

# Elementary Student Progression Plan 2022-2023



Superintendent Rick Surrency

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The Strategic Plan of the Putnam County School District is focused upon the achievement of a single, critical goal — cultivating a learning community where students are engaged in learning, where they strive for excellence and where they are supported to achieve. In effect, the district goal is to maximize the learning of all students.

## **Progression Plan Introduction**

To ensure that Putnam County School District is meeting the needs of students and in response to legislation, the Putnam County School Board has established a comprehensive program for student progression which includes the following:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education
- Specific levels of performance in reading, writing, science, mathematics, and social studies for each grade level, including the levels of performance on statewide assessments\*
- Appropriate alternative placement for a student who has been retained two or more years
- Procedures for informing each student and his or her parents/guardians of the student's academic progress

The Putnam County School District Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the district will do to help the student meet the requirements for promotion. The plan and the procedures for its implementation reflect clearly that promotion is based on student mastery of grade level/course standards.

The plan establishes procedures to achieve parent understanding, cooperation and support of the student's placement. School attendance procedures as described in the district's Attendance Policy are considered as part of the Student Progression Plan.

The district program for student progression is based upon local goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommendation that a student progress from one grade to another have been prescribed by the district School Board in its plan.

The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

Students will be placed in programs and levels best suited to meet their academic needs and with consideration given to their social, emotional and physical development.

Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. District and state regulations place the responsibility for decisions regarding student placement

with the principal and the school's educational team using the guiding principles established within the school's Multi-Tiered System of Support.

It is the responsibility of the School Board and district administration to provide students with effective instructional and support programs that accomplish the following:

- Monitor student progress
- Promote continuous achievement
- Establish provisions for individual differences
- Promote students' assuming responsibility for their own learning and attendance
- Provide effective, engaging instruction and support
- Document instruction in, and student mastery of, the standards

\*A student scoring below grade level must receive instructional support or be retained in an intensive program that is different from the previous year's program and addresses the student's learning needs.

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**I. ADMISSION, PLACEMENT, TRANSFERS and ATTENDANCE**

**A. Admission**

**Admission Requirements**

For information, please visit the District website at <https://www.putnamschools.org/page/student-registration>.

**B. Enrollment, Grade Level Placement and Promotion**

**Placement of students without an official transcript from home education and nonaccredited private schools**

Per School Board Policy 5410.01, the School Board shall provide for the placement, acceleration, and progression of students through adopted student progression plans.

If a student seeking enrollment in elementary school does not possess an official transcript, the student shall be placed at the appropriate sequential grade level based on documentation from the parent. Successful placement shall be validated through performance during a four to six week screening period at the receiving school.

For a student seeking enrollment in grade 6 who does not possess an official transcript, an unofficial transcript or parent created homeschool transcript listing dates, courses/credits, and grades awarded can be provided as part of the portfolio for validation.

If validation based on performance as described above is not satisfactory, then any one of the following alternatives may be used for validation purposes as determined by the teacher, principal, and parent:

The alternative validation of performance procedures that may be used for elementary students in grades K-5 include:

1. Portfolio evaluation by the superintendent or designee (school principal),
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
3. Demonstrated proficiencies on nationally normed standardized subject area assessments, or
4. Written review of the criteria utilized for a given subject provided by the former school.

The alternative validation procedures specified by State Board of Education rule [F.A.C. 6A-1.09941](#) for students in grade 6 include:

1. Portfolio evaluation by the superintendent or designee (school principal),
2. Demonstrated performance in courses taken at other public or private accredited schools,
3. Demonstrated proficiencies on nationally normed standardized subject area assessments,
4. Demonstrated proficiencies on a statewide, standardized assessment, or
5. Written review of the criteria utilized for a given subject provided by the former school.

If a student in grade 6 attains a minimum 2.0 GPA or "C" average in sequential coursework from required courses outlined in [F.S. 1003.4156](#), credits and/or grades will be considered "validated" and transfer credits will be posted at the end of the student's first grading period. Each class or course area may be validated independently. Students are required to validate only those areas not receiving an adequate grade in the first grading period.

In the absence of any evidence of transfer coursework or unsuccessful alternative validations of coursework/performance, the principal is granted authority to place the student at a level deemed appropriate. This authority is designated by the district school superintendent under [F.S. 1012.28\(5\)](#).

Parents or guardians may request a meeting to discuss a placement, ask for an explanation of the placement, and/or request to review evidence used by the principal to determine placement.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion, [F.S. 1008.25\(6\)](#).

**Kindergarten Initial Placement:**

Prior to placement in kindergarten, children are required to be five years of age on or before September 1 of the school year and provide all of the following:

- Evidence of date of birth\*
- Evidence of residence
- Evidence of immunization
- Evidence of medical examination completed within the last twelve months

\*If an original birth certificate verifying date of birth is not available, the next evidence obtainable in the order set forth below shall be accepted:

- 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
- 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 or guardian
- an insurance policy on the child's life that has been in force for at least two years
- A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent or guardian
- A passport or certificate of arrival in the United States showing the age of the child
- A transcript stating date of birth in the child's school record of at least four years prior to application
- An affidavit of age sworn to by the parent or guardian, accompanied by a certificate of age signed by a public health officer, a public school physician, or by a licensed practicing physician designated by the district School Board, stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct

A kindergarten student who transfers from an out-of-state school and who does not meet age requirements for admission to Florida public schools, must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring •  
Have academic credit that is acceptable under the rules of the School Board.

In addition, the parent must provide all of the following:

- Official documentation that the parent or guardian had resident status in the state in which the student was previously enrolled in school
- Official school records which show attendance, academic information and grade placement in kindergarten
- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months

**Grade 1 Initial Placement:**

Prior to placement in first grade, a student is required to meet all of the following criteria: [1003.21\\_2 \(b\) F.S.](#)

- Be six years of age on or before September 1 of the school year\*
- Have satisfactorily completed a public school kindergarten, or a private kindergarten from which the district school board accepts transfer of credit, or a home-school kindergarten program.

\*For additional information establishing the date of birth, please refer to the kindergarten section.



The student who has satisfactorily completed a non-public kindergarten program must provide evidence, such as the following:

- Report card or transcript reflective of the child's satisfactory completion of kindergarten
- Letter from the principal or director of the school certifying the child's satisfactory completion of a kindergarten program
- Evidence of a home-school program

A first-grade student who transfers from an out-of-state school and does not meet age requirements for Florida public schools must satisfy the following:

- Meet age requirements for public schools within the state from which the student is transferring
- Have academic credit for completing kindergarten that is acceptable under the rules of the School Board.

In addition, the parent must provide all of the following:

- Official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school,
- Official school records which show attendance, academic information and grade placement in first grade • Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months.

### **Grades 2 - 5 Initial Placement:**

Students who meet the criteria for admission or transfer shall progress according to the district's Student Progression Plan. Consistent with school board rules and in accordance with state statute [1012.28](#) (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students.

The grade placement of any student transferring from out-of-state into grades 2 - 5 shall be determined by the principal (or designee) of the receiving school. The student must satisfy the following requirements: ■ age requirement for public schools within the state from which the student is transferring and ■ academic credit that is acceptable under the rules of the School Board. In addition, the parent must provide all of the following:

- Official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school
- Official school records which show attendance, academic information and grade placement
- Evidence of residence
- Evidence of immunization
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months

### **Placement within a School**

In accordance with state statutes, placement of a student that involves movement within a school shall be the responsibility of the principal or his/her designee.

### **Placement for Students with Disabilities enrolled in Exceptional Student Education (ESE)**

ESE students shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers but some ESE students may require instruction in a resource or separate environment.

### **Placement of English Language Learners**

English Language Learners (ELLs) shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, social studies and computer literacy.

The ELL Committee, which is composed of the principal or designee, an ESOL/language arts teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of English Language Learners, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learners. A parent or guardian of any students being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include:

- Academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language
- Progress, attendance and retention reports
- Number of years the student has been enrolled in the ESOL Program

### **Requirements for Information Prior to Placement**

Each student at the time of initial registration for school placement must note previous school expulsions, arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school or lab school, for an act which would have been grounds for expulsion according to the PCSD Code of Student Conduct, according to the following procedures:

- A final order of expulsion shall be recorded in the records of the receiving school.
- The expelled student applying for admission to the receiving school shall be advised of the final order of expulsion.

The superintendent or designee may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

### **Placement of Dependent Children of Active Duty Military Personnel [1 000.36](#) F.S.**

Dependent children of active duty military personnel moving into the district outside of normal application periods who otherwise meet the eligibility criteria for special academic programs shall be given special consideration for admission to such programs even if the program is being offered through a school other than the student's home zoned school.

