is developing letter-sound correspondence~~
- ~~➤ recognizes some letters~~
- ~~➤ recognizes own name in print~~
- ~~➤ recognizes a few high-frequency words~~
- ~~➤ rhymes some words—Phonemic Awareness~~
- ~~➤ uses picture cues to predict text.~~

### ~~*Letter Recognition*~~

~~The child should consistently recognize some letters other than those found in own name.~~

### ~~*Beginning Sound Recognition*~~

~~The child should recognize that letters have sounds and match some sounds to letters.~~

### ~~*Phonemic Awareness—Blending and Segmentation*~~

~~Because of the highly developmental nature of these skills, some level of phonemic awareness needs to be evident, but a child who is just beginning to acquire this awareness should **not** be considered at risk. However, those children with **no** sound awareness at all (i.e., the ability to hear sounds, the ability to rhyme and play with language) are more likely to be at risk.~~



## *Concepts of Print—Writing*

~~As with *Concepts of Print—Reading*, some of the observable writing behaviors noted in the *Concepts of Print—Writing* assessment are considered to be key behaviors and are more crucial than others to ensure a child is ready for first grade. These key behaviors are:~~

- ~~➤ understands that scribbles mean writing~~
- ~~➤ reproduces scribbles or shapes for letter forms~~
- ~~➤ uses random letters or numbers for words~~
- ~~➤ strings letters together to represent words~~
- ~~➤ recognizes difference between print and illustrations~~
- ~~➤ uses own drawings to tell a story~~
- ~~➤ knows where to begin writing~~
- ~~➤ uses some environmental print in writing~~
- ~~➤ writes some letters of the alphabet~~
- ~~➤ prints own name~~
- ~~➤ uses initial consonants for whole words~~
- ~~➤ matches some consonants and sounds~~
- ~~➤ hears and writes some sounds~~
- ~~➤ copies some words~~

## **STUDENT PERFORMANCE LEVEL CHARTS**

The charts on pages E/18-E/23 (effective for the 2005-2006 school year) show the identified performance levels as they relate to the FCAT SSS and FCAT NRT as well as FCAT Writing and Palm Beach Writes. The charts also reflect the process of student identification for promotion or retention in reading, writing and/or mathematics for students in grades K-5 and outline [Progress Monitoring Plan \(PMP\) options](#). [Academic Improvement Plan \(AIP\) options](#).

The charts are designed so that teachers and administrators may view each child holistically when making decisions regarding promotion or retention. The charts permit decision-makers to identify the overall achievement of each child through district and state assessments as well as classroom performance. ***The charts also allow for a more narrow focus on student achievement for the purposes of remediation decisions.***

Teachers and administrators may examine the student's reading, writing, [and/or mathematics](#), [and/or science](#) performance to determine whether a student is in need of remediation in one or more of these areas.

# KINDERGARTEN

FACTORS TO CONSIDER WHEN DECISION MAKING				DECISIONS FOR NEXT YEAR		
Classroom Performance: *Teacher Judgment *Reading Series Performance/Assessment Results *Mathematics Series Performance/Assessment Results *ESE Students ONLY-- Performance Based on IEP Goals and Objectives * English Language Learners (ELLs) LEP Students ONLY-English Language Development Continuum *Principal Recommendation						
Student Performance Level	READING K-3 ASSESSMENT Reading Running Record*	READING K-3 ASSESSMENT Concepts of Print Reading (COP-R)	WRITING K-3 ASSESSMENT Concepts of Print Writing (COP-W)	AIP Required Next Year?	Promote or Retain?	
Above Grade Level	RR Level 6 or above Instructional or Independent	<del>20 or above on</del> All COP-R All letters All Most sounds All Many high freq. words	All <del>20 or above on</del> COP-W	N/A	Promote to first grade	
At Grade Level	RR Level 2-5 Instructional or Independent	All <del>16-19</del> COP-R* 21 Most Letters 15 Most sounds 18 Some high freq. words	All <del>14-19</del> COP-W	N/A	Promote to first grade	
Below Grade Level	Minimally (up to 6 months)	RR Level 1 Instructional or Independent	16 <del>10-15</del> COP-R* 14-20 Most letters 10-14 Some sounds 12-17 Few high freq. words	25-32 <del>9-13</del> COP-W	No	<del>Promote with closely monitored progress, but do NOT write an AIP</del> Promote with a Progress Monitoring Plan
	Considerably (6 months to a year)	N/A	10-15 <del>5-9</del> COP-R* 10-13 Some letters 5-9 Few sounds 7-11 No high freq. words	16-32 <del>5-8</del> COP-W	Yes	Retain with Or promote with an AIP Progress Monitoring Plan
	Substantially (more than a year)	N/A	0-9 <del>1-4</del> COP-R* 0-9 Few letters 0-8 No sounds 0-6 No high freq. words	0-15 <del>1-4</del> COP-W	Yes	Retain Retention with a Progress Monitoring Plan recommended

Refer to Page E/26 Remediation and Retention

# GRADE 1

FACTORS TO CONSIDER WHEN DECISION MAKING				DECISIONS FOR NEXT YEAR			
Classroom Performance: * Teacher Judgment * K-3 Reading and Writing Assessment Program Results * Principal Recommendation * Reading Series Performance/Assessment Results * Mathematics Series Performance/Assessment Results * ESE Students ONLY-- Performance Based on IEP Goals and Objectives * English Language Learners (ELLs) <del>LEP Students</del> ONLY-English Language Development Continuum							
Student Performance Level	READING Reading Running Record	WRITING First Grade Writing Assessment	<del>Did the Student Have an AIP this Year?</del>	<del>AIP Required Next Year?</del>	Promote or Retain?		
Above Grade Level	RR Level 18 or above Instructional or Independent	5.0, 5.5, or 6.0	N/A	No	Promote to second grade	Promote to second grade	
At Grade Level	RR Level 17 Instructional or Independent	3.5, 4.0, or 4.5	N/A	No	Promote to second grade		
Below Grade Level	Minimally (up to 6 months)	RR Level 16, 15, 14, or 13 Instructional or Independent	3.0	No	Yes	Remediation and Retention  <i>Refer to Page E/26</i>	
			Yes	Yes	AIP Suggested (Not Required)		Promote with a Progress Monitoring Plan and write AIP if remediation indicated Or promote with closely monitored progress
	Considerably (6 months to a year)	RR Level 12, 11, or 10 Instructional or Independent	1.5, 2.0, or 2.5	No	Yes		Retain with Or promote with an AIP a Progress Monitoring Plan
				Yes	Yes		
	Substantially (more than a year)	RR Level 9 or below Instructional or Independent	0 or 1.0	No	Yes		Retain with a Progress Monitoring Plan AIP Or promote with AIP
				Yes	Yes		

## GRADE 2

FACTORS TO CONSIDER WHEN DECISION MAKING					DECISIONS FOR NEXT YEAR		
Classroom Performance * Teacher Judgment * Writing Samples * Reading tests * Mathematics Series Assessment Results * Classroom Grades * Principal Recommendation * Performance Based on IEP Goals and Objectives (ESE Students Only) * English Language Development Continuum (English Language Learners (ELLs) <del>LEP Students</del> Only)							
Student Performance Level	READING Reading Running Record	WRITING Palm Beach Writes	SRI-I Spring Lexile	<del>Did the Student Have an AIP this Year?</del>	<del>AIP Required Next Year?</del>	Promote or Retain?	
<b>Above Grade Level</b>	Lexile Level 600 or above Instructional or Independent	5.0, 5.5, or 6.0	540 and above	<del>N/A</del>	<del>No</del>	Promote to third grade	
<b>At Grade Level</b>	Lexile Level 550-599 Instructional or Independent	3.5, 4.0, or 4.5	220-539	<del>N/A</del>	<del>No</del>	Promote to third grade	
Below Grade Level	<b>Minimally</b>	Lexile Level 400-549 Instructional or Independent	3.0	53-219	<del>No</del>	<del>Write an AIP Or closely monitor student progress</del>	Promote with a Progress Monitoring Plan and write AIP if remediation indicated <del>Or promote with closely monitored progress, but do not write an AIP</del>
					<del>Yes</del>	<del>Requires new AIP</del>	
	<b>Considerably</b>	RR Level 18 Instructional or Independent	1.5, 2.0, or 2.5	Less than 52	<del>No</del>	<del>Must have a new AIP</del>	Retain with <del>Or</del> promote with an AIP Progress Monitoring Plan
					<del>Yes</del>	<del>Requires new AIP</del>	
	<b>Substantially</b>	RR Level 17 or Below Instructional or Independent	0 or 1.0		<del>No</del>	<del>Must have a new AIP</del>	Retain with AIP-a Progress Monitoring Plan <del>Or</del> promote with a Progress Monitoring Plan <del>AIP</del> if there is compelling, verifiable evidence that assessment results do <u>not</u> reflect classroom performance
					<del>Yes-3</del>	<del>Requires new AIP</del>	

