

# BRADFORD COUNTY

## Student Progression Plan

### Grades K-5

2009-2010

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STUDENT PROGRESSION PLAN

K-5

Table of Contents

INTRODUCTION .....4  
Student Performance Standards .....5  
Sunshine State Standards .....5  
District Level Expectations .....5  
Resource Allocations .....5  
ENTRANCE REQUIREMENTS .....5  
Medical Examinations .....5  
Immunization Requirements for Entrance .....6  
Homeless Admission .....6  
Proof of Date of Birth .....6  
Proof of Residence .....7  
Kindergarten Entry .....7  
First Grade Entry .....7  
In State Transfers From Non Public Schools to Kindergarten .....7  
In State Transfers From Non Public Schools to First Grade .....8  
Underage Out of State Transfers to Kindergarten & First Grade .....8  
Transfer Students .....8  
Grades for Transfer Students .....9  
Suspension & Expulsion .....9  
    Alternative Education Program .....9  
HOME EDUCATION STUDENTS .....10  
Virtual Education .....11  
ATTENDANCE .....11  
Student Absences for Religious Reasons .....12  
Student Withdrawals .....12  
INSTRUCTION .....12  
Students’ Rights for Instruction .....12  
General Program .....12  
Required Instruction .....12  
Reporting Pupil Progress .....13  
Grading Scale .....14  
Kindergarten .....14  
Grades 1 & 2 .....14  
Grades 3-5 .....14  
Class Conduct Grades K-5 .....14  
End of Year Recognition .....14  
Annual Reports .....14

ASSESSMENT .....	15
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) .....	16
Procedures for Initial Identification .....	16
Procedures for Determination of Eligibility .....	16
PROMOTION.....	17
Acceleration .....	17
Special Assignments .....	18
ESE Students.....	18
LEP Students.....	18
Section 504.....	18
PROFICIENCY LEVELS .....	19
Comprehensive Program.....	19
Assessment & Remediation .....	19
Reading Proficiency and Parent Notification .....	20
Successful Progression for Retained Readers.....	21
Elimination of Social Promotion .....	24
EXCEPTIONAL STUDENT EDUCATION .....	25
Promotion & Placement: Pre-Kindergarten.....	25
Promotion & Placement: Kindergarten.....	25
First Grade Placement.....	25
Promotion & Retention of Students with Disabilities.....	25
Elimination of Social Promotion .....	26
Elementary Curriculum Requirements for Exceptional Students.....	26
Reporting Student Progress.....	26
Student Rights & Parental Notification .....	27
Early Intervention, Pre-Kindergarten Program.....	27
Transfer of Students with Disabilities.....	27
Hospital, Homebound .....	28
Assessment of Students with Disabilities .....	28
Test Accommodations for Students with Disabilities.....	29

## **INTRODUCTION**

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

## STUDENT PERFORMANCE STANDARDS

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

## SUNSHINE STATE STANDARDS

The Florida/New Generation Sunshine State Standards serve as guides to best practices followed to develop school improvement strategies and thereby raise student achievement. The standards describe what students should know. Appropriate instruction will be provided to assist students in the achievement of these standards. The Sunshine State Standards will serve as the basis for statewide assessment. Law requires the utilization of the Sunshine State Standards in the instructional program.

## DISTRICT LEVEL EXPECTATIONS

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

## RESOURCE ALLOCATION

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

## **ENTRANCE REQUIREMENTS**

### MEDICAL EXAMINATIONS

Florida Statutes require that a student entering a Florida public school for the first time must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Documentation of the examination must be recorded on the proper Florida Department of Health form. Without such certification, a medical appointment notice from a licensed physician signifying that the child is scheduled for a physical examination within a thirty-day period must be presented to the

school. A child may then be allowed to register and enter school. If the child fails to present evidence of a school physical examination within the thirty-day period, the principal will remove the child from school until the requirement is met. Failure to comply may result in the student being referred to the truant officer.