### **Placement in Putnam Virtual School (PVS) or Florida Virtual School (FLVS)**

[1001.42 \(23\)](#) , [1003.49](#) [8](#) F. S, section [1003.49](#) [8](#), F.S., establishes virtual school as an educational choice and an acceleration option for students.

Putnam Virtual School (PVS) is the provider of first choice for virtual instruction; however, for situations in which PVS cannot fulfill the need, students may qualify to access the services of FLVS. Students with limited or no access to a specific course are given priority for enrollment. PVS/FLVS may be appropriate for students with medical or behavior issues that may limit success in the traditional classroom, students who need single subject acceleration, or for students needing a more flexible schedule due to training or other extracurricular endeavors. Parents should

confer with the counselor to determine whether the course selected is appropriate for the student based on the student's academic history.

Students may enroll in a virtual course offered by any other school district in the state if the student does not have access to the course in Putnam County School District, pursuant to Section [1003.498](#), F.S. The law designates that the district of instruction report the student's completion of the course for funding and that the total reported FTE for both districts cannot exceed 1.0 FTE. When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course. The enrollment information is available from the PCSD's Office of Career and Technical Education, 386-329-0538.

For information on students taking middle school courses through PVS/FLVS, see--Acceleration. Section IV (B).

Principals will determine if placement in a PVS/FLVS course is appropriate academically for the student based on course prerequisites, the student's academic history, age and appropriateness of the course for the student.'s For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a PVS/FLVS course is appropriate based on their individual needs. Enrollment in virtual school must be approved by the student's guidance counselor prior to the start of a new semester. The School Board shall provide students with access to enroll in courses available through the PVS/FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day. Students wishing to take courses from PVS/FLVS must work closely with their guidance counselors. Requests for virtual courses made after the start of school fall under the normal school drop/add policies for any course. Schools shall make every effort for a student to access PVS/FLVS coursework on site for a student during the school day when appropriate. Consistent with school board rules and in accordance with state statute ([1012.28](#) (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Additional information is available in the Florida Public Virtual Schools Question and Answers, available at the FDOE Virtual Instruction webpage <http://www.fldoe.org/Schools/virtual-schools>. In addition, Putnam Virtual School information is available on the district website.

### **Placement of Students on Community Control**

For information regarding procedures when students are placed on community control please refer to Florida Statute [948.101](#), *Terms and Conditions of Community Control* and Florida Statute [948.03](#), *Terms and Conditions of Probation*. Florida Statute 948.03 specifically states that the court shall determine the terms and conditions of probation. Conditions specified in this section do not require oral pronouncement at the time of sentencing and may be considered standard conditions of probation. These conditions may include that the probationer or offender in community control shall:

- Report to the probation and parole supervisors as directed.
- Permit such supervisors to visit him or her at his or her home or elsewhere.

### **Parent or Guardian Role**

State law ([1012.28](#) F.S.) provides the authority for placement of students with the school district. Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. However, the final placement decision is made by the school district. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

### **Placement of Home, Charter and Private Education Students**

Students seeking initial elementary school placement transferring from a home school, charter school or private school shall be reviewed by the local school to determine the most appropriate grade placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it relates to Florida Standards and previous records from public and private schools and evidence from the student's portfolio of work and achievement while in home, charter, or private school. Placement is not based solely on the recommendation of the private school, charter school or home educator. Consistent with school board rules and in accordance with state statute [1012.2](#) [8](#) (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work.

A four-to-six week screening period is allowed from the time of enrollment in order to obtain the necessary data for the most appropriate placement. Attention is paid to the following: health and physical development, emotional behaviors, social interactions, independent performance, communication competence, cognitive development, previous learning records, family data and family preference. Until a screening is completed, children who are five or six years old are temporarily placed according to the legal requirements outlined in statute:

- Kindergarten - five years of age on or before September 1 of the school year.
- Grade 1 - satisfactory completion of a kindergarten program and six years of age on or before September 1 of the school year.

Prior to placement students must provide:

- Evidence of residence
- Evidence of date of birth
- Evidence of medical examination completed within the last twelve months.

### **Placement of Home Education Students on a Part-Time Basis**

Home education students whose programs are registered with the district may request to enroll on a part-time basis at their home-zoned school on a space available basis and upon approval by the principal. Should a part-time home education student wish to enroll full-time at the school, grade placement shall be determined by school personnel as stipulated above. Home school students taking courses in a public school must complete and satisfy all registration admission paperwork. Students must comply with district disciplinary policies.

### **Placement of Homeless Students**

The federal **McKinney-Vento Homeless Assistance Act**, as amended by the Every Student Succeeds Act (ESSA), ensures that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment based on homelessness alone.

Children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child lives in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunizations records, and proof of residency. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days. Please note that if the student meets the definition of homeless, per the federal McKinney-Vento Homeless Assistance Act, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Department in order to make the best decision for the student.

### **Placement of Immigrant Students**

Per federal law, all children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their or their parents' actual or perceived national origin, citizenship, or immigration status. The school district may not inquire into a student's immigration status nor keep records or lists pertaining to immigration status. The following process will be followed:

1. Do not ask about a student or their parent's immigration status,
2. Follow PCSD enrollment guidelines as for any student,
3. Follow PCSD documentation of residency policy, and
4. Follow PCSD documented guardianship policy (if necessary).

### **Parent/Guardian Request for Change in Placement**

Florida Statute [1003.310 1](#) gives a parent the right to request his or her child be transferred to another classroom teacher based on (1) the teacher's out-of-field certification status or (2) personal preference. This statute does not give the parent the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website. In accordance with state statute ( [1012.28\(5\) F.S.](#) ), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

### **C. Transfers**

Transfer students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the principal shall make the determination of appropriate placement based on all factors.

### **D. Attendance**

#### **Mandatory School Attendance [1003.21](#) F.S.**

Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to kindergarten during that school year. All students who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term. For specific information about attendance, please see the Student Code of Conduct on the PCSD website.

Parent or guardian and student responsibilities are to:

- Be informed of school board policies and school rules about absenteeism and tardiness.
- Appeal a decision about an absence.
- Make up class work in a reasonable amount of time after an excused absence.
- Attend classes daily and be on time.
- Explain or document the reason for an absence.
- Request make-up work after an absence and to complete it in a reasonable amount of time.

K-12 students and their parents are afforded numerous statutory rights including absence for religious purposes. A parent of a public school student may request and be granted permission for absence of the student from school for religious instruction or religious holidays or absence for treatment of autism spectrum disorder.

## II. SPECIAL PROGRAMS

### A. Charter Schools

Charter schools are public schools that are operated by the governing board of a non-profit organization under the sponsorship of the Putnam County School Board. The grade levels, targeted student population and services of a charter school are defined by the charter contract established between the School Board and the non-profit organization.

#### Promotion of Charter School Students

Charter schools are responsible for decisions regarding the promotion of their students. Charter schools may opt to develop their own promotion requirements or adopt local district procedures. When a student transfers from a charter school to a district school and a disagreement arises between the two schools regarding the promotion of the student, the sending and receiving schools shall meet to resolve the issues. If the dispute is not resolved between the two schools, the sending school must retain the student or submit a referral to the Assistant Superintendent of Curriculum and Instruction to review the case and make a recommendation.

#### Retention of Charter School Students

Charter schools are responsible for decisions regarding the retention of their students with the exception of the mandatory retention in grade 3 for students with Level 1 Reading FSA scores. Charter schools may opt to develop their own retention requirements or adopt local district procedures. When a student transfers from a charter school to a district school and a disagreement arises between the two schools regarding the retention of the student, the sending and receiving schools shall meet to resolve the issues. If the dispute is not resolved between the two schools, the sending school must retain the student or submit a referral to the Assistant Superintendent of Curriculum and Instruction to review the case and make a recommendation.

### B. Foreign Exchange Students

Admission of foreign exchange students is limited to high school students up to grade 11.

### C. Home Education [1002.41](#) F.S.

For more information, visit FLDOE Office of Independent and Parental Choice Website at <http://www.fl DOE.org/schools/school-choice/other-school-choice-options/home-edu/>.

To register for home education, contact the office of Home Education in the Putnam County School District.

Students entering Putnam County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by [6A-109941](#) FAC

#### Home Education Student Participation in Public Schools [1006.15](#) F.S., [1002.41](#) F.S.

Although public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities, home education students may submit a request to the school principal to participate in academic classes at their assigned school if space is available. Home education students approved for district classes are subject to school board approval. If home education students request academic classes, they will be expected to follow the Student Code of Conduct and participate in required state and district assessments,

the same as regular full time students. If the student cannot attend and participate in required testing they may not be eligible for academic classes. Noncompliance may result in the withdrawal from class.

#### **D. Hospital /Homebound**

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. For more information, please [see page 33](#).