Refer to Page E/26 Remediation and Retention

## GRADE 3

FACTORS TO CONSIDER WHEN DECISION MAKING										DECISIONS FOR NEXT YEAR	
Classroom Performance*Teacher Judgment*Writing Samples *Reading Tests* Mathematics Series Assessment Results* Classroom Grades*Principal Recommendation *Performance Based on IEP Goals and Objectives (ESE students only)*Academic Progress *English Language Development Continuum ( <b>English Language Learners (ELLs) LEP Students ONLY</b> )											
Student Performance Level		FCAT Reading Developmental Scale Score (DSS)	FCAT NRT (SAT-10) Reading Percentile	SRI-I Spring Lexile	Reading Running Record	Palm Beach Writes	FCAT Math Developmental Scale Score (DSS)	NRT Math Percentile	Did Student Have AIP This Year?	AIP Required Next Year	Promote or Retain
Above Grade Level	Level 5	1866 and above	99-98	1048 and above	Lexile Level	5.5 or 6.0	1750 and above	99-95 or above	No	No	Promote to fourth grade
	Level 4	1489-1865	<del>81-98</del> 78-97	714-1047	above 740	4.5 or 5.0	1509-1749	<del>91-98</del> 80-94	No	No	
At Grade Level	Level 3	1198-1488	<del>52-80</del> 46-77	456-713	Lexile Level 700-740	3.5 or 4.0	1269-1508	<del>61-90</del> 45-79	No	No	
Below Grade Level	Level 2	1046-1197	<del>34-51</del> 27-45	322-455	Lexile Level 350 -699	2.0, 2.5, or 3.0	1079-1268	<del>32-60</del> 21-44	No	-AIP suggested Not required	Refer to bottom of this page to (Pg E/24) Remediation and Retention
									Yes	Yes	
	Level 1	86-1045	1- <del>33</del> 26	321 and below	Lexile Level Below 350	0, 1.0, or 1.5	375-1078	1- <del>34</del> 20	No	Yes	
									Yes		

**RETENTION** — Students who score consistently at Performance Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Performance Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Performance Level 1 to Level 3 or above should be considered for promotion with an ~~AIP~~ **Progress Monitoring Plan (PMP)**. Such students may also be promoted without an ~~AIP~~ **Progress Monitoring Plan (PMP)** if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

# GRADE 4

FACTORS TO CONSIDER WHEN DECISION MAKING									DECISIONS FOR NEXT YEAR	
Classroom Performance: *Teacher Judgment *Writing Samples *Reading Tests * Mathematics Series Assessment Results *Classroom Grades* Principal Recommendation * Performance Based on IEP Goals and Objectives (ESE Students Only) *Academic Progress *English Language Development Continuum ( <b>English Language Learners (ELLs)</b> <b>LEP Students ONLY</b> )										
Student Performance Level		FCAT Reading Developmental Scale Score (DSS)	NRT Reading Percentile	SRI-I Spring Lexile	FCAT Writing	FCAT Math DSS	NRT Math Percentile	Did Student Have AIP This Year?	AIP Required Next Year	Promote or Retain
<b>Above Grade Level</b>	<b>Level 5</b>	1965 and above	<del>97</del> 98 and above	1146 and above	5.5 or 6.0	1863 and above	<del>99-95</del> and above	N/A	No	Promote to fifth grade
	<b>Level 4</b>	1690-1964	<del>81-96</del> 83-97	875-1145	4.5 or 5.0	1658-1862	<del>92-98</del> 85-94	N/A	No	
<b>At Grade Level</b>	<b>Level 3</b>	1456-1689	<del>56-80</del> 57-82	643-874	3.5 or 4.0	1444-1657	<del>67-91</del> 59-84	N/A	No	
<b>Below Grade Level</b>	<b>Level 2</b>	1315-1455	38- <del>55</del> 56	504-642	2.0, 2.5, or 3.0	1277-1443	<del>37-66</del> 31-58	No	<del>AIP suggested not required</del>	Refer to bottom of this page (Pg E/24) Remediation and Retention
								Yes	Yes	
	<b>Level 1</b>	295-1314	1-37	503 and below	0, 1.0, or 1.5	581-1276	1- <del>36</del> 30	No	Yes	
								Yes		

**RETENTION** — Students who score consistently at Performance Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Performance Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Performance Level 1 to Level 3 or above should be considered for promotion with an ~~AIP~~ Progress Monitoring Plan (PMP). Such students may also be promoted without an ~~AIP~~ Progress Monitoring Plan (PMP)—if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student’s classroom performance is equivalent to Level 1 or lower Level 2.

## GRADE 5

FACTORS TO CONSIDER WHEN DECISION-MAKING									DECISIONS FOR NEXT YEAR	
Classroom Performance: * Teacher Judgment*Writing Samples*Reading Tests*Mathematics Series Assessment Results*Classroom Grades*Principal Recommendation*Performance Based on IEP Goals and Objectives (ESE students ONLY)*Academic Progress*English Language Development Continuum ( <span style="color: blue;">English Language Learners (ELLs)</span> <span style="color: red;">LEP Students ONLY</span> )										
Student Performance Level		FCAT Reading Developmental Scale Scores (DSS)	NRT Reading Percentile	SRI-I Spring Lexile	Palm Beach Writes	FCAT Math DSS	NRT Math Percentile	<span style="color: red;">Did Student Have AIP This Year?</span>	<span style="color: red;">AIP Required Next Year</span>	Promote or Retain
<b>Above Grade Level</b>	Level 5	2059 and above	98 and above	1347 and above	5.5 or 6.0	1957 and above	99-96 and above	N/A	No	<b>Promote to Sixth grade</b>
	Level 4	1762-2058	84-83-97	1040-1346	4.5 or 5.0	1769-1956	94-98-88-95	N/A	No	
<b>At Grade Level</b>	Level 3	1510-1761	55-82-83	779-1039	3.5 or 4.0	1632-1768	73-90-70-87	N/A	No	
<b>Below Grade Level</b>	Level 2	1342-1509	31 <del>33</del> -54	605-778	2.0, 2.5, or 3.0	1452-1631	37-72-36-69	No	<span style="color: red;">AIP Suggested not required</span>	<span style="color: blue;">Refer to bottom of this page (Pg E/24) - Remediation and Retention</span>
								Yes	Yes	
	Level 1	474-1341	1- <del>32</del> -30	Below 605	0, 1.0, or 1.5	569-1451	1- <del>36</del> -35	No	Yes	
								Yes	Yes	

**RETENTION** — Students who score consistently at Performance Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Performance Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Performance Level 1 to Level 3 or above should be considered for promotion with an AIP Progress Monitoring Plan (PMP). Such students may also be promoted without an AIP Progress Monitoring Plan (PMP), if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Performance Level 3. However, such students may be retained if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower level 2.