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

## IMMUNIZATION REQUIREMENTS FOR ENTRANCE

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

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

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

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

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

## PROOF OF DATE OF BIRTH

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

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

- a. An official birth certificate indicating the child's date of birth
- b. A duly attested transcript of a certification of baptism showing the date of birth and place of baptism, accompanied by an affidavit sworn to by the parent
- c. An insurance policy on the child's life which has been in force for a least two years

- d. A bona fide contemporary Bible record of the child's birth, accompanied by an affidavit sworn to by the parent
- e. A passport or certificate of arrival in the United States, showing the age of the child
- f. A transcript of record of age shown in the child's school record, of at least four years prior to application, stating date of birth
- g. If none of these above noted evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age, and signed by a public health officer or a licensed practicing physician. This certificate shall state that the health officer or physician has examined the child and believes that the age stated in the affidavit is substantially correct.

#### PROOF OF RESIDENCE

Principals shall require proof of residency and may request documents such as deeds, rent agreements, telephone bills or utility bills. The principal shall request the assistance of the attendance officer to help verify the residence for any circumstances for which residency may be in question. Students determined to be **homeless** will be admitted to school and referred to the district Parent Liaison for the Homeless.

#### KINDERGARTEN ENTRY

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. No provision for early admission to kindergarten exists. A child must be enrolled in school for the entire school year if he/she attains the age of six years by February 1 of that school year.

#### FIRST GRADE ENTRY

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

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

#### IN-STATE TRANSFERS FROM NON-PUBLIC SCHOOLS TO KINDERGARTEN

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

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

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

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

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

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

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

#### TRANSFER STUDENTS

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

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

## GRADES FOR TRANSFER STUDENTS

When students transfer from one school to another, the sending school is requested to forward any grades received during that current grading period regardless of days enrolled. If a student was enrolled in his/her former school for more than 30 days, the departing school shall assign the grade. If the student is registered at the new school for 15 or more days, the receiving school shall assign the grade. A student transferring from another state or private school will have his/her grade level placement determined by the principal or designee of the receiving school. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the receiving school.

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

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

For students transferring in with grades of A-F the state and districted adopted conversion will be used. (See page 14)

## SUSPENSION / EXPULSION

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

While suspended a student must be given the opportunity to complete the work assigned during the suspension period. The academic grade for the class must not be penalized if completed work assignments are submitted in a timely manner. (Timely as defined by Student Code of Conduct) Teachers will be asked to give feedback on the work submitted.

## ALTERNATIVE EDUCATION PROGRAM

A regular education student may be assigned to the Renaissance Center through an administrative placement or an Exceptional Student Education student may be assigned as a result of plans developed as part of the IEP process. Typically, an administrative placement will follow a zero tolerance disciplinary offense. The administrative placement will be the same placement as a regular education student if the manifestation determines that the disability did not contribute to the behavior and that the placement is to be implemented with parental support.

An IEP placement in alternative school must take into consideration that all classes are regarded as consult services for ESE disabilities. This indicates that a self-contained ESE class will be able to provide more exceptional education services than an alternative setting.

Students may be administratively assigned to the Renaissance Center for a period of time as defined in the Code of Student Conduct. A hearing involving the sending school and the Renaissance Center must be conducted in order to review the case. If the student is scheduled to return to the home school, a conference must be conducted five days prior to the scheduled dismissal date. The conference needs to include representatives from the sending school and the Renaissance Center as well as the student's parents. If the home school and the Renaissance Center disagree on the most appropriate placement for the student, the case will be referred to the Expulsion Committee.

## HOME EDUCATION STUDENTS

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

When a student returns to the Bradford County District Schools after being in a home education program, school personnel will evaluate the child to determine the most appropriate grade placement.

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

must be made for a student having a first period or last period class. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations regarding full-time students.

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

VIRTUAL EDUCATION - SB 1676 is a new law that requires all Florida school districts to provide a Virtual Instruction Program (VIP) for its students. The North East Florida Educational Consortium (NEFEC) is pleased to provide VIP services to its member districts' students. The first step toward enrolling in a VIP is to determine a student's eligibility. Under the new law a student is eligible if he/she:

- resides in a NEFEC participating school district (list); and
- was enrolled in a Florida public school for the 08-09 school year; and
- was present in school for the October and February FTE counts;

OR

- is the dependent child of a member of the United States Armed Forces who was transferred to Florida within the last 12 months;

OR

- was enrolled in a school district virtual instruction program in 08-09 or a K-8 Virtual School Program.