#### **E. Virtual Education [1001.42 \(23\)](#) F.S.**

As stipulated by the Florida K-20 Education Code (s.[1002.20](#)) parents or guardians have the right to choose educational options such as Putnam Virtual School (PVS), Florida Virtual School (FLVS), for their children. A student's full-time school may not deny access to courses offered by PVS or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. All students, including home education and private school students, are eligible to participate in any of Florida's virtual instruction classes. A student may enroll in a virtual instruction program provided by the school district in which he or she resides. Each student enrolled in a virtual instruction program must take statewide assessments. Parents of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. Students can access virtual curriculum during and after the normal school day. Additional information is available at 329-0636. Putnam Virtual School offers:

- Full time virtual instruction for students in grades K-12.
- Individual online courses for students (attending a PCSD public school and home education) in grades K-12.
- Curriculum for grade 12 provided by FLVS Inc.

PVS offers multiple virtual options for district students in grades K-12 who meet eligibility requirements to enroll in full time and part time courses. Families may choose from options that include district operated (PCSD instructors) or provider operated (contracted instruction). For more information, call 386-329-0538 for the Virtual Education Option or visit [http://www.putnamschools.org/students\\_families/virtual\\_school](http://www.putnamschools.org/students_families/virtual_school) or <http://www.fldoe.org/schools/school-choice/virtual-edu/dis-virtual-options.stml>. The Florida Online Course Catalog may be found at <http://www.fldoe.org/schools/school-choice/virtual-edu/fl-online-catalog.stml>.

### **III. CURRICULUM AND INSTRUCTION**

#### **A. General Program Requirements**

Each elementary school student shall be placed in classes appropriate to his or her developmental level and demonstrated mastery of the Florida Standards. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. Elementary students may also receive instruction in music, art, physical education and health, media/library skills, and technology. All instruction is centered on the benchmarks of the NGSSS and Florida Standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Required instruction ([1003.42](#) F.S.) is detailed in the appendix.

Putnam County School District has adopted the *Character Counts and Caring Schools Community* programs to help students learn about trustworthiness, respect, fairness, responsibility, caring, and citizenship. All students are encouraged to take part in service learning/volunteer opportunities.

Career awareness is provided at all schools. Elementary, middle, and high schools shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students.

## **B. Reading Instruction**

### **Daily Uninterrupted Elementary Reading Block Instruction**

Each elementary school shall provide all students a **minimum** of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction using the Comprehensive Core Reading Program (CCRP). The daily uninterrupted reading block shall follow the DOE template which includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs. Students at risk of retention/performing below grade level will be provided daily, intensive, accelerated reading instruction. Refer to the Comprehensive Reading Plan at <http://www.fldoe.org/core/fileparse.php/7539/urlt/Putnam1920-K12RP.pdf>. See appendix B (Comprehensive Reading Plan Decision Tree Elementary).

### **Instruction in the Comprehensive Core Reading Program**

All K-5 students shall participate in initial instruction using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall be scaffolded to meet the needs of every student. During differentiated instruction, initial instruction shall be reinforced through remediation, acceleration, or enhancement. A student whose Individual Education Plan (IEP) indicates that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials identified in the district's Comprehensive Reading Plan and specified in the student's IEP based on the rigorous reading requirements.

## **C. Third Grade/K-3 READ Initiative**

### **Mandatory Retention for Level 1 FSA Reading in Grade 3 and Good Cause Exemptions [1008.2 5](#)**

(5)(b), (6)(b) F.S., [S B Rule 6A-1](#). 0 94221 F.A.C.

A grade 3 student scoring at Level 1 on the reading portion of the FSA *must* be retained unless exempted from retention for good cause. Students qualifying for one of the following six good cause exemptions may be promoted. Students promoted by Good Cause Exemption 1, 4, 5, 6 are required to attend the third grade summer reading program or an equivalent program. The Good Cause Exemptions are:

1. Limited English proficient students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with requirements of State Board of Education Rule.
3. Students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at level 2 on the FSA in reading.

**Alternate Assessment- Guidelines** i-Ready diagnostic test C, which is administered to all 3<sup>rd</sup> grade students, will be used as the alternate assessment for third grade promotion. The score of 535 is approved by the FDOE. The SAT 10 Reading Comprehension Subtest may also be administered on a case by case basis if deemed appropriate. For



promotion, a student must score at or above the 45<sup>th</sup> percentile on the SAT 10. The earliest the alternate assessment may be administered is after the grade 3 reading FSA administration. Schools may also opt to administer the SAT 10 after the completion of the Summer Reading Program for the grade 3 students or after the beginning of the new school year using appropriate norms for the day of administration.

#### **Portfolio Documentation - Guidelines for Use**

To be accepted for meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must meet the following requirements:

- ❖ 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 that the benchmarks assessed by the grade 3 reading FSA have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 500 words, and
- ❖ Be an organized collection of evidence of the student's mastery of the Florida Standards Benchmarks for Language Arts that are assessed by the grade 3 reading FSA,
- ❖ For each standard, there must be at least *three* demonstrations of mastery at 70% or above. The state provided portfolio passages and multiple-choice items are utilized in the PCSD to meet the portfolio requirements.

#### Portfolio to be retained at the school for three years.

5. Students with disabilities who participate in the FSA in reading and who have an IEP or 504 Plan that reflects 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.\*
6. Students who have received intensive reading intervention for two 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 two years. A student may not be retained more than once in grade 3\*\*.

\*Example: A student eligible for language services, with an IEP, who has been previously retained, and has received intensive remediation for more than two (2) years, *may* be considered for a Good Cause Exemption.

\*\*Example: If a student has received reading intervention for two years but was not retained until third grade and fails the state assessment for the second time, he/she may not be retained a second time. A student should not be retained more than once in third grade, regardless of the reason.

Requests for good cause exemptions from the retention requirement for grade 3 students ( [1008.2](#) [5](#) (6)(c) F.S.) must include:

- Documentation submitted from the student's teacher to the principal indicating that the promotion of the student is appropriate and is based upon the student's academic record, progress monitoring data, the Individual Education Plan (IEP) if applicable, report card, and/or student portfolio assessments, and
- Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing, the school principal's recommendation.

Note: The student portfolio and an alternative assessment are the two state approved options for good cause exemption and mid-year promotion. The student must be offered both options. However, the student must only demonstrate proficiency on **one** of the options in order to receive a good cause exemption or be promoted midyear.

There are no other good cause exemptions beyond the six listed above. For instance, there is no good cause exemption for extenuating circumstances (family tragedy or similar event) for grade 3 students faced with the mandatory retention. If a student is promoted to grade 4 based on one of the good cause exemptions, that student's file shall be labeled "promotion for good cause" rather than "promoted."

If a 3<sup>rd</sup> grade student refuses to participate or a parent refuses to allow his/her student to participate in the state required assessment program, the i-Ready diagnostic or Reading SAT 10, and complete the portfolio assessments, it will be necessary for the student to be retained in 3<sup>rd</sup> grade.

### **Alternate Assessment Criteria for Grade 3 Students for Good Cause Exemption**

A grade 3 student who scores at Level 1 on the grade 3 Reading FSA may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an alternate standardized reading assessment. State approved assessments authorized for use in the Putnam County School District may be used for an alternate score. See [#3](#).

### **Instruction for Students Promoted to Grade 4 by a Good Cause Exemption [1008.2](#) [5](#) F.S. ([HB 850-201](#)**

**4)** Student promoted to grade 4 with a good cause exemption shall be provided with intensive reading instruction and intervention that includes specialized diagnostic information and strategies to meet the individual needs of the student.

### **Assessment of Grade 3 Students Enrolling after FSA**

Students who enroll in grade 3 after the administration of the FSA shall be assessed prior to the end of the year to determine if the student needs to repeat grade 3. Schools shall use the i-Ready diagnostic and the Reading Comprehension subtest of the SAT 10 if appropriate. The student must score at or above the 45<sup>th</sup> percentile on the SAT 10 or 535 on the i-Ready diagnostic or qualify for one of the other good cause exemptions to be promoted. Students who do not achieve the criterion score for promotion shall be referred to the Multi-Tiered System of Support (MTSS) Team to determine if the preponderance of evidence indicates that retention is warranted. Summer Reading Program attendance is expected for students who do not meet the criterion score.

### **Retention of Grade 3 Students Transferring Late in the Year**

Schools shall assess the reading proficiency of any grade 3 student transferring into the district to determine if remediation is appropriate. If a grade 3 student transfers in time to take the FSA, the Reading FSA score will be used in determining the student's retention or promotion. If the student enters school after the administration of the FSA it is up to the school to assess the student's reading proficiency using the i-Ready Reading diagnostic test C. If the student does not meet the required score of 535, administration of the Reading Comprehension subtest of the SAT 10 may be considered on a case-by-case basis. The student who scores below the 45<sup>th</sup> percentile on the SAT 10 Reading Comprehension subtest and below 535 on the i-Ready diagnostic will be considered for retention. Retention decisions must be based on more than a single test score. The FSA is not the sole determiner of retention.