Progress Monitoring ~~ACADEMIC IMPROVEMENT PLAN~~ (PMP) PROCESS [Florida Statute §1008.25(4)]

~~As required by Florida Statute §1008.25(4)(b), schools must provide a School District of Palm Beach County Academic Improvement Plan (AIP) for students who are identified through multiple measures as performing 1 below district-set levels of proficiency in reading, writing, mathematics and/or science. However, students scoring in achievement Level 1 on the FCAT SSS tests in reading, and/or mathematics must receive an AIP.~~

A Progress Monitoring Plan (PMP) is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally-required student plan, such as an Individual Education Plan (IEP);
2. A school-wide system of progress monitoring for all students; or
3. An individualized Progress Monitoring Plan [Florida Statute §1008.25(4)(a)-(b)]

Each plan must outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the **PMPAIP**.

1. Each student who does **not** meet the levels of performance as determined by the district/state (defined on the charts on pages E/18-E/23) **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need [Florida Statute §1008.25(4)(a)].
  - Data from the additional assessments are to be used to formulate the student's **PMPAIP**.
  - Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics and/or science.
  - If the student identification occurs during the last nine weeks of the school year, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

Diagnostic assessments may include:

- student portfolio
- teacher assessment
- text/placement tests
- Palm Beach Writes
- Reading Running Records
- diagnostic software results

- ~~2. Students in grades 1-5 whose performance in reading, writing, mathematics and/or science requires remediation must have an AIP or comparable individual academic plan. A student whose performance is minimally below grade level may need an AIP.~~



2. The **PMP AIP** for a student who has been identified as deficient in reading **must** identify [Florida Statute §1008.25(4)(b)]:

- the student's deficiencies in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- the desired levels of performance in these areas;
- the instructional and support services to be provided to meet the desired levels of performance.

Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance.

~~3. 4. An existing AIP is to be closed. At~~ the conclusion of the school year, ~~At that time,~~ the teacher(s) of the student who had an **PMP AIP** is to determine whether the student is in need of further remediation and make recommendations regarding the student's educational program for the following year.

5. All students identified as needing remediation at the end of the previous school year **must** receive an AIP by **October 1st**. Every effort should be made to implement an AIP as early in the year as possible, but implementation **must** occur no later than **October 1<sup>st</sup>**

~~4.6.~~ The **PMP AIP** process **must** begin as soon as students are newly identified as needing remediation. The **PMP AIP** **must** be in place and implementation begun for students, including those who transfer into the school district, within 45 calendar days of being identified as needing remediation.

7. All AIPs are to be developed through the collaboration of the receiving teacher(s) and the parent(s)/guardian(s) [Florida Statute §1008.25(4)(b)] and approved by the principal.

- In the case of students receiving continued remediation, recommendations of the sending teacher(s) are to be reviewed as a part of the AIP process.

~~5.8.~~ It is the responsibility of the teacher, the grade chair and the principal to ensure that the **PMP AIP** is substantive and that the outlined instructional and support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)].

The AIP should clearly identify:

- the specific diagnosed academic needs to be remedied;
- the success-based intervention strategies to be used;
- how, when, how often by whom, and how long intensive remedial instruction is to be provided; and

the monitoring and reevaluation activities to be employed

### ~~LEP Students~~

~~When an LEP student is determined to be performing below grade level in listening, speaking, science, reading and /or writing an LEP Committee, including parents or guardians, must convene to develop an AIP~~

### Gifted Students

~~For a gifted student who is performing below grade level, it is not appropriate to develop an AIP. Modifications and/or interventions are to be addressed through the Educational Plan (EP) process.~~

### Students with Disabilities

#### ~~504 Students~~

~~An AIP is to be written for a 504 student who is performing below grade level in reading, writing, mathematics, or science when that performance **is not** caused by his or her disability.~~

~~If a 504 student's below-grade-level performance in reading, writing, mathematics or science **is** caused by his or her disability, the student's program of remediation is to be addressed in the 504 plan.~~

~~In addition, the 504 Team **must** consider developing an AIP to also address the student's educational needs in reading, writing, mathematics and/or science. The AIP should also be developed with the involvement of the parent(s)/guardian(s).~~

#### ESE Students

***The Individuals with Disabilities Education Improvement Act of 2004***  
***requires: ~~34 Code of Federal Regulations Section 300.347~~***

~~(a) ▶ The IEP for each child with a disability to **must** include:~~

- ~~(b) ▶ A statement of measurable annual goals, including **academic and functional goals, designed benchmarks or short-term objectives, related** to --~~
- ~~(2)(i) ▶ Meeting the child's needs that result from the disability to enable the child to be involved in and **make** progress in the general **education** curriculum.~~

When an ESE student is determined to be performing below-grade-level in reading, writing, mathematics, and/or science the IEP **Team Committee may **must**** be convened to **review revisit** the IEP. The student's IEP **must** address **all** of the student's educational **needs deficiencies**, including the student's below-grade-level performance.

~~In addition, the IEP Committee may consider an AIP to also address the student's educational needs in reading, writing, mathematics, and/or science. The AIP should also be developed with the involvement of the parent(s)/guardian(s).~~

## REMEDICATION AND RETENTION

Remedial and supplemental (academic) instruction resources **must** be allocated to students in the following priority [Florida Statute §1008.25(3)(a)(b)]:

- students who are deficient in reading by the end of grade 3
- students who fail to meet achievement performance levels required for promotion

## Parental Notification of K-3 Reading Deficient Students

The parent/guardian of any K-3 student who exhibits a 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 immediately notified in writing [Florida Statute §1002.20(11) and Florida Statute §1008.25(5)(c)1] of the following:

1. That the student has been identified as having a substantial deficiency in reading [Florida Statute §1008.25(5)(c)];
2. A description, understandable to the parent/guardian of the exact nature of the difficulty **in learning and lack of achievement in reading**. [Florida Statute §1002.20(11)];
3. **The parent/guardian will be aware of and consulted in the development of the strategies and interventions of the Progress Monitoring Plan at the school.**~~The parent/guardian is to be involved in the development of an Academic Improvement Plan (AIP) for the student~~ [Florida Statute §1002.20(11)];
4. A description of the current services that are provided to the student [Florida Statute §1008.25(5)(c)2];
5. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency [Florida Statute §1008.25(5)(c)3];
6. That if the student'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 [Florida Statute §1008.25(5)(c)4];
7. Strategies for parents to use in helping their child succeed in reading proficiency. **A district-developed brochure, entitled "Parents Helping Children with Reading", is sent home with a letter to the parents/guardians of any student who exhibits a deficiency in reading. The brochure provides grade-level specific tips on ways to help an elementary child learn to read.** [Florida Statute §1008.25(5)(c) 5];
8. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion [Florida Statute §1008.25(5)(c)6];
9. Additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion. **Refer to charts on pages E/19-25.** [Florida Statute §1008.25(5)(c)6];
10. The district's specific criteria and policies for mid-year promotion [Florida Statute §1008.25(5)(c)7].

## Mandatory Remediation/Retention

- Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations **must** be given intensive reading instruction **immediately** following the identification of the reading deficiency [Florida Statute §1008.25(5)(a)].
- 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 [Florida Statute §1008.25(5)(a)].

- If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 FCAT Reading SSS, **the student must be retained** [Florida Statute §1008.25(5)(b)].

Students in grades 1-5 who are identified as being considerably or substantially below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) as indicated on the *Student Performance Level Charts* on pages E/18-E/23 in reading, writing, mathematics and/or science (once proficiency levels are set) **must** receive remediation and **may** be retained [Florida Statute §1008.25(4)(c)]. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with an **PMPAIP**.

The following options are available for students who have not met the levels of performance for student progression [Florida Statute §1008.25(2)(b)]:

- remediate before the beginning of the next school year and promote
- retain and remediate using an intensive program of instruction that is different from the previous school year and takes into account the student's learning style

Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, science, and/or mathematics **must** continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance [Florida Statute §1008.25(4)(c)].

### Retention

Students who score consistently at Level 1 and/or *lower* Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and/or science indicates that they are below grade level should be retained unless exempted from retention for good cause.

Students whose state/district assessment scores range from Level 1 to *upper* Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students.