Additionally, the VIP is for K-8 fulltime virtual students only. In grades 9-12, the VIP is fulltime with the exception of students who meet criteria for their district's dropout prevention program. VIP is not for students wishing to take select courses in a virtual environment. Please see your school's guidance counselor for these options.

. The enrollment window is July 1 through July 31, 2009.

## **ATTENDANCE**

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

## STUDENT ABSENCES FOR RELIGIOUS REASONS

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

## STUDENT WITHDRAWALS

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

## INSTRUCTION

### STUDENT RIGHTS FOR INSTRUCTION

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

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

The required program of study for the elementary grades in Bradford County schools reflects state and local requirements for elementary education and supports the Sunshine State Standards. Curriculum Frameworks for the Elementary program describe the performance descriptions, indicators, and outcomes for each area of study.

### GENERAL PROGRAM

Each student in grades K-5 will receive regularly scheduled instruction based on the district-adopted textbooks, other area curricula, and the Sunshine State Standards. This will include language arts, mathematics, science/health, and social studies. The instructional schedule should be at least five hours and thirty minutes. Flexibility in designing school schedules is permissible and may reflect the integration of content determined necessary to provide an instructional program.

### REQUIRED INSTRUCTION

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

- a. Declaration of Independence

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

Physical education is required for 150 minutes per week for students in kindergarten through grade 5. This section also applies to students in grade six who are enrolled in a school that contains one or more elementary grades. On any day during which physical education instruction is conducted there must be at least 30 consecutive minutes per day. "Physical education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

#### REPORTING PUPIL PROGRESS

Parents will be notified regularly of their child's academic performance, conduct, and attendance during the school year. The grading period is divided into four nine-week periods. At the end of each grading period a report card will be distributed. Parents will be sent a mid-term progress report detailing the student's progress up to that point. Progress reports may be required on a more frequent basis for ESE students as designated in the student's IEP. The final report card for a school year will indicate the end of the year status in each of these areas. Report card grades will be based on the student academic performance in each class or course. Written papers, class participation,

teacher observation, portfolio documentation, written and oral tests and or other academic performance criteria will be used to determine grades.

#### GRADING SCALE

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

E = Excellent

S = Satisfactory

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

X = Marked in a an area indicates a specific area in need of improvement

#### KINDERGARTEN

Grades will be reported for language arts, math, social emotional development, work habits, and physical education. Grades may also be reported for art, music, science, social studies, and health. Grades will be reported as E, S, N, or U. (~~X~~)

#### GRADES 1 AND 2

Reading, language arts, and math will be reported with a numeric grade. Science, social studies, physical education, music, art and any other resource class will be reported with an E, S, N, or U.

#### GRADES 3 – 5

Reading, language arts, math, science, and social studies, will be reported with a numeric grade. Physical education, music, art and any other resource class will be reported with an E, S, N, or U.

#### CLASS CONDUCT GRADES K-5

Class conduct grades in grades K-5 will be reported with an S, N, or U. Disciplinary action shall not occur because of the national origin or limited English proficiency of a student.

#### END OF YEAR RECOGNITION

At the end of each year, schools will recognize the academic achievement of students. This may include, but is not limited to, A honor roll and AB honor roll.

#### ANNUAL REPORTS

Each year the district will provide a written report to parents detailing their child's progress towards achieving the state and district expectations for proficiency in reading,

writing, science, and mathematics, including the child's results on each statewide assessment test.

By September 1 of each year the district school board will publish in the local newspaper and report in writing to the State Board of Education the following information:

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

### **ASSESSMENT**

Students in grades K-5 are evaluated annually. The tests listed below range from annual assessment to intermittent progress monitoring. A student, unless he/she qualifies for an alternate assessment, must take all statewide and district achievement tests at the appropriate grade level.