### **Parent or Guardian Notification of Student Retention in Grade 3**

Each school shall provide **written** notification to the parent or guardian of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring a minimum Level 2 on the reading portion of the grade 3 FSA. The notification should explain that the student has not met the proficiency level required for promotion, and the reason he/she is not eligible for a good cause exemption. The notification shall include a description of

proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency

**Intensive Interventions for Students Retained in Grade 3 [1008.25](#) (7)(a) F.S.**

A student retained in grade 3 by the mandatory requirement for reading shall be provided intensive interventions in reading that address the student’s specific reading deficiency, as identified by a valid and reliable diagnostic assessment administered as appropriate and necessary. The intensive interventions must include the following:

- Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, ■  
Minimum of 90 minutes of daily uninterrupted reading,
- Content-rich texts,
- Participation in the school’s Summer Reading Program,\*
- Uninterrupted reading instruction for the majority of the student contact time each day and opportunities to master the grade 4 NGSSS in other core subject areas through content-rich texts,
- Small group instruction,
- Reduced teacher-student ratios, and/or
- Read at home plan

Retained students, including those participating in the summer reading program must be provided a highly effective teacher.

\*In order to opt out of this program, the parent or guardian must state their reasons in writing to the principal.

**Instructional Strategies for Students Retained in Grade 3 [1008.25](#) (7)(b)(2) a-g F.S.**

In addition to the daily required 90-minute uninterrupted reading block, students retained in grade 3 will benefit from additional strategies which may include, but are not limited to, the following:

- Additional small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- Tutoring or mentoring before, during, or after school or on Saturday
- Extended school day, week, or year
- Summer reading programs
- Transition classes containing grade 3 and grade 4 students (when feasible). The purpose of a transitional setting is to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate areas of reading deficiency.

**Differentiated Instruction in Mathematics for Students Retained in 3rd Grade for Reading Deficiencies** Students who are proficient in mathematics as evidenced by an FSA mathematics score of Level 3 or higher and who are retained in grade 3 for reading deficiencies shall be provided differentiated instruction in mathematics appropriate to their instructional level.

**Instructional Options for Retained Grade 3 Students (Mandatory Retention for Reading)**

The district shall provide the parent or guardian of students retained in grade 3 by the mandatory retention for reading with instruction in addition to required reading enhancement and acceleration strategies, for example:

- Supplemental tutoring in scientifically research-based reading services in addition to the 90-minute minimum daily uninterrupted reading block including tutoring before and/or after school.

### **Reading Materials to be used for Students Retained in Grade 3 (Mandatory Retention for Reading)**

All supplemental and intervention materials and programs utilized shall be from the state recommended list and among those cited in each school's section of the district's Comprehensive Reading Plan.

### **Instruction in Summer Reading Programs for Grade 3 Students**

Summer Reading Programs shall be offered at each elementary school, or in clustered sites, when appropriate, to each student in grade 3 who scored at Level 1 on the Reading FSA. A school may open the program to other grade levels at the principal's discretion after ensuring all eligible grade 3 students have been served. Third grade students promoted by Good Cause Exemptions 1, 4, 5, or 6 are required to attend the summer reading program.

### **Review of Progress Monitoring Data of Students Retained in Grade 3**

The district shall conduct an annual review of progress monitoring data of all students retained in grade 3 who did not score above Level 1 on the reading portion of the FSA in the most recent administration and did not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency.

## **D. Physical Education Requirements**

"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.

Elementary students will receive 150 minutes of physical education each week. Continuous and rigorous activity will be provided in periods of not less than 30 minutes. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. [1010.305](#). Such instruction may be provided by any instructional personnel as defined in s. [1012.0 1\(2\)](#), regardless of certification, who are designated by the school principal.

### **Recess Requirements**

Each student will participate in at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day.

## **IV. PROMOTION, ACCELERATION 1008.25 F.S**

### **A. Promotion**

#### **Student Progression from One Grade to Another**

Student progression from one grade to another is based on proficiency in reading, writing, science, social studies, and math with the exception of grade 3 when students cannot progress to grade 4 if they score at Level 1 on the grade 3 FSA in reading and do not qualify for one of the six good cause exemptions.

#### **No Social Promotion/Administrative Placement [1008.25](#) (6)(a) F.S.**

Florida statute prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment—placement at the next grade level without regard for

student mastery of the appropriate Florida Standards. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve Level 3 on the Florida Standards Assessment (FSA) in reading, mathematics and/or science. As the FSA is not the sole determiner of promotion or retention, the Multi-Tiered Systems of Support (MTSS) Team shall base a promotion or retention decision on the preponderance of evidence reviewed.

#### **Promotion under Unique Circumstances**

In certain, unique circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by the district and the state. Promotion may be recommended by a principal working with the Multi-Tiered System of Support (MTSS) Team if the student is able to demonstrate mastery of the Florida Standards through alternate assessments with the preponderance of evidence indicating that the student's achievement is equivalent to the designated levels of performance for student progression. Schools receiving students with low state standardized assessment scores in reading and math who are promoted by a "Preponderance of evidence" may contact the sending school to review the evidence to (1) make the best possible instructional placement decision and (2) to plan for differentiation. This provision, however, does not apply to grade 3 students who score Level 1 on the FSA in reading.

#### **Promotion of Late-in-the-Year Transfer Students**

The promotion of students transferring into Putnam County during the last grading period shall be determined primarily by the grades and records received from the sending school.

#### **Promotion of Students in Grades K-2**

Students in grades K, 1, and 2 must make satisfactory Florida Standards benchmark progress in English language arts, math, science and social studies with an emphasis in reading to be promoted. Students' reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgement.

i-Ready will be administered to all kindergarten through second grade students to monitor their progress. This assessment will determine which students are in need of additional instruction in reading. Each such student shall be referred to the school's Multi-Tiered System of Support (MTSS) Team for review of the student's progress. At the end of the year, the Multi-Tiered System of Support (MTSS) Team shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

#### **Promotion of Students in Grades 3-5**

To be promoted from grade to grade in grades 3-5, a student must demonstrate mastery of grade level expectations in language arts, mathematics, science, and social studies.

The principal or designee may recommend promotion for a student in grades 3-5 not passing the grade level course in reading, writing, mathematics, and/or science if the student demonstrates mastery of these subjects by achieving a minimum score of 3 on the corresponding FSA sections and/or the preponderance of evidence indicates that the student is ready for the work of the next grade level.

#### **Promotion Requirements for Third Grade Students**

Clarification Florida Law, Section [1008.22](#)(3)-"...Participation in the assessment program is mandatory for all school districts and all students attending public schools..."

- The requirement in Section [1008.25](#)(5)(b): To be promoted to grade 4, a student must score a Level 2 or higher on statewide, standardized English Language Arts assessment required under s. [1008.22](#)

- An additional option approved by the State Board of Education in Rule [6A-1.094221](#)(a): Scores at or above the 45 percentile on the Reading SAT-10 or (b) score of 535 or above on the i-Ready diagnostic
- Completes the state-provided portfolio passages and multiple-choice items at or above 70% mastery of each standard.
- Meets another Good Cause Exemption

There are no other options approved in state law or rule for students.

If a 3<sup>rd</sup> grade student refuses to participate or a parent refuses to allow his/her student to participate in the state required assessment program, the i-Ready diagnostic or Reading SAT 10, and to complete the state-provided portfolio passages and multiple-choice items, it will be necessary for the student to be retained in 3<sup>rd</sup> grade.

#### **Promotion of Students with Disabilities in the Exceptional Student Education Program**

Students in the Exceptional Student Education (ESE) program who are following the general education program, take the state assessment (FSA), and are working toward a standard diploma fall under the same guidelines for promotion as regular education students. Promotion of ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievement of the students' goals and objectives.

#### **Promotion of English Language Learners (ELLs) in Grades K-5**

Promotion of an ELL student is based on satisfactory student performance in English language arts, mathematics, science, and social studies and other requirements as set by the district and the state. ELL students not meeting district promotion criteria due to their limited English proficiency may be recommended for promotion by the Multi-Tiered System of Support (MTSS) Team, which will meet jointly with the ELL Committee. The student's parent or guardian shall be invited to attend.

The other academic progress and benchmark mastery of an ELL student in reading, writing, mathematics, and requirements set forth by the district and the state, are determined through appropriate modifications to formal and informal assessments and on modifications to instruction provided to the ELL student.

#### **Promotion of Charter School Students**

See Section I, Special Programs: Charter Schools.