Students whose state/district assessment scores range between Level 1 to Level 3 or above should be considered for promotion with an **PMPAIP**. Such students may be promoted *without* an **PMPAIP** if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Level 3. However, such students may be *retained* if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2

School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement. [Florida Statute §1008.25 (3) (b)]

## Retention for English Language Learners ~~LEP~~ Students

The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of English Language Learners are the result of language acquisition or academic deficiency. Each sheet is designed to reflect individual progress on the grade appropriate Student Progression chart. The Limited English Proficiency Pre-retention Meeting Reports may be found on Omniform, PBSO 2182-2187. The completed form **must** be brought to an English Language Learners Committee meeting for each student being considered for retention.

### **STUDENTS RETAINED FOR READING IN THIRD GRADE**

Third grade students retained for reading **must** be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention **must** include effective instructional strategies, the opportunity to participate in the district's Third Grade Summer Reading Academy, 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 [Florida Statute §1008.25(7)(a)].

~~PMPs AIPs~~ for all students who did not score above Level 1 on the grade 3 FCAT Reading SSS and who did not meet the criteria for one of the good cause exemptions **must** be reviewed to address additional supports and services needed to remediate the identified areas of statutory reading deficiency. In addition, a student portfolio, established according to Florida statute guidelines, **must** be completed for each such student [Florida Statute §1008.25(7)(b)1].

Third grade students retained for reading **must** be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including a **minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction** and other strategies which may include, but are not limited to [Florida Statute §1008.25(7)(b)2]:

- a. small group instruction:
- b. reduced teacher-student ratios:
- c. more frequent progress monitoring:
- d. tutoring or mentoring:
- e. transition classes containing 3rd and 4th grade students:
- f. extended school day, week, or year; and/or
- g. Summer Reading Academy.

Written notification **must** be given to the parent(s)/guardian(s) of any third grade student retained for reading stating that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification **must** comply with the provisions of Florida Statute §1002.20(14) (STUDENT REPORT CARDS) and **must** include a description of

proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency [Florida Statute §1008.25(7)(b)3].

Third grade students retained for reading **must** have a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals [Florida Statute §1008.25(7)(b)5].

Parents/guardians of third grade students retained for reading **must** be provided with:

- reading enhancement and acceleration strategies
- at least **one** of the following instructional options:
  - a. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school [Florida Statute §1008.25(7)(b)6a];
  - b. a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading [Florida Statute §1008.25(7)(b)6b]; or
  - c. a mentor or tutor with specialized reading training [Florida Statute §1008.25(7)(b)6c].

READ Initiative [Florida Statute §1008.25(7)(b) 7]

The district shall establish a *Reading Enhancement and Acceleration Development (READ) Initiative*. The focus of the READ Initiative shall be to:

- prevent the retention of grade 3 students;
- to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4; and
- to offer intensive accelerated reading instruction to each K-3 student who is assessed as exhibiting a reading deficiency.

The READ Initiative shall:

- a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in *Reading First* schools. The assessment **must** measure phonemic awareness, phonics, fluency, vocabulary, and comprehension [Florida Statute §1008.25(7)(b)7a].
- b. Be provided during **regular school hours** in addition to the regular reading instruction [Florida Statute §1008.25(7)(b)7b].
- c. Provide a state-identified reading curriculum that has been reviewed by the *Florida Center for Reading Research* (FCRR) at Florida State University and meets, at a minimum, the following specifications [Florida Statute §1008.25(7)(b)7c]:
  - Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level [Florida Statute §1008.25(7)(b)7cI].
  - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension [Florida Statute §1008.25(7)(b)7cII].
  - Provides scientifically based and reliable assessment [Florida Statute §1008.25(7)(b)7cIII].

- Provides initial and ongoing analysis of each student's reading progress [Florida Statute §1008.25(7)(b)7cIV].
- Is implemented during regular school hours [Florida Statute §1008.25(7)(b)7cV].
- Provides a curriculum in core academic subjects ([reading, mathematics, science, and social studies](#)) to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects [Florida Statute §1008.25(7)(b)7cVI].

### Intensive Acceleration Class (IAC) [Florida Statute §1008.25(7)(b)8]

Where applicable, each school must establish an Intensive Acceleration Class (IAC) for retained grade 3 students who subsequently score at Level 1 on FCAT Reading SSS. The focus of the IAC shall be to increase a child's reading level at least two grade levels in one school year. [Florida Statute §1008.25(7)(b) 8].

The IAC shall:

- a. be provided to any student in grade 3 who scores at Level 1 FCAT Reading SSS and who was retained in grade 3 the prior year because of scoring at Level 1 on FCAT Reading SSS [Florida Statute §1008.25(7)(b)8a];
- b. have a reduced teacher-student ratio [Florida Statute §1008.25(7)(b)8b] defined as having a smaller class size than the average class size in the school of those comparable “traditional” third-grade classrooms;
- c. provide uninterrupted reading instruction for the **majority of student contact time each day** and incorporate opportunities to master the grade 4 *Sunshine State Standards* in other core subject areas [Florida Statute §1008.25(7)(b)8c];
- d. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year [Florida Statute §1008.25(7)(b)8d];
- e. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist [Florida Statute §1008.25(7)(b)8e];
- f. include weekly progress monitoring measures to ensure progress is being made [Florida Statute §1008.25(7)(b)8f]; and
- g. report to the Florida Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester [Florida Statute §1008.25(7)(b)8g].

The district will report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports [Florida Statute §1008.25(7)(b)9].

### Transitional Instructional Setting

The Intensive Acceleration Class refers to *what* is being provided to the student. The transitional instructional setting refers to *where* instruction is provided to the student.

Any student who has been retained in grade 3 for reading and who has received intensive instructional services but is still not ready for grade promotion, will be provided the option of being placed in a transitional instructional setting called a 3.5 class. Such 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 [Florida Statute §1008.25(7)(b)10].

Retained 3<sup>rd</sup> grade students will receive additional reading instruction in the Supplemental Academic Instruction (SAI) program. The *School District of Palm Beach County Supplemental Academic Instruction Elementary School Plan for 2006-2007 2004-2005* includes within its program description of quality implementation that:

- The SAI teacher must be highly qualified.
- Students will receive 45-90 minutes of supplemental/additional instruction in reading.
- The teacher/pupil ratio may vary from 8-15 students per teacher, depending on the type of assistance being offered and the discrepancy between actual grade level and functional grade level.
- SAI students will be prioritized according to the following: retained third graders or those third graders who fail to meet performance levels for promotion levels.
- Instructional materials should include leveled reading materials. Students should be using materials directly geared to their area(s) of weakness as identified by diagnostic assessments.

## **EXEMPTION FROM RETENTION (GOOD CAUSE)**

The School Board may exempt a student from retention for good cause [Florida Statute §1008.25(6)(b)]. The procedures for determining eligibility and obtaining approval for an exemption from retention for good cause are presented on the following pages in two parts: exemption from mandatory retention at grade three and other exemptions.

### Criteria for Good Cause Exemption from Mandatory Retention for Reading at Grade 3

Good cause exemption criteria are classified into four specific categories: English Language Learners (ELLs) ~~LEP-students~~ with disabilities, previous retentions and academic performance.

Within these four categories, the six good cause exemptions are limited to the following:

Exemption 1: English Language Learners (ELLs) who have had less than 2 years of instruction in an English for Speakers of other Languages program.

Exemption 2: Students with disabilities whose ESE IEP indicates that participation in the FCAT is not appropriate, consistent with the State Board of Education rule.

Exemption 3: Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. Cutoff scores are: 45<sup>th</sup> percentile or above on the FCAT Reading NRT (SAT-10) or 51<sup>st</sup> percentile or above on the alternate NRT (SAT-9)



Exemption 4: Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. Cutoff Score: SRI Lexile 322 or above

Exemption 5: Students with disabilities who participate in the FCAT who have an ESE IEP or a 504 Plan that reflects that the student still demonstrates a deficiency in reading, was previously retained one year (K-3) **and** evidence of more than two years of intensive reading remediation.