<u>Grade Level</u>	<u>Test</u>
Kindergarten	School Readiness Uniform Screening Any student entering public school for the first time in first grade will also be given the FLKRS within the first 30 school days.
1-2	Stanford Achievement Test – SAT 10
K-5	FAIR
2-5	Thinklink for reading, math and science grade 3,4,5 only
3-5	Florida Comprehensive Assessment Test Reading and Mathematics
4	Florida Comprehensive Assessment Test Writing +

Performance task items are included on the fourth grade Sunshine State Standards test in reading and the fifth grade Sunshine State Standards test in math and science.

### **ENGLISH LANGUAGE LEARNERS (ELL)**

The English Language Learners (ELL) program is designed to meet the communication, academic, and social needs of Limited English Proficient students by providing them with English language skills and comprehensible instruction. The ELL program will provide comprehensible instruction through ELL strategies in order to help students function effectively and actively participate in the regular school program based on the Sunshine State Standards.

#### **ESOL PROCEDURES FOR INITIAL IDENTIFICATION**

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

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

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

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

#### **PROCEDURES FOR DETERMINATION OF ELIGIBILITY**

Any K-12 student designated NEP (Non-English proficient) or LEP (Limited English proficient) on the oral-aural test will enter the school's ELL program. Any student K-3 designated FEP (Fluent English Proficient) by the test may then enter the school's regular

program. A student in grades 4-12, designated FEP by the oral-aural test, will then be given the appropriate norm referenced test at his/her regular school site within the next four weeks. In the time between initial enrollment and further assessment, the student may be served in the regular school program or temporarily assigned to the ELL program. The ELL contact and the school principal will make the decision concerning the most appropriate placement for the student until further assessment occurs. Those 4-12 students who score at or below the 32<sup>nd</sup> percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32<sup>nd</sup> percentile in either Reading or Language will be temporarily placed in the ELL program until the LEP Committee is able to meet and determine the most appropriate placement for the student. When the LEP Committee meets, a decision will be made to assign the student to the ELL program or the regular program. In these cases, the following criteria will be reviewed to determine placement.

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

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

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

All ELL students are required to have an annual assessment to determine their level of proficiency in English language listening and speaking skills. Beginning Fall 2006 ALL identified English Language Learners will take the Florida Comprehensive English Language Learning Assessment (CELLA) to measure their academic growth. CELLA includes four levels: Level A Grades K-2, Level B (Grades 3-5), Level C (Grades 6-8 and Level D (Grades 9-12)

## **PROMOTION**

### **ACCELERATION**

Accelerated promotion is designed for a student with exceptionally high achievement who possesses physical and social/emotional maturity such that he/she may benefit from

assignment to the next higher grade level than the one to which the student would normally be assigned. Acceleration should be based on evidence which includes; above average academic progress in cumulative records, minimum of absences, above grade level performance in programs for reading, language arts, and math, above average scores on state and district tests, superior performance on work samples, and evidence the child would benefit academically. Parents will be notified of the special assignment and it will be documented in the student's record. Acceleration does not apply for third graders who have not met testing standards on FCAT.

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

### SPECIAL ASSIGNMENTS

A student may be moved to another grade level at any time during the school year if the principal determines that the student would benefit from the reassignment. Such a determination shall be based on a careful review of the student's report card, test data, attendance record, PMP and portfolio. Parents will be notified of the special assignment and it will be documented in the student's academic record. If such an assignment results in the child transferring to another school, the principal of the receiving school shall be consulted. If the receiving principal questions the transfer, the two principals will review the case and resolve the issue. Special assignment beyond third grade does not apply without a portfolio assessment or passing a standardized assessment as described on page 21.

### ESE STUDENTS

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

### LEP STUDENTS

No Limited English Proficient (LEP) student will be retained based solely on his/her language proficiency in English.

### SECTION 504

Students *with a disability* requiring special accommodations to the regular curriculum, who are defined as non-ESE, may receive a Section 504 accommodation plan. Section 504 students may or may not have been referred for an ESE evaluation in the past. This plan shall be developed and maintained to meet the student's individual needs.

Accommodations shall not include modifications to the curriculum frameworks or course performance standards. However, accommodations may include but are not limited to any of the following: increased or decreased instructional time, a variance in instructional methodology utilized, or a special communications system. Additional accommodations, as specified on the student's 504 plan, may include flexible setting, recording of answers, revised format, and mechanical aids as appropriate to testing and as identified in the test guidelines for properly identified 504 students. These plans must be evaluated on an annual basis to determine if the special accommodation is still necessary and that the plan is meeting the instructional needs of the student.