#### **Mid-Year Promotion of Retained Students in K-5 – General Comments**

Mid-year promotion is defined as promotion of a retained student in K-5 at any time during the year of retention once the student has demonstrated ability to read at or above grade level and accommodate the work of the next grade level. Mid-year promotion is permitted upon demonstration of mastery at 80% of appropriate standards, consensus recommendation of the Multi-Tiered System of Support (MTSS) Team and agreement among the school, the student, and the parent(s) or guardian(s). All mid-year promotion requests must be examined and approved by an impartial review committee composed of the principal and the Assistant Superintendent for Curriculum and other personnel agreed upon by the school and the district prior to a student moving to the next grade

#### **Standards for Mid-Year Promotion of Retained Third Graders** [6 A-1.094222](#)

District school boards are required to adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by Section [1008.2](#) [5\(5\)](#)(b), F.S. 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:

- Is a successful and independent reader as demonstrated by reading at or above grade level;

- Has progressed sufficiently to master appropriate fourth grade reading skills; and,
- Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements of paragraphs (1)(a)-(c) of this rule including the mastery of third grade reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows:

- Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Florida Standards as specified subsection (4) of this rule;
- Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule [6A-1.094221](#); or
- Successful completion of the state-provided portfolio passages and multiple-choice items that meet state criteria in subsection (3) of this rule.

The i-Ready ELA fall assessment score of 535 or higher is utilized in the PCSD as the locally selected standardized assessment for eligibility for mid-year promotion to fourth grade.

To promote a student mid-year using a student portfolio, as provided for in paragraph (2)(c) of this rule, there must be evidence of the student's mastery of third grade English Language Arts Florida Standards. The student portfolio must meet the following requirements:

- Be selected by the school district;
- 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 standards assessed by the grade three English Language Arts Florida Standards assessment as required by Rule [6A-1.09422](#) 1, F.A.C. Evidence can include successful completion of multiple choice items and text-based responses, chapter or unit tests from the district or school adopted core reading curriculum, or the state-provided third grade student portfolio. Portfolios should contain 60% literary and 40% informational texts.
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The state provided portfolio passages and multiple-choice items are utilized in the PCSD to meet the portfolio requirements.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements of subsections (1)-(3) of this rule and that the student's progress is sufficient to master appropriate grade four level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade four.

#### **B. Acceleration [1003.4295, F.S.](#)**

Each school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program.

#### **Promotion by Acceleration in Grades K-5**

When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parent or guardian in a conference with the principal (or designee), and a written confirmation of the decision shall be furnished to the parent or guardian. In the event that a conference is not possible, written communication to the parent or guardian is deemed



sufficient. In accordance with state statute [1012.2 8](#) (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. The acceleration process does not supersede initial placement age criteria provided in Florida Statute [1003.2 1](#):

- For kindergarten, the student must be 5 years on or before September 1 of the school year.
- For first grade, the student must be 6 years old on or before September 1 of the school year.

### **Whole Grade Acceleration**

Acceleration is the skipping of a grade, or part of a grade, based on exceptionally high achievement by a student.

When such administrative assignment of a student involves two schools, an agreement between the two principals is required. The probable long-range academic, social and emotional effect of the decision shall be reviewed by the Multi-Tiered System of Support (MTSS) Team. The principal, with the recommendation of the Multi-Tiered System of Support (MTSS) Team and with the approval of the superintendent or designee, has the responsibility for making such assignments. However, a student shall not be accelerated without parent or guardian consent.

Student progress shall be reviewed to maintain continuous advanced placement. The student should be monitored for the first six weeks of the change of placement to assess progress. If acceleration is not appropriate for the student, the student may return to the former placement.

The student's cumulative guidance record and report card shall be noted to indicate "accelerated grade placement" and the major reasons for the acceleration. In the cumulative record, the name of the principal making the assignment is indicated. Parents or guardians must be notified formally in writing that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification must also be filed in the cumulative folder.

### **Procedure for Whole Grade Acceleration**

- A teacher or parent who believes a student might be a candidate for whole grade acceleration shall contact the school counselor and share classroom evidence and FSA performance or progress monitoring data in support of the student's possible assignment to the next grade level.
- The counselor shall review the classroom evidence of 80% mastery of standards in English language arts, math, science, and social studies, and discuss the long term ramifications of whole grade acceleration and review any concerns with the parent.
- If testing is authorized by the parent, the counselor shall notify the principal and obtain the appropriate assessments from the Instructional Services department.
- The counselor shall complete all required components of whole grade acceleration with the assistance of the curriculum specialist for the independent reading and writing assessment and school psychologist. •  
The principal and counselor shall sign and submit the complete acceleration packet to the Assistant Superintendent of Curriculum and Instruction. The professional opinion of school staff will be considered as part of the criteria.
- The Assistant Superintendent of Curriculum and Instruction will review the documentation of 80% mastery and use the preponderance of evidence to make a recommendation of whole grade acceleration and shall notify the school within five days of the decision.
- The accelerated student should be closely monitored for the first nine weeks of the new grade level placement. If acceleration is not appropriate, the student may return to the former placement.

### **C. Retention [1 008.25](#) (2)(c) F.S.**

#### **General Comments**

Retention, except for grade 3 where there is a mandatory retention for reading, is based on unsatisfactory, below grade level student performance in reading, writing, mathematics, science, and social studies, and/or failure to meet other requirements as set forth by the district or state.



Retention decisions must be based on more than a single test score. The FSA is not the sole determiner of retention. The only exception is mandatory retention in grade 3 for students scoring at Level 1 on the FSA Reading Assessment.

Retention may occur when the school's instructional staff, through its Multi-Tiered System of Support (MTSS) Team, determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required state performance standards. A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning style.

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years. Senate [Bill 850](#) (2014) revised [1008.2](#) [5](#) F. S. to prohibit a student being retained in grade 3 more than once. The district shall provide an appropriate alternative placement for a student who has been retained two or more years.

#### **Guidelines for Retention of Students in Grades K-5 [1008.25](#) (4)(c) F.S.**

The following guidelines are established to assist the Multi-Tiered System of Support (MTSS) Team in making retention decisions at the elementary or middle school level:

- The student's insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
- The student's needs in the areas of physical, social and emotional development support a retention decision.
- Alternative remediation strategies and/or programs that have been utilized support a retention decision.

The retention review team or MTSS Team consists of the principal or designee, guidance counselor, teacher(s), Exceptional Student Education personnel or special services personnel involved with the student and staff members as designated by the principal. In all retention determinations, the preponderance of evidence must support a retention decision.

There is no provision for voluntary retention or placement based solely upon student or parent preference, [F. S. 1008.25](#).

#### **Retention of Charter School Students**

Charter schools are responsible for decisions regarding the retention of their students with the exception of the mandatory retention in grade 3 for students with Level 1 Reading FSA scores. Charter schools may opt to develop their own retention requirements or adopt local district procedures. When a student transfers from a charter school to a district school and a disagreement arises between the two schools regarding the retention of the student, the sending and receiving schools shall meet to resolve the issues. If the dispute is not resolved between the two schools, the sending school must retain the student or submit a referral to the Assistant Superintendent for Curriculum to review the case and make a recommendation.

#### **Retention of Students with Disabilities**

Students with disabilities who are following the general education program, take the state assessment (FSA), and are pursuing a standard diploma are affected by the same guidelines for retention as are students in general education. Students with disabilities may be exempted from the mandatory retention in grade 3 for good cause as outlined in statute. Retention decisions for students with disabilities who are following the Access Points for Students with Significant Disabilities are made on an individual basis by the IEP Team.

### **Retention of English Language Learners (ELL)**

Retention of an ELL student is based on unsatisfactory performance in reading, writing and mathematics as determined by the Multi-Tiered System of Support (MTSS) Team in conjunction with the ELL Committee. Students cannot be retained solely based on English language acquisition.

## **V. ASSESSMENT [1008.25](#) F. S**

### **District Assessments for Elementary Students**

Kindergarten, first, second and third grade students will take i-Ready assessments in English language arts and math three times per year for progress monitoring purposes. The District Assessment Calendar can be found on the district webpage.

Fourth and fifth grade students will take i-Ready assessments in English language arts and math up to three times per year for progress monitoring purposes.

In addition, schools may decide to administer other assessments which will be reflected on the individual school assessment calendar. A calendar of district and state assessments is located on the district website.

### **State Assessments for Elementary Students**

Participation in the statewide testing program, which consists of Florida Standards Assessment (FSA) and alternate assessments, is mandatory for all K-12 students attending public schools. The state assessment of reading shall begin in grade 3, reading and writing in grades 4 – 10, and math in grades 3-8. The assessment of science shall be administered grades 5 and 8.

The (Florida) student assessment program is directly related to curricular content established in the Next Generation Sunshine State Standards and Florida Standards. Participation in the assessment program is mandatory for all students attending public schools. If a student does not participate in the assessment program, the school district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. The FSA Reading assessment is administered annually in grades 3 through 5. The FSA Writing assessment is administered annually in grades 4 through 5. The FSA Mathematics assessment is administered annually in grades 3-5. Students will take the ELA and Math assessments in paper-based format.