Exemption 6: Students who have received intensive reading remediation for two or more years but still demonstrate a deficiency in reading and who were previously retained two years (K-3). Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board will assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers. [Florida Statute §1008.25(6) (b)]

### *LEP Students*

~~➤ A good cause exemption from mandatory retention may exist for LEP students who have had less than two years of instruction in an ESOL program [Florida Statute §1008.25(6)(b)1]. An LEP Committee is to be convened to review a student's progress in overcoming persistent deficiencies in performance and, therefore, should be involved in planning appropriate remediation for LEP students. The LEP Committee will also facilitate the use of appropriate good cause exemptions for third grade students, which include the alternative assessment and the use of a student portfolio. However, the decision to retain LEP student who has a substantial reading deficiency must be made consistent with the requirements of Florida Statute §1008.25(6).~~

### *Students with Disabilities*

- ~~➤ A good cause exemption from mandatory retention may exist for students with disabilities whose IEPs indicate that participation in the statewide assessment program is not appropriate; consistent with State Board of Education Rule [Florida Statute §1008.25(6)(b)2]. (See *Exemptions from District/State Assessment for Special Program Students*)~~
- ~~➤ A good cause exemption from mandatory retention may exist for students with disabilities who participate in the FCAT and who have IEPs or 504 plans that reflect that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading **and** was previously retained in kindergarten, grade 1, grade 2, or grade 3 [Florida Statute §1008.25(6)(b)5].~~

### *Previous Retentions*

~~➤ Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading **and** who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years may be exempt. Intensive reading instruction for students so promoted **must** include an altered~~

instructional day based upon an AIP that includes specialized diagnostic information and specific reading strategies for each student. [Florida Statute §1008.25(6)(b)6].

### *Academic Performance*

- ~~Students demonstrate an acceptable level of performance by scoring in the 51<sup>st</sup> percentile or above on the FCAT Reading NRT or the alternate NRT (SAT-9) [Florida Statute §1008.25(6)(b)3].~~
- ~~Students have an academic performance portfolio that demonstrates reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards for language arts equal to grade level performance [Florida Statute §1008.25(6)(b)4].~~
  - ~~The *Good Cause Academic Performance Portfolio for Third Grade* FCAT reading Level 1 students will be divided into two sections: *Achievement Data* and *Benchmark Evidence*.~~

### *Achievement Data*

~~The measures listed below may be included in the student portfolio as documentation of Level 2 performance. In the *Achievement Data* section, teachers must document 3 out of 5 measures in order to provide compelling, verifiable evidence that the student is reading equal to Level 2 Performance.~~

- ~~1. Computer Administered Norm-Referenced Test: SRI Lexile Level 322 and above~~
- ~~2. Passing a minimum of two commercially produced electronic measures of reading comprehension at 70% or higher on books Lexiled at 322 or above. (e.g., *Accelerated Reader* or *Reading Counts*)~~
- ~~3. Reading Running Record Lexile level of 350 or above with 90% accuracy with a minimum of 2 on retelling~~
- ~~4. An average score of 2.5 on a minimum of two prompted writing samples, either narrative and/or expository. Prompts must be scored on the 6-point, grade state writing rubric. Two educators must score the prompts.~~
- ~~5. FCAT Reading NRT or alternate NRT (SAT-9) at the 34th percentile or above.~~

### *Benchmark Evidence*

~~The *Benchmark Evidence* section will consist of a minimum of five examples of mastery as demonstrated by a grade of “C” or above, for each of the eight FCAT Reading-assessed *Sunshine State Standards* benchmarks for Language Arts (8 benchmarks X 5 examples equals a total of 40 examples) following the State Board of Education student portfolio guidelines [Florida State Board of Education Administrative Rule 6A-1.094221(3)(a)1-5].~~

~~For students who have demonstrated mastery through *Benchmark Evidence* but have demonstrated Level 2 performance on less than 3 of the above assessments (*Achievement Data*) **must** take the SAT-9 NRT. A score in the 51<sup>st</sup> percentile or above will exempt students from mandatory retention. A score in~~

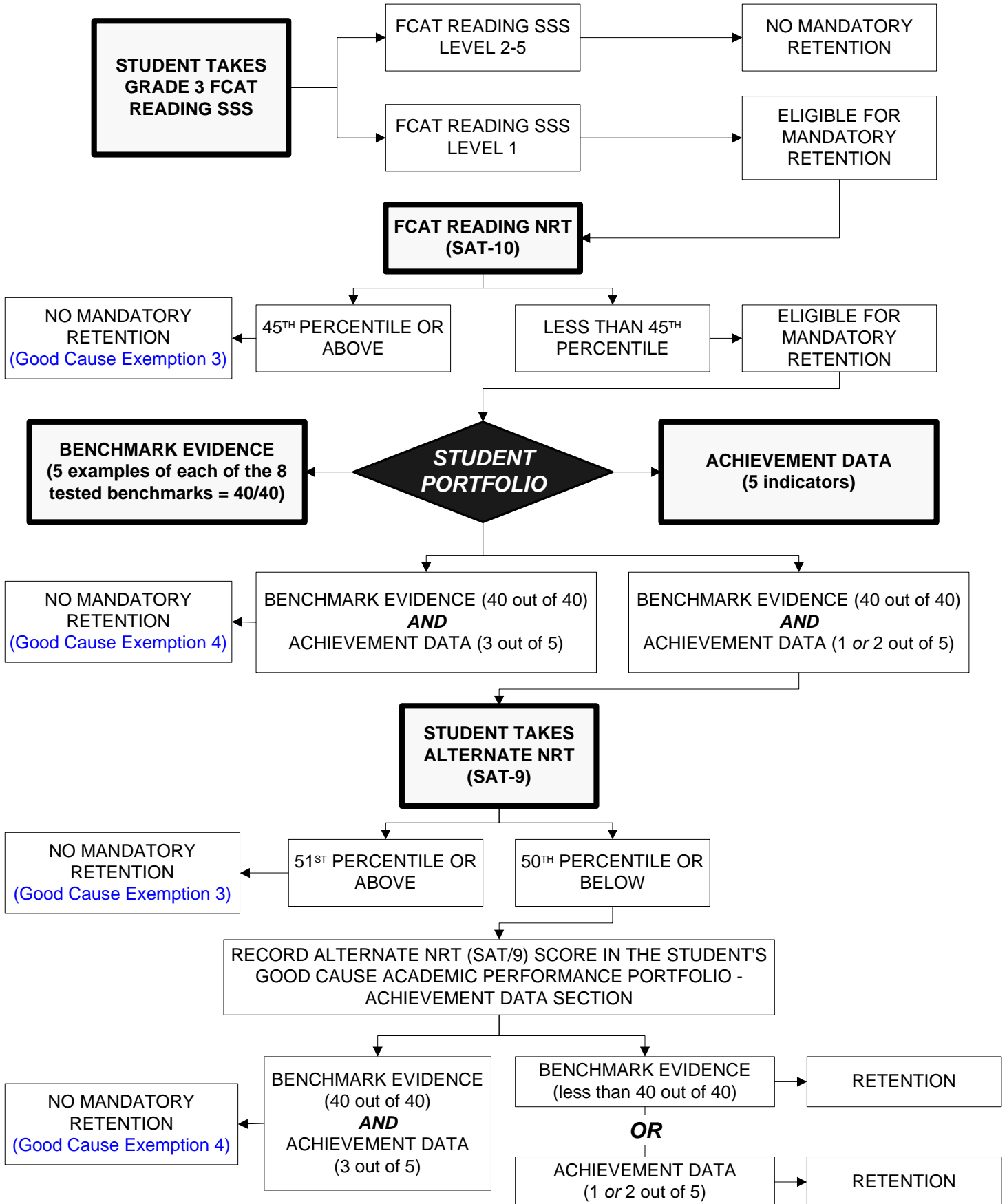
~~the 34<sup>th</sup> to 50<sup>th</sup> percentile range may be included as a part of the student's portfolio *Achievement Data* section. The SAT-9 may only be administered one time. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student reading FCAT scores or during the last two weeks of school, whichever occurs first, for student promotion purposes [Florida State Board of Education Administrative Rule 6A-1.094221(b) and (c)].~~

~~**NOTE**—LEP students and students with disabilities who do not qualify for LEP or ESE exemptions may receive good cause exemptions if the criteria for the academic performance exemption are met.~~

### Good Cause Exemption Process

The *School District of Palm Beach County Good Cause Academic Performance for Third Grade* flowchart on E/29 describes the process used to decide whether a Good Cause Academic Performance Portfolio is needed. The flowchart outlines the entire process from the student taking the FCAT Reading test, to the completion of the *Good Cause Academic Performance Portfolio for Third Grade* to the making of promotion/retention decisions.