## **PROFICIENCY LEVELS**

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

## **COMPREHENSIVE PROGRAM**

Each year the district will review and establish standards for determining how well each student has mastered the performance standards approved by the State Board of Education and the district. Students must achieve specific levels of performance in reading, writing, science, and mathematics at each grade level, including the levels of performance on statewide assessments as defined by the Chancellor of Education. If a student does not achieve the required level of performance, he or she must receive remediation or be retained with an intensive program that is different from the previous year's program and that takes into account the student's learning style. The district will review and determine an appropriate alternative placement for a student who has been retained two or more years.

## **ASSESSMENT AND REMEDIATION**

Each student must participate in the statewide assessment tests as required by law. 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 scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty the areas of academic need, and strategies for appropriate intervention and instruction. The Chancellor has determined that students must perform at Level 3 or above on reading and mathematics and a 3.5 or above on writing. The school in which the student is enrolled must develop, in consultation with the student's parent, and implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. One of the following plans will be implemented to target instruction and identify ways to improve the student's academic achievement. 1. A federally required student plan such as an Individual Education Plan, 2. A school wide system of progress

monitoring for all students; or 3. An individualized progress monitoring plan. A progress monitoring plan may be initiated at any time during the school year if the teacher determines that the student is not making satisfactory progress. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance. Upon subsequent evaluation, if the documented deficiency has not been remediated the student may be retained. Each student who does not meet the minimum performance expectations defined by the Chancellor for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met.

## READING PROFICIENCY AND PARENTAL NOTIFICATION

The goal of Bradford County and the State of Florida is that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, grade one, grade two or grade three or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction with a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. Additional strategies may include, but are not limited to:

1. Small group instruction.
2. Reduced teacher-student ratios.
3. More frequent progress monitoring.
4. Tutoring or mentoring.
5. Transition classes containing third and fourth grade students.
6. Extended school day, week, or year.
7. Summer reading camps.

If the student's reading deficiency is not remedied by the end of grade three, as demonstrated by scoring level 2 or higher on the statewide assessment test in reading for grade three, the student must be retained. Although the FCAT is extremely important, it is not the sole determiner of promotion. Additional evaluations, portfolio reviews and other assessments are available to determine if the child is reading at or above grade level and ready for grade promotion. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to

- remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade three, then the child must be retained unless he or she is exempt from mandatory retention for good cause.

No student may be assigned to a grade based solely on age or other factors that constitute social promotion. Appropriate documentation will be provided for promotion of a student who does not demonstrate an acceptable level of performance.

#### SUCCESSFUL PROGRESSION FOR RETAINED READERS

Retained third grade students must be provided intensive interventions in reading in order to remedy the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade. A student who participates in the district summer reading camp may be promoted to grade four if he/she passes the SAT 10 with a score of the 45<sup>th</sup> percentile or higher. A satisfactory portfolio may also be used to promote a student who successfully completes the summer reading camp. At the beginning of each school year, a review of the student progress monitoring plan must be conducted for any student who did not score above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions. The review shall address additional supports and services that are needed to remediate the identified areas of reading deficiency. A review of the required portfolio must be completed for each such student. Written notification will be provided to the parent of any such student retained due to the requirements of state statute and who do not qualify for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

A mid-year promotion may be possible for a student who was retained due to a reading deficiency as described in Florida Statutes. Such mid-year promotions of retained third grade students should occur during the first semester of the academic year.

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

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

Standards that provide a reasonable expectation that the student has met the requirements noted above include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery are as follows:

1. Successful completion of portfolio elements that meet state criteria as detailed below; or
2. Satisfactory performance on a locally selected standardized assessment as specified below.