All schools shall offer supplemental learning opportunities. Student eligibility shall be based primarily on below-grade-level performance. Each student who does not meet district specific levels of performance for student progression in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math shall 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.

### **FSA and Promotion and Retention**

The FSA is not the sole determiner of promotion or retention. The only exception is mandatory retention in grade 3 for students scoring at Level 1 on the FSA Reading Assessment. Additional evaluations, portfolio reviews, and assessments are available to assist the parent or guardian, schools and the district in determining when a student is achieving at or above grade level and is ready for promotion.

### **Florida Kindergarten Readiness Survey (FLKRS) [1002.69 \(1\)](#) F.S.**

Each kindergarten student in the district shall participate in the state approved FLKRS assessment within the first 30 days of the school year.

### **Assessment of Reading Ability of K-3 Students [1002.20](#) F.S.**

Each elementary school shall assess regularly the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, as defined by performing below grade level, the parent or guardian shall be notified of the

student's deficiency with a description and explanation of the exact nature of the student's difficulty in learning. The parent or guardian shall be consulted in the development of a progress monitoring plan and shall be informed that the student will be provided intensive reading instruction until the deficiency is corrected.

Statewide kindergarten screening shall provide objective data concerning each student's readiness for kindergarten. Data from the screening, along with other available data, must be used to identify students in need of intervention and support in the following priority:

- a. Students in kindergarten through grade 3 who have a substantial deficiency are deficient in reading by the end of grade 3,
- b. Students who fail to meet performance levels required for promotion consistent with student progression.

A student who has a substantial reading deficiency must be covered by an individual education plan or an individualized progress monitoring plan, or both, as necessary.

### **Assessment of Students with Disabilities**

All students, including students with disabilities, must participate in the state's assessment and accountability system. Students with disabilities who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers. If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) or 504 plan and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standard Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be assessed with the Florida Standards Assessment (FSA) or with the Florida Alternate Assessment (FSAA) based on criteria outlined in Rule [6 A-1.0943\(.4\)](#), Florida Administrative Code. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards. The IEP team should also be knowledgeable of Florida Standard Alternate Assessment FSAA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the Florida Standards Alternate Assessment (FSAA), the following criteria must be met:

- The student has a significant cognitive disability.
- The student is unable to master the grade-level general state content standards.
- The student is participating in a curriculum based on the state Access Points.
- The student requires direct instruction in academics based on Access Points in order to acquire generalize, and transfer skills across settings.

### **Assessment of English Language Learners (ELL)**

In general, all ELL students with a code of "LY" participate in statewide assessments. As part of the ESSA legislation, all ELL students shall be assessed annually in reading, writing, listening and speaking using ACCESS for ELLs.

### **Assessment Opportunities for Home Education Students**

Opportunities to take state assessment tests (FSA reading, writing, math and science) are available to home education students. Arrangements can be made through the district's Student Services or Accountability and Assessment offices.

### **Assessment Opportunities for Private School Students**

Private school students are not eligible for state and district level standardized assessments through the Putnam County School District. However, Voluntary Pre-Kindergarten (VPK) graduates, currently enrolled in private kindergartens, are assessed for VPK program evaluation.

### **Assessment of New Students**

Students transferring into the district once the school year has begun, especially students in grade 3, shall be assessed in reading and math to determine reading and math proficiency and to ensure proper course and remedial instruction placement.

## **VI. INSTRUCTIONAL SUPPORT AND PROGRESS MONITORING [1008.25](#) (4)(b) F.S**

Each student who does not meet specific levels of performance in reading, writing, science and/or mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need. Instructional support shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

### **Reading Deficiency and Parental Notification [1008.25 \(5\)](#)**

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, based upon screening, diagnostic, progress monitoring, or assessment data, or locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2 or grade 3 or through teacher observations, must be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency.

One of three types of progress monitoring shall be developed in consultation with the parent or guardian for any student not meeting district or state proficiency levels in reading, writing, science, or math. Consultation is defined as a conference, a conversation via email or phone, or a formal written exchange. School personnel shall use all available resources to achieve parent or guardian understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring plans from which to choose are as follows:

- A federally required student plan such as an Individual Education Plan (IEP)
- A school-wide system of progress monitoring for all students
- An individualized progress monitoring plan

Each school shall use the materials listed in the district's Comprehensive Reading Plan as resources for support in reading. Any additional resources must be scientifically research-based and approved by the Curriculum Services Department prior to use. The Comprehensive Reading Plan is available at:

<http://www.fl DOE.org/core/fileparse.php/7539/urlt/Putnam1920-K12RP.pdf>

### **Reading Support Requirements – Progress Monitoring for Students with Reading Deficiencies in K- 3 [1008.25](#)**

(5)(a) F.S.

If a student in any grade K-3 has been identified as having a deficiency in reading, his/her progress monitoring must identify the specific areas of deficiency in phonemic awareness, phonics, fluency, oral language, vocabulary and/or comprehension; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall provide monitoring of the student's progress in meeting the desired levels of performance using the district's identified progress monitoring assessments in fluency and reading comprehension. See Comprehensive Reading Plan Decision Tree Elementary provided on the district website.

Targeted instructional support in reading shall be continued until a student demonstrates mastery of grade level skills and shall include the following components:

- Daily small-group instruction,
- Diagnosis/prescription targeted to specific skill development,
- Variety of opportunities for repetitions (repeated exposures),
- Smaller chunks of text or content,

- Guided and independent reading practice,
- Skill development and practice integrated into all activities,
- Frequent monitoring, and
- Criterion-based evaluation of success.

### **Content of Instructional Support**

All remedial instruction shall include effective, evidence-based standards-driven instruction.

### **Duration of Instructional Support**

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and 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.

### **Parent or Guardian Refusal of Instructional Support through Progress Monitoring and a Multi-Tiered System of Supports (MTSS)**

The school district has the authority and responsibility to advise a student's course of study. Statute requires a school to develop a MTSS in consultation with the parent or guardian, but it does not require parent or guardian approval, nor does it give the parent or guardian the right to veto a MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's or guardian's approval.

If the parent or guardian refuses to participate in the support strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent or guardian may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute [1012.2](#) [8](#) (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

### **Allocation of Instructional Support Resources [1008.25](#) (3)(a)(3)(b) F.S.**

Allocation of support and supplemental instruction resources for students shall occur in the following priority:

- Students who are deficient in reading by end of grade 3, then
- Students who fail to meet performance levels required for promotion

### **Reading Scholarship Account [HB 7055](#)**

Contingent upon available funds, and on a first-come, first-served basis, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

The Scholarship Funding Organizations (SFO) below is approved to administer Reading Scholarship Programs.

Please contact the SFO for information to apply.

#### [Step Up For Students](#)

P.O. Box 54367  
 Jacksonville, FL 32245-4367  
 877-735-7837  
[info@stepupforstudents.org](mailto:info@stepupforstudents.org)

### **VII. GRADING AND REPORTING PROCEDURES [1003.33](#) F. S.**

## The Importance of Grading

Putnam County School District offers a standards-based curriculum and strives for consistency so that a course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in Putnam County is based on the Florida Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indication of the level of mastery as determined by summative assessments.

Summative assessments are those assessments that are administered at the end of a learning sequence after ample practice or rehearsal of essential knowledge. Summative assessments indicate mastery of benchmarks and standards.

Teachers also use *formative assessments*, which are frequent, in-progress checks for understanding, on a regular basis. Formative assessments are used to inform instruction, to provide ongoing and helpful feedback (1) to alert teachers to what challenges students are still facing, and (2) to inform students about where they are in relation to mastery of the standard.

Grades should be clear, undiluted indicators of what students know and are able to do at the conclusion of the learning sequence.

## Report Cards

Report cards provide the student and the student's parent or guardian with an objective evaluation of scholastic achievement with indicators of progress. Report cards shall depict and clearly evaluate the student's:

- Academic performance in each class or course in grades K through 5 based on examinations as well as other appropriate academic performance items
- Performance at his or her grade level
- Conduct and behavior, and absences and tardiness

All schools shall use the district's approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Grades shall be issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

## Students Working on Grade Level in Grades K-5

Putnam County School District Report card grades shall clearly reflect the student's level of achievement. The parent or guardian must be able to assume that students earning satisfactory grades in the general program are achieving within the acceptable range for the grade in which they are enrolled.