# THIRD GRADE GOOD CAUSE EXEMPTIONS 3 (NRT) and 4 (Portfolio)



## Good Cause Exemption Documentation

1. The classroom teacher **must** provide the principal with documentation that the student should be promoted based on one of the good cause exemption criteria listed above. This documentation should consist only of the existing IEP, 504 plan and/or **PMPAIP**, the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute 1008.25 (6) (c)
2. In the case of good cause exemptions due to *academic performance* (mandatory retention at grade 3 only), the teacher will complete and sign a ~~Good Cause Academic Performance Portfolio Worksheet for Third Grade—Student~~ *Third Grade Good Cause Student Academic Performance Portfolio Worksheet* (PBSD 2014) for each student [Florida Statute §1008.25(6)(c)1] **and may complete the** ~~Good Cause Academic Performance Portfolio Worksheet for Third Grade—Student~~ *Third Grade Good Cause Exemptions Class Data Collection Worksheet* (PBSD 2013) *for the class*. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing using *Third Grade Good Cause Promotion/Retention School List* (PBSD 2012). This form (PBSD 2012) is signed by the principal, ~~for students whom the principal is recommending for a good cause exemption will be~~ submitted to the Area Superintendent for approval, and forwarded to the district school superintendent who shall accept or reject the school principal's recommendation in writing. [Florida Statute §1008.25(6)(c)2]. ~~The teacher and principal will review and sign the class worksheet.—A Good Cause Academic Performance Promotion for Third Grade—School (PBSD 2012)~~
- ~~3. All other recommendations for good cause exemptions should be submitted to the Area Superintendent/designee for approval with backup documentation attached.~~
3. Recommendations should contain documentation justifying the exemption from mandatory retention and, when appropriate, a description of the alternative program of instruction to be provided to the student. Each recommendation **must** provide compelling arguments that exemption from retention, rather than retention, is in the best interests of the student. Upon approval of the principal's recommendation, the student will be promoted to the next grade.
4. In the case of exemption from mandatory retention at grade 3 due to academic performance, the Area Superintendent will submit approved good cause recommendations to the Superintendent. The Superintendent will accept or reject, in writing, the principal's recommendation.

## Criteria for Other Good Cause Exemptions from Retention

Listed below are good cause exemptions that may occur for students who do not fall under the mandatory retention criteria yet face retention. Students who meet the criteria below may be promoted **only** if they are assigned to a program of intensive remedial instruction. This intensive instruction **must** be significantly different than the instructional program previously provided to the student.

*(Section is included in previous passages)*

### *Previous Retentions*

- ~~➤ Students who have been previously retained and have received intensive remedial instruction designed to address their academic deficiencies. Students currently enrolled in grades K, 1 or 2 or 3 who have been previously retained for at least one full school year may be exempt from retention for good cause.~~
- ~~➤ Students currently enrolled in grades 3-5 who have been previously retained in grades 3, 4 or 5 and have received intensive remedial instruction designed to address their academic deficiencies **for two or more years** may be exempt from retention for good cause.~~

### *Academic Performance/Learning Gains – Grades 4 and 5 Only*

- Students who have received intensive remedial instruction and have demonstrated successful remediation through at least 1.5 years learning gains on the appropriate FCAT SSS or its equivalent on other assessment instruments used by the school district and scored at least a 2.0 on the district/state writing assessment

\*NOTE – the above criteria are not applicable for students who fall under mandatory retention at grade 3.

### During-the-School-Year Promotion of Retained Third Grade Students [Florida State Board of Education Administrative Rule 6A-1.094222]

Students retained in third grade may be promoted to the next grade **any time** during the retention year [Florida Statute §1008.25(5)(c)] if it is clearly documented that **good cause requirements have been met. intensive remedial intervention has been successful** [Florida Statute §1008.25(7)(b)4]. **Such promotion should occur based on successful completion of portfolio elements that meet state criteria or based on satisfactory performance on a locally selected standardized assessment. 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, as determined by the State Board of Education. The standards outlined by the State Board of Education require documentation that the student's progress is sufficient to master appropriate 4th grade level reading skills.** [Florida State Board of Education Administrative Rule 6A-1.094222(2)(a) and (b)]

The student retained for reading **must:**

- demonstrate that he or she is a successful and independent reader, reading at or above grade level, and reading at a level at which the student can successfully complete assignments at the next grade level. [Florida State Board of Education Administrative Rule 6A-1.094222(1)(a) and (b)]
- be performing at a level that the student is able to successfully complete the fourth grade work the student has missed and progress with the rest of the class. [Florida State Board of Education Administrative Rule 6A-1.094222(1)(c)]

~~During the school year promotion of retained third grade students should occur during the first semester of the academic year. Such promotion should occur based on~~

~~successful completion of portfolio elements that meet state criteria or based on satisfactory performance on a locally selected standardized assessment. [Florida State Board of Education Administrative Rule 6A-1.094222(2)(a) and (b)]~~

A student portfolio used to document during-the-school-year promotion to fourth grade **must** have evidence of the student's mastery of third grade Sunshine State Standards benchmarks for language arts and beginning mastery of the benchmarks for fourth grade. The student portfolio [Florida State Board of Education Administrative Rule 6A-1.094222(3)(a-e)] contents **must**:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- include evidence of mastery of the benchmarks assessed by the grade 3 FCAT Reading SSS;
- include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 FCAT Reading SSS. This includes passages (50% literary text and 50% informational text) that have between 100-900 words with an average of 375 words with multiple-choice, short-, and extended-response items. For each benchmark, there **must** be two examples of mastery as demonstrated by a grade of "C" or better; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student during-the-school-year using a locally selected standardized assessment there **must** be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade. [Florida State Board of Education Administrative Rule 6A-1.094222(4)]

The **PMP AIP** for any retained third grade student who has been promoted during the school year to fourth grade **must** continue to be implemented for the entire school year. [Florida State Board of Education Administrative Rule 6A-1.094222(5)]

Retained third grade 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 Reading SSS, as determined by the State Board of Education. [Florida Statute §1008.25(7)(b)4]

## **CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS ~~WHO DO NOT MEET THE MANDATORY RETENTION CRITERIA IN GRADES KINDERGARTEN, 1, 2, 4 AND 5~~**

### English Language Learners (ELLs) ~~Limited English Proficient (LEP) Students~~

Students identified as **English Language Learners (ELLs) ~~Limited English Proficient (LEP)~~** **must** meet the district levels of performance **as indicated on the student progression charts**. The requirement is to measure the student's ability to read and write, regardless of whether that ability is shown in English or the student's home language.

(New paragraph) English Language Learners ~~LEP-students~~ who are identified as being substantially below grade level in reading in English **but are proficient in their home language** may **not** be retained for English reading deficiencies or FCAT scores. The Department of Multicultural Education has prepared grade-specific worksheets to assist elementary schools in determining if the academic difficulties of English Language Learners are the result of a language acquisition or an academic deficiency. Each sheet is designed to reflect individual progress on the grade-appropriate Student Progression chart. The English Language Learners Pre-retention Meeting Reports may be found on Omniform, PBSOs 2182-2187. The completed forms **must** be brought to an English Language Learners committee meeting for each student who is being considered for retention. An English Language Learners ~~LEP~~ committee **must** meet to determine whether an English Language Learner ~~student~~ should be retained. Adequate progress as defined in the English Language Learners' ~~LEP~~-Plan should be used by the committee as grounds for promotion. English Language Learners ~~LEP-students~~ may be retained if the English Language Learners ~~LEP~~-Committee determines that the students have not progressed satisfactorily according to their English Language Learners ~~LEP~~ plans.