To promote a student mid-year using a student portfolio there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified by law. The student portfolio must meet the following requirements:

1. Be selected by the student's teacher;
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. Include evidence of mastery of the benchmarks assessed by the grade three Reading FCAT; and
4. Include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade four Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately fifty percent literary text and fifty percent information text, and that are between 100-90 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's adopted core reading curriculum or teacher prepared assessments that are aligned with the Sunshine State Standards. For each benchmark there must be two examples of mastery as demonstrated by a grade of "C" or better; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student mid-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. The Progress Monitoring Plan (PMP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented the entire academic year.

The district will establish a Reading Enhancement and Acceleration Development Initiative. The focus of the READ Initiative shall be to prevent the retention of third grade students and to offer intensive accelerated reading instruction to grade K-3 students who failed to meet standards for promotion to grade four and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:

1. 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.
2. Be provided during regular school hours in addition to the regular reading instruction.
3. Be provided by a state identified reading curriculum that has been reviewed by the Florida Center for Reading Research at FSU and

meets, at a minimum the following specifications.

- a. Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
- b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- c. Provides scientifically based and reliable assessment.
- d. Provides initial and ongoing analysis of each student's reading progress.
- e. Is implemented during the regular school hours.
- f. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

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

1. Be provided to any student in grade three who scores at Level 1 on the reading portion of the FCAT and who was retained in grade three the prior year because of scoring at Level 1 on the reading portion of the FCAT.
2. Have a reduced teacher-student ratio.
3. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade four Sunshine State Standards in other core subject areas.
4. Use a reading program that is scientifically research-based and has proved results in accelerating student reading achievement within the same school year.
5. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use a speech language therapist.
6. Include weekly progress monitoring measures to ensure progress is being made.
7. Report to the Department of Education the progress of students in the class at the end of the first semester.

Students who have been retained in grade three and have received intensive instructional services but is still not ready for grade promotion, as determined by the school district, shall have the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade four performance standards while continuing to remediate the areas of reading deficiency.

## ELIMINATION OF SOCIAL PROMOTION FOR THIRD GRADE STUDENTS

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

1. Limited English Proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
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 level on the FCAT.
5. Students with disabilities who participate in the FCAT and who have an Individual Education Plan or a Section 504 Plan that reflects that the student has received the intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade one, grade two or grade three.
6. Students who have received the intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade one, grade two, or grade three for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for that student. Schools shall implement strategies that research has shown to be successful in improving reading among low performing readers.

Utilization of the national percentile score or the student portfolio may be used to exempt a student from the mandatory retention requirement. All such requests shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Such documentation shall consist only of the existing Progress Monitoring Plan, Individual Education Plan, if applicable, report card and student portfolio.
2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the

student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

## **EXCEPTIONAL STUDENT EDUCATION**

Programs are available to eligible students with disabilities from 3-21 years of age. These programs are described in the Special Programs and procedures for Exceptional Students Document, which is approved by the Florida Department of Education and the Bradford County School Board. School personnel or parents may initiate the referral of a child to the Child Study Team in order to begin the referral process.

### **PROMOTION AND PLACEMENT: PRE-KINDERGARTEN**

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

### **PROMOTION AND PLACEMENT: KINDERGARTEN**

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

### **FIRST GRADE PLACEMENT**

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

### **PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES**

#### **PROMOTION:**

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

other objective data. The primary responsibility for determining each pupil's level of performance and his/her ability to function academically, socially, and emotionally at the next grade level is that of the IEP committee with the principal serving as LEA representative in IEP meetings discussing promotion.

#### RETENTION:

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

#### ELIMINATION OF SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression unless the student's IEP team has determined the student should follow a modified curriculum aligned with ESE course requirement and benchmarks. Retention for ELL/LEP students must be determined by a school's ELL/LEP committee, except in the case of mandatory retention for reading deficiencies in Grade 3.

#### ELEMENTARY CURRICULUM REQUIREMENTS FOR EXCEPTIONAL STUDENTS

The program of study for elementary grade students with disabilities may be altered to meet the student needs. Where possible, the program of study for regular elementary grades should be followed. The level of achievement in each subject area will conform to each exceptional student's IEP. Basic or ESE courses may be used to meet these requirements. Time requirements for each subject area in elementary areas will be waived for exceptional education students in order to meet the objectives of the student's IEP. Any type of modification should be addressed in the student's IEP.