## Grading Code for Grades K-2

Grades	Descriptor
4	Above
3	Mastery
2	Approaching
1	Not Met

## Grading Code for Grades 3-5

Grades	Descriptor
A = 90 -100	Outstanding Progress
B = 80 - 89	Above Average Progress
C = 70 - 79	Average Progress
D = 60 - 69	Lowest Acceptable Progress
F = 0 - 59	Failure

### Students with Disabilities

- A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- Students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card. The final report card for the year shall contain a statement indicating end-of-the year status or performance, or non-performance, at grade level; acceptable or unacceptable behavior and attendance and promotion or non-promotion.
- Students may not be discriminated against in grading because of their disability.
- Teachers may not unilaterally decide to use an individual grading system for a student with disabilities. o A student with a disability shall not be penalized with a lower grade for using accommodations.

In very limited cases where the district report card would be ineffective in communicating progress of an ESE student, an alternative to the district report card, approved by the Director for Exceptional Student Education, may be used.

### District Report to the State Board of Education about Intensive Reading Interventions

The district shall report to the State Board of Education in the Comprehensive Reading Plan the specific intensive reading interventions and supports implemented in intensive acceleration classes for students retained in grade 3.

### Interim Progress Reports

Interim progress reports shall be issued to all students in grades K- 5 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent or guardian conferences as well as through reporting forms. Students with disabilities must receive a report or parent conference regarding progress toward IEP goals and objectives in accordance with the interim report.

### Annual Reporting of Student Progress in Local Newspaper [1008.25](#) (8)(b) F.S.

The district shall publish annually the following information on the prior school year:

- The provisions of the law relating to student progression and the district School Board's policies and procedures on student retention and promotion
- By grade, the number and percentage of all students in grades 3- 5 performing at Levels 1 and 2 on the reading portion of the FSA

- By grade, the number and percentage of all students retained in grades 3- 5

**Parent or Guardian Notification of Student’s Annual Progress** [1008.25](#) (8)(a) F.S.

Each year, schools shall provide the parent or guardian with a report of the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student’s results on each statewide assessment test. This report traditionally accompanies the last report card of each year but may be sent at an earlier date as determined by the school. In addition, progress reporting information shall be provided to the parent or guardian.

**Parent or Guardian Notification of Student Retention**

The parent or guardian shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept, and an acknowledgment of such notification shall be obtained. Ongoing communication with the parent or guardian shall be maintained.

**Parent or Guardian Notification of Remediation**

Parent or guardian notification shall be documented when a student is being remediated in reading and/or math and is being considered for retention. School personnel shall use available resources to achieve parent or guardian understanding and cooperation regarding a student’s remediation, progress monitoring plan, and possible retention. The parent or guardian shall be informed of student progress via quarterly report cards, letters home, phone calls and conferences as deemed necessary by the school.

**Parent or Guardian Notification of Reading Deficiency in Grades K-3 and Remediation Plan** [1 008.25](#) (5)(c) F.S.

The parent or guardian of any student in grades K-3 who exhibits a substantial reading deficiency shall be notified in writing of the following:

- The student has been identified as having a substantial reading deficiency.
- The FSA is not the sole determiner of promotion and that additional evaluation, assessments and portfolio reviews may be used to determine if the student is reading at or above grade level.
- A description of the student’s deficiencies in language understandable to the parent or guardian so the parent or guardian knows the exact nature of the difficulty.
- A description of the current services being provided to the student.
- A design to remediate the identified area of reading deficiency and that will be continued until the deficiency is remediated.
- Strategies to help their child succeed in reading proficiency.
- If the student's reading deficiency is not remediated by the end of grade 3, as evidenced by a score of Level 2 or above on the grade 3 Reading FSA, the student must be retained unless exempted from mandatory retention for good cause.
- The district's specific criteria and policies for mid-year promotion.

By the end of the first grading period, letters indicating the above information shall be mailed to the parent or guardian. At the end of each letter, the parent or guardian will find a form to be signed and returned to the school indicating their receipt of the notification of their student’s reading deficiency.

**Parent or Guardian Notification of Classroom Instructional Accommodations Not Allowed on FSA** If a

student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the school must:

- Inform the parent or guardian in writing
- Provide the parent or guardian with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math



### **Teacher Notification of Students on Community Control**

If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense shall be made known to the teacher and appropriate staff.

## **VIII. EXCEPTIONAL STUDENT EDUCATION**

The Putnam County School District actively seeks to locate exceptional students and maintains information on those students screened and identified as "exceptional." The term "exceptional student" includes, but is not limited to, the following:

- Prekindergarten children who are developmentally delayed
- Students:
  - o with autism spectrum disorder
  - o who are deaf or hard-of-hearing
  - o who are dual-sensory impaired
  - o with emotional or behavioral disabilities
  - o who are gifted
  - o who are homebound or hospitalized
  - o with intellectual disabilities
  - o with orthopedic impairment
  - o with other health impairment
  - o with specific learning disabilities, including dyslexia, dysgraphia and dyscalculia
  - o with speech and/or language impairments
  - o with traumatic brain injury
  - o who are visually impaired

### **Admission and Placement of Students with Disabilities**

If you suspect your child has a disability, contact your child's school. The school will gather information which may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening instruments, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the student. Students are screened for vision, hearing, speech, language and academic achievement early in the process of identifying a suspected disability. If your child is recommended for further testing, you will be asked to provide written consent prior to the evaluation.

### **Eligibility for Exceptional Student Education (ESE) Services**

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Support (MTSS) Team or its equivalent. Eligibility for Exceptional Student Education may be considered upon completion of appropriate interventions and activities. State law requires that students who struggle with reading, math, language, or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. Putnam County School District has defined the reasonable length of time as a minimum of 90 school days for most students. Exceptions do apply in extreme/emergency situations, and when sensory impairments exist. Evaluation must be completed within 60 calendar days after the receipt of parent consent for evaluation (excepting school holidays). Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.asp> x.

### **Placement for Students with Disabilities**

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for ESE students based on their individual needs. School administrators use this information to determine classroom(s) and teacher(s) to which the student will be assigned. Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with non-disabled peers but some ESE students may require instruction in a resource or separate environment. A continuum of services is provided throughout the district.

### **School to School Placement**

All students new to the district should enroll at their home zoned school. An IEP team will review the current IEP to determine if the services can be provided at the home zoned school. In the rare cases that the services required cannot be provided at the home zoned school, the school's Local Education Agency (LEA) representative will contact transportation to determine which school with the services that the student may need will require the shortest time spent on the bus. The LEA will also contact this school to facilitate an IEP meeting to discuss the appropriate placement.

For students who have been receiving services in the district, but an IEP team has determined that the level and intensity of services required can no longer be provided at the home zoned school, the LEA will work with the ESE District Review Committee (DRC) to review the current placement and services being provided. The DRC will provide input to the IEP team about possible instruction/interventions that may be implemented to determine whether the student's needs can continue to be met in the home zoned school, or the DRC may indicate that the resources at the current/home zoned school appear to have been exhausted. The LEA at the student's current/home zoned school will contact transportation to determine which school with the services that the student may need will require the shortest time spent on the bus. The LEA will then contact this school to schedule an IEP meeting to discuss appropriate placement. Decisions on student placement, i.e. the ESE services that a student needs, are made by the IEP team. Decisions regarding the location of that placement are the responsibility of the district/school administrators and their designees.

Parents/guardians are invited to attend any meeting discussing school-to-school placement. The admission and placement procedures for the enrollment of students into Exceptional Student Education (ESE) are documented in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at [http://beess.fcim.org/sppDistrictDocSearch.asp\\_x](http://beess.fcim.org/sppDistrictDocSearch.asp_x).

### **A. Curriculum and Instruction**

#### **Instructional Accommodations for Students with Disabilities**

Accommodations are changes to the way a student with disabilities accesses curriculum, demonstrates learning, or how he or she is tested. Accommodations do not change the content of the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environments, and special communications systems or assistive technologies. These accommodations must be identified and documented on the student's IEP.

Most students with disabilities can achieve general state content standards pursuant to rule [6A-1.0940](#) [1](#), F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Students with disabilities who are using general state content standards to attain a standard diploma will have to meet the same requirements as do regular education students. The student's Individual Educational Plan (IEP) will address his or her areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. Students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of foundation skills that are clearly linked to the general education content. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida

Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Access Points and assessed with the Florida Standards Alternate Assessment (FSAA)/End of Course (EOC) assessments based on criteria outlined in Rule [6A-1.0943\(5\)](#) ), Florida Administrative Code (F.A.C.) For more information regarding the decision-making process, see the section of this document on Statewide Assessment – Assessment of Students with Disabilities Enrolled in Exceptional Student Education. Parents must sign consent for their student to receive instruction on Access Points and be assessed using the FSAA.

## **B. Reporting Student Progress**

### **Notification of IEP Goals**

All parents will be notified of their child’s achievement during the school year with at least the same frequency as that of a non-disabled peer enrolled in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.