## Students with Disabilities

### *504 Students*

Students with 504 plans **must** meet the district's levels of performance. Parent(s)/guardian(s) **must** be notified if the Child Study/504 Team is considering retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active *Section 504 Accommodation Plan*. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated. The re-evaluation **must** include a review of the student's records, **the student's** intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated the same as a general education student.

### *ESE Students*

A ~~s~~Students enrolled in Exceptional Student Education (ESE) **must** meet the district's grade level performance standards, ~~levels unless the their IEP includes specifies documentation that the students is are unable to meet grade the-levels of performance standards, because such-as:~~

- The student's demonstrated cognitive ability and/or behavior prevent the student from completing required classwork and achieving the *Sunshine State Standards* even with appropriate and allowable classwork modifications.
- The student is unable to apply or use academic skills at a minimal competency level in the home or community.

Students ~~with disabilities enrolled in an ESE program(s)-maybe~~ **are** considered to have met promotion requirements when they have achieved the ~~appropriate-instructional goals that are of the curriculum~~-specified on their IEP. The primary responsibility for



determining each student's levels of performance is that of the special program teacher and the general education teacher.

Other ~~Below are some of the~~ factors that ~~the IEP Team~~ may be considered are:

1. Previous retention history
2. Current goals and objectives on the student's IEP
3. Social/emotional behavior
4. Placement and a possible change in the current placement
5. Report card marks
6. Current accommodations/modifications/services

## ALTERNATIVE PLACEMENT FOR STUDENTS WITH TWO OR THREE RETENTIONS

Students who have previously been retained two or more times **must** be placed in an alternative instructional program [Florida Statute §1008.25(2)(c)]. A student with three retentions (K-8) may be assigned to the next grade if:

- it has been determined that the student's academic progress can **only** occur as a result of promotion to a program that provides alternative methods of instruction that are significantly different from that which has been available to the student, **and** this program will be provided to the student.

## REMEDIATION PROGRAMS

### Program Description

Remediation **must** be based on the results of diagnostic assessment(s), and it **must** be systematically embedded in the total educational program for the student. The daily instruction for the student will be modified based on both the diagnosis and the contents of the **PMPAIP** or other educational plan(s) (e.g., IEP, **English Language Learners (ELLs) LEP Plan**). Remediation **must** include an instructional program that is not identical to that provided during the previous school year.

### ~~K-5 Tutorial/Remediation Program~~

~~The K-5 Tutorial/Remediation Program (if offered) provides immediate and ongoing assistance to students throughout the school year as needed. The eligibility criteria for student participation in grades K-5 include:~~

- ~~➤ teacher recommendation~~
- ~~➤ participation necessary to maintain continuous academic progress~~
- ~~➤ Quartile 1 test results in reading and/or mathematics on the FCAT NRT, **OR**~~
- ~~➤ in the case of a student with disabilities enrolled in ESE, recommendation of the IEP team~~

~~The K-5 Tutorial/Remediation Program is designed to assist students in achieving adequate progress in the educational program.~~

## SUMMER SCHOOL

### Extended School Year for English Language Learners (ELLs) ~~LEP Students~~

The purpose of Extended School Year (ESY) for English Language Learners ~~LEP students~~ is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is done through content-related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual English Language Learners ~~LEP~~ plan must show that additional English oral language development is needed.

### Home Education Students

Registered home education students may participate in summer school, if it is available, and if they meet the same eligibility requirements as established for all public school students.

### ~~EXTENDED SCHOOL YEAR FOR STUDENTS WITH DISABILITIES ENROLLED IN ESE~~ Extended School Year for Students with Disabilities enrolled in ESE Programs (State Board of Education Rule 6A-6.03028 (6) (i))

The purpose of the Extended School Year (ESY) program is to enable students with disabilities who are enrolled in ESE programs to meet certain critical goals prescribed on the student's IEP or to maintain the achievement of those critical IEP goals that have already been met. In order to be eligible for ESY, the IEP Team **must** determine that it is necessary for the student to receive ESY services in order to meet, maintain, and/or further develop the achievement of specified critical goals of the IEP.

## REPORTING STUDENT PROGRESS

Florida Statute §1003.33 requires that district report cards for all elementary school students **must** clearly depict and grade:

- the student's academic performance in each class or course in grades 1-5 (based upon examinations, as well as written papers and other academic performance criteria);
  - the student's conduct and behavior; and
  - the student's attendance, including absences and tardiness.
1. The student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion [Florida Statute §1003.33(2)].

## PARENT(S)/GUARDIAN(S)- WRITTEN NOTIFICATION REQUIREMENTS

Parent(s)/guardian(s) **must** be notified in writing of the district's promotion requirements. Parent(s)/guardians(s) of English Language Learners ~~LEP students~~ **must** be notified using the appropriate translated version of the district's promotion requirements.

2. School personnel will notify parent(s)/guardian(s) in writing of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [The requirements are also included on the district website within the posted Student Progression Plan.](#)
3. The parent(s)/guardian(s) of a student who is not making adequate progress will be notified in writing each marking period in the “*Comments*” section of the report card.
4. The parent(s)/guardian(s) of any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading **must** receive, in writing (e.g., [PMPAIP](#), IEP, [English Language Learners LEP-Plan](#), mandatory retention letter), [information about their child’s progress](#) ~~the following information—including the following:~~[Florida Statute §1008.25(5)(c)]
  - Notification that his/her child has been identified as having a substantial deficiency in reading
  - A description of the current services that are provided to the child
  - 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
  - Notification that if the child’s reading deficiency is not remediated by the end of grade 3, the child **must** be retained unless exempted from mandatory retention for good cause
  - Strategies for parents to use in helping their child succeed in reading proficiency
  - That FCAT is not the sole determiner of promotion
  - The district’s criteria for during-the-year promotion

An annual written report **must** be provided to the parent of each student on the student’s progress toward achieving proficiency in reading, writing, science, and mathematics, including results on each statewide assessment test. The evaluation of each student’s progress **must** be based upon the student’s classroom work, observations, tests, district assessments, and other relevant information. Progress reporting **must** be provided in writing in a format adopted by the district school board. :[Florida Statute §1008.25(8)(a)]

## **FREQUENCY OF GRADE REPORTS**

All students in grades K-5 will receive a School District of Palm Beach County Elementary School Report Card (PBSD 0768) at the end of each marking period. Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress toward his or her annual IEP goals at least as often as [their non-disabled peers receive progress reports during](#) each marking period. A statement specifying the method and frequency in which an ESE student's progress is reported is included in the student's IEP.

## MID-MARKING PERIOD PROGRESS REPORTS

During the middle week of each marking period, teachers **must** provide a written progress report listing the area(s) requiring improvement for each student who has been identified as performing below grade level in reading, writing and/or mathematics. Teachers may provide a written progress report for any student experiencing difficulty even though the student had been identified as belonging in the At Grade Level or Above Grade Level category. The *Elementary School Mid-Marking Period Progress Report* is PBSD 0927 and is available in four languages.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress at least as often as the general education students.

## GENERAL RULES OF MARKING

A district-wide, standards-based K-5 reporting system has been developed for implementation in all elementary schools to address expected levels of performance for students by grade level (*The School District of Palm Beach County Elementary Report Card*, PBSD 0768). This report will be used to notify parents/guardians when a student is working at a skill level below that of his or her assigned grade placement.