#### REPORTING STUDENT PROGRESS

Parents of students with disabilities will be regularly informed as to their student's progress toward meeting the annual goals of the IEP and the extent to which the progress is sufficient to enable the student to achieve the goals by the end of the year. Mid-term progress reports indicating progress toward meeting annual goals will be provided to the parents. Students with disabilities should receive report card grades in special education classes based on instructional level rather than grade placement. For students receiving standard report forms, progress will be determined and reported according to procedures for basic education students as outlined in the Student Progression Plan.

Parents/guardians must be notified in writing at any time during a grading period when it is apparent that the student may fail, or is doing unsatisfactory work in any course or grade assignment. Notification should include progress reports as well as letters, documented phone calls and parent conferences. Every effort will be made to provide home language communications. Such notification shall also apply to conduct. No student shall receive an unsatisfactory conduct grade if parents have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained. Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the identified levels of expectations for proficiency in reading, writing, science, and mathematics and the student's results on each statewide assessment test (or as identified in the IEP).

#### STUDENT'S RIGHTS / PARENT NOTIFICATION

Status with regard to mastery of regular or special standards should be discussed with parents at each IEP meeting to include an explanation of the following: the type of standards a student is attempting to master and the relationship to future curricular options should be discussed with parents, as well as the ramifications of not mastering regular or special student performance standards.

#### EARLY INTERVENTION PRE-KINDERGARTEN PROGRAM

This program serves economically at-risk three and four year old students. Eligibility is based on the following criteria:

1. Depending on the specific class the child is being registered for, he/she must be three or four years old by September 1.
2. Family income, including food stamps and other governmental monetary assistance, must be below a designated level.
3. Documentation of the child's physical examination and immunization record must be provided.
4. Proof of residency must be provided.
5. Alternate methods of qualifying are available for children who do not meet the above criteria. These methods include children from abused, drug involved or foster homes or who are marginal in terms of exceptional student education placement.

#### TRANSFER STUDENT WITH DISABILITIES

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

1. The student is enrolled in the appropriately zoned school.
2. School personnel will obtain parent permission and request records from the former school district.
3. A temporary assignment through a temporary IEP will be made until eligibility is determined. These assignments can be made permanent by

the IEP team if enough information is available, or if an instate IEP has been received.

4. An IEP committee will be convened to determine the most appropriate educational placement in the least restrictive school environment to meet the individual needs of the student.

If minimal information is acquired upon entrance, the student will be placed in the most comparable placement/services can be determined.

## HOSPITAL / HOMEBOUND

This program is available for students in grades K-5 and Pre-K ESE students who have a medically diagnosed physical or psychological condition which confines them to a home or a hospital setting in order for them to continue their education. Eligibility is determined by an attending physician or psychiatrist certifying that the student is expected to be in a home or hospital program for fifteen school days or longer, or has a chronic condition requiring extended absences. Students may be served totally at home or they may be eligible for intermittent services.

1. Students will be staffed eligible and an IEP will be developed to address specific areas of instruction.
2. The H/H teacher will provide grades for the time the student is in this program.
3. Due to the nature of the H/H instructional services, students will be exempt from the district's attendance requirements while enrolled in the H/H program.

Students must meet the following three conditions to be placed in hospital/homebound instruction:

- a. Is confined to home or hospital for at least 15 consecutive school days.
- b. Will be able to participate in and benefit from an instructional program.
- c. Is under medical care for illness or injury, which is acute, catastrophic or chronic in nature.

## ASSESSMENT OF STUDENTS WITH DISABILITIES

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

## TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

1. Presentation:
  - Enlargement of regular print using mechanical or electronic means.
  - Large print and Braille versions of the test.
  - Signed or oral presentation, excluding reading passages and test questions.
  - Methods to provide visual attention to items
2. Responding:
  - Writing in the test book or on separate paper
  - Signing answers
  - Answers written in Braille on separate paper
  - Providing answers verbally
3. Scheduling:
  - Extended time
  - Break options
  - Extended day (limited cases)
4. Setting:
  - Small groups
  - Individual
  - Specially designed room
5. Assistive Devices:
  - Visual magnification
  - Assistive Technology

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