1. **Marking codes** **Marks** are based on the quality of student performance relative to expected levels of achievement of the *Sunshine State Standards*.
2. Quality of work will be assessed by multiple measures that include, but are not limited to:
  - assessments (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations)
  - alternative methods (portfolios and performance assessment)
  - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking and demonstrations)

Indicators of the student's quality of work on assessments are found under *Marking Code* on the report card.

3. A sufficient number of **grades/**marks will be recorded to justify the marking-period **marking code** **grade/mark**. A marking-period grade is not based solely on a single project.
4. Recorded **marking codes** **marks** will not be changed without a review of the reason(s) and approval of the principal. Any **marking code** **mark** change requires two signatures on a form (*The School District of Palm Beach County Grade and/or Course Change Documentation*, PBSD 0797) indicating the change and the reason for the change. If initiated by a teacher, approval of the principal **must** be obtained. If initiated by the principal, approval of the teacher or the area superintendent **must** be obtained. The teacher will be consulted prior to the initiation of any **grade** change by the principal except during those times when the teacher is not on duty. Only in justified cases may a principal change a **marking code** **mark** without teacher consent

and then only with the approval of the area superintendent. [The procedures to correct a student record are set forth in School Board Policy 5.1816.](#)

5. [Marking codes](#) ~~Marks~~ are not required for a student without transfer grades who enters a class within fifteen (15) days of the end of a marking period.
6. Homework and behavior are important to a student's academic progress [and a portion of a student's grade should be based on completion of homework assignments.](#) They are evaluated independently and are reported to parents in the *Conduct and Behavior* section of the report card. (See *Reporting Student Conduct and Behavior.*) [\(School Board Policy 8.16\)](#)
7. ESE and [English Language Learners](#) ~~LEP-students~~ should have the opportunity to earn ~~grades/marks~~ [marking codes](#) that are equivalent to the [marking codes](#) ~~grades/marks~~ earned by general education students. No student should be denied the opportunity to earn above-average [marking codes](#) ~~grades/marks~~ because of placement in an ESE or ESOL program or due to [accommodations/modifications](#) as deemed appropriate for use within his or her instructional setting. ESE students **must** be graded on the basis of [their](#) performance ~~within the curriculum designated~~ ~~—on their IEPs.~~

## DESCRIPTION AND DEFINITION OF REPORT CARD MARKS

### Performance Level

The **performance level** is the **single indicator as to whether the student is on track for promotion.** The student's performance level is reported each marking period in the following manner:

- 3 = On or above grade level
- 2 = Less than a year below grade level
- 1 = More than a year below grade level

### Marking Codes

The Marking Codes listed below indicates the quality of work **within the performance level** at which the student is working and **does not indicate grade-level performance.**

Mark of **A:** *Outstanding* work in the performance level at which the student is working  
Indicates the quality of work in the subject or area as reflected on assessments is **outstanding.**

Mark of **B:** *Very Satisfactory* work in the performance level at which the student is working  
Indicates the quality of work in the subject or area as reflected on assessments is **very satisfactory.**

Mark of **C:** *Satisfactory* work in the performance level at which the student is working

Indicates the quality of work in the subject or area as reflected on assessments is **satisfactory**.

Mark of **D**: *Needs Improvement* of the work in the performance level at which the student is working

Indicates the quality of work in the subject or area as reflected on assessments **needs improvement**.

Mark of **F**: At Risk

Indicates the quality of work in the subject or area as reflected on assessments shows the student is **at risk of falling below the performance level** at which the student is currently working.

The A-F grading system, when based on numerical percentages **must** be consistent with the grade scale identified in Florida Statute §1003.437. Grade averages are calculated to two decimal places (with no rounding). For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a “B”, while 79.49 is a “C”).

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

### Standards Code

The Standards Code indicates student performance in relation to the standards listed in the *Sunshine State Standards*. The standards listed on the report card are related to the district’s parent/guardian copies of the Grade Level Expectations.

X = Student meeting standards

O = Not assessed this marking period

# = Needs improvement

## **REPORTING STUDENT CONDUCT AND BEHAVIOR**

Elementary schools use a nonacademic behavior/student-conduct rating. [Florida Statute §1003.33] The rating reflects the student's overall conduct in all school activities and is not cause for lowering an academic grade.

## **FINE ARTS/ PHYSICAL EDUCATION**

Students are marked for effort and participation in art, music and physical education classes.

## **DISTRICT/STATE ASSESSMENT PROGRAM**

All students **must** participate in all regular state and district assessments for accountability purposes. ~~Each student must participate in all regular statewide and~~

~~district wide assessments~~ [Florida Statute §1008.22]. (See Student Performance Levels for Reading, Writing, Mathematics and Science for a listing of assessments.)

## ACCOMMODATIONS ~~OF~~ FOR DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

### English Language Learners (ELLs) ~~LEP Students~~

English Language Learners ~~LEP students~~ are required to take all required state and district achievement and norm-referenced tests, ~~unless they have an IEP that which indicates otherwise~~. However, all active (LY) English Language Learners ~~LEP students~~ are eligible to receive ~~appropriate~~ accommodations during testing. Permissible accommodations ~~may~~ include: flexible setting, flexible scheduling, flexible timing, and assistance ~~with directions~~ in the heritage language. English Language Learners ~~LEP students~~ **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to English Language Learners ~~LEP students~~ in an instructional setting. When a student is in both the ESOL and ESE programs, all ~~appropriate~~ accommodations listed on their IEP, as well as their English Language Learners ~~LEP~~ Plan **must** be offered. Parents/guardians are ~~to be~~ notified in writing of all accommodations ~~that are being~~ offered to their child.

### Students with Disabilities

#### 504 Students

Students with 504 plans may ~~be eligible to~~ receive ~~appropriate accommodations modifications~~ on both district and state assessments. The multidisciplinary team should refer to the student's past performance on standardized tests ~~and~~ the classroom modification section of the 504 plan to determine ~~how if~~ the impairment ~~could~~ substantially interfere ~~s~~ with his/her performance. If so, the multidisciplinary team will determine the necessary ~~and appropriate accommodations modifications~~ for district and state assessments. Test ~~accommodations modifications~~ may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation and/or flexible format.

Note: Refer to *The School District of Palm Beach County Section 504 Manual* and the *Test Coordinator's Handbook*.

#### *ESE Students*

Testing ~~accommodations modifications~~ during district/state testing will be implemented as ~~appropriate and as~~ specified in the student's IEP. The IEP **must** specify:

- ~~assessment name~~
- area of assessment (e.g., reading, mathematics, etc.)
- standard administration, ~~partial administration, or administration with accommodations~~

Testing accommodations ~~modification(s)~~ may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, and/or flexible formatting.

Note: Specific information regarding accommodations ~~modifications~~ for each assessment instrument can be found in the *Implementation Guide for EP/IEP* and the *Test Coordinator's Handbook*.

## EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

### Students with Disabilities

#### *504 Students*

Students with 504 plans **may not** be exempted from state assessments. However, the multidisciplinary team **must** determine whether a 504 student should be exempted from a **portion** of a **district** assessment or **all** of a **district** assessment. The multidisciplinary team will determine the method of alternate assessment.

Refer to *The School District of Palm Beach County Section 504 Manual* and the *Test Coordinator's Handbook*.

#### *ESE Students*

The IEP ~~Team committee~~ determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability **must** be documented on the IEP and **must** meet the following criteria:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the benchmarks of the *Sunshine State Standards*, even with appropriate and allowable accommodations; AND
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

**Students who are excluded from state and/or district assessments may will be assessed through an alternate assessment procedure that has been identified by the IEP Team and documented on the IEP.**

**Students who are excluded from the state-required graduation test will not be eligible for a standard high school diploma.**



## ANNUAL REPORT

~~Beginning with the 2001-2002 school year,~~ Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year [Florida Statute §1008.25(8)(b)]:

- 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 [Florida Statute §1008.25(8)(b)1].
- 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 [Florida Statute §1008.25(8)(b)2].
- By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute §1008.25(8)(b)3].
- 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) [Florida Statute §1008.25(8)(b)4].
- Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute §1008.25(8)(b)5].