### **Report Cards and Grading**

- A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to FERPA ([Family Education Rights and Privacy Act](#) ).
- ESE students must receive a report regarding progress toward IEP goals and objectives along with the report card. The final report card for the year shall contain a statement indicating end-of-the-year status regarding at grade level acceptable or unacceptable behavior and attendance, and promotion or non-promotion.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- An ESE student shall not be penalized with a lower grade for using accommodations.

## **C. Statewide Assessment - Assessment of Students with Disabilities**

All students, including Exceptional Student Education (ESE) students, must participate in the state’s assessment and accountability system. ESE students who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessment as their general education peers, including the Florida Standards Assessment (FSA). If ESE students receive testing accommodations, the accommodations must be listed in the student’s Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Standards Alternate Assessment measures student academic performance on the Access Points (FS-AP) in language, mathematics and science. Access Points are written specifically for students with significant cognitive disabilities and reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule [6A-1.094 3\(5\)](#) ), Florida Administrative Code (F.A.C.) The IEP team should consider the student’s present level of educational performance in reference to the Florida State Standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, the following criteria must be met:

- The student has a significant cognitive disability
- The student is unable to master the grade-level general state content standards.
- The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.
- Parents must sign consent for a student to participate in instruction on the Access Points and in the FSAA

### **Extraordinary Exemption from Statewide Assessments**

A student with a disability who has a circumstance or condition that leads to results that reflect the student's impaired sensory, manual or speaking skills rather than the student's achievement of the benchmarks assessed by a statewide standardized assessment may be allowed an extraordinary exemption from participating in the assessment per [s. 1008.212, F.S.](#) . The IEP team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent. The request for exemption must be approved by the PCSD superintendent and the commissioner of education. A specific process and timeline must be followed as outlined in [Rule 6A-1.0943\(5\)F.A. C.](#)

### **Exemption for Students with Medical Complexity**

A student with a disability may be allowed an exemption from participation in statewide standardized assessments because of the student's medical complexity per [s. 1008.22\(10\), F.S.](#) . Medical complexity is defined to mean a student who is medically fragile and needs intensive care because of a condition such as a congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The IEP team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent. The request for exemption must be approved by the PCSD superintendent and the commissioner of education.

### **Parent Notification of Non-Participation in Florida Standards Assessment (FSA)**

The school must notify the student's parents/guardians in writing that their child is not participating in the statewide assessment (FSA) and provide the parent with information regarding the expected proficiency levels in reading, writing, math, and science. The school is also responsible for administering an alternate assessment based on alternate achievement standards.

### **Parent Notification of Classroom Instructional Accommodations Not Allowed on the Florida State Assessment**

If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program as described in the test manuals the school must:

- Inform the parent in writing.
- Obtain parent consent to utilize classroom accommodations not allowed on state-wide assessments.
- Provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. This notification is documented on the student's individual educational plan.

## **D. Promotion, Assignment, and Retention of Exceptional Students for Standard Diploma**

### **Promotion and Retention of Students with Disabilities**

Students who receive ESE services and are following the general education program, take the Florida Standards Assessment (FSA) and End-of-Course (EOC) assessments and are working toward a standard diploma, fall under the same guidelines for promotion as non-disabled students. Promotion of ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievements of the students' goals and objectives.

## **E. Additional Programs**

### **Cambridge Program**

Each elementary school student shall be placed in classes appropriate to his or her developmental level and demonstrated mastery of the Florida Standards. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. All instruction is centered on

Florida Benchmarks. Individual learning styles, interests and talents help determine students' learning paths while in elementary school.

### **Cambridge Application**

All students have an opportunity to apply for the Cambridge program when entering Kindergarten. Students will be assessed using a CogAT assessment, ELA assessment, and Math assessment. Voluntary Pre Kindergarten data and Handwriting will also be reviewed. Data is used to determine Cambridge placement for Kindergarten.

### **Extended School Year**

Extended School Year is specially designed instruction and related services beyond the normal school year of the district. These services are provided to a student with a disability who the IEP team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at

<http://beess.fcim.org/sppDistrictDocSearch.aspx>.

### **Hospital Homebound**

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time. The medical diagnosis shall be made by a licensed physician who is qualified to assess the student's physical or psychiatric condition.

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student who is homebound or hospitalized if the following criteria are met:

1. A licensed physician must certify the student:
  - a. is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively;
  - b. is confined to home or hospital; and
  - c. That the student will be able to participate in and benefit from an instructional program.
2. Is under medical care for illness or injury that is acute, catastrophic, or chronic in nature.
3. Can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
4. The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services, unless the student has been determined eligible as a student with a disability.
5. The child is three through five years of age and has been determined eligible as a student with a disability.
6. A parent, guardian, or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.

7. The student demonstrates a need for special education.
8. Placement and dismissal are made by the IEP after considering all relevant data and input.

## **IX. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)**

### **Placement**

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, social studies and computer literacy.

The ELL Committee, which is composed of the principal or designee; the district ELL Support Leader when necessary and/or feasible; the primary language arts teacher; the guidance counselor or school ELL contact; and any other instructional personnel responsible for the instruction of ELLs, shall make recommendations concerning the appropriate placement, promotion, and retention of ELLs. Parents or guardians of students being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include the following:

- Academic performance and progress of a student based on formal and/or alternate assessments in English and/or the student's native language.
- Age of student
- Progress, attendance and retention reports
- Number of years the student has been enrolled in the ESOL program.
- Previous or current school grades
- Test results

The Putnam County School District ELL Plan may be accessed under English for Speakers of Other Languages (ESOL) at the district website:

[ESOL/ELL Services](#)

### **Assessment**

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). In general, all ELLs participate in the state's assessment and accountability system. As part of the Every Student Succeeds Act (ESSA), all ELLs shall be assessed annually in reading, writing, listening and speaking.

### **Promotion**

Promotion of an ELL is based on satisfactory student performance in reading, writing, mathematics and other requirements as set by the district and the state. ELLs not meeting district promotion criteria due to their limited English proficiency may be recommended for promotion by the Multi-Tiered System of Support (MTSS) Team which will meet jointly with the ELL Committee. The student's parent or guardian shall be invited to attend.

The other academic progress and benchmark mastery of an ELL in reading, writing and mathematics, and on requirements set forth by the district and the State of Florida, are determined through appropriate modifications to formal and informal assessments and on modifications to instruction provided to the ELL.

## **Retention**

Retention of an ELL is based on unsatisfactory performance in reading, writing and mathematics as determined by the Multi-Tiered System of Support (MTSS) Team in conjunction with the ELL Committee. Students cannot be retained based solely on lack of English proficiency.

## **Third Grade Mandatory Retention**

ELL students in the **third grade** who have been in an ESOL program for **less than two years**, based on a student's Date Entered a United States School (DEUSS date), may be exempt from mandatory retention as provided in section [1008.25\(6\)\(b\)](#), Florida Statute. Retention of a third grade ELL student with **less than two years** in an ESOL program requires the review and recommendation of an ELL Committee.

ELL students with **two years or more** in an ESOL program must meet grade level performance standards as \_\_\_\_\_ provided in section [1008.25\(6\)\(b\)](#), Florida Statute, and are eligible for all other exceptions, including alternative assessments and student portfolio. Promotion of an ELL student in third grade with **two years or more** in an ESOL program is to be based on the student's performance in English. The ELL Committee is to be convened for those students recommended for retention only to review each student's progress and to make recommendations for remediation activities. For these students the above mentioned Florida Statute supersedes the authority of the ELL Committee. Students who are retained must have a Progress Monitoring Plan (PMP) implemented if not meeting standards.

The state provided portfolio passages and multiple-choice items are utilized in the PCSD to meet the portfolio requirements.

## **APPENDIX**

### **A: Required Instruction**

#### **Introduction**

The requirements for instruction are designed to conform to the vision, mission and objectives of Putnam County Schools. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of Putnam County students.

#### **Based on State Standards**

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in each school. These standards are incorporated into appropriate courses in all subject areas in grades K-12 and are the basis for curriculum, instruction and evaluation of student performance in the district.

#### **Equity in Classroom Instruction and Extra-Curricular Activities**

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. No student shall be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities.

#### **Federally Required Instruction**

Constitution Day and Citizenship Day ([Federal TITLE 36.1.A.1 § 106](#))

- September 17 is designated as Constitution Day and Citizenship Day.
- Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.

- Proclamation. — The President may issue each year a proclamation calling on United States Government officials to display the flag of the United States on all Government buildings on Constitution Day and Citizenship Day and inviting the people of the United States to observe Constitution Day and Citizenship Day, in schools and churches, or other suitable places, with appropriate ceremonies.
- State and Local Observances. — The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities.
- Educational agencies who receive federal funds are required to participate in the observance of Constitution Day.
- In instances when September 17<sup>th</sup> does not fall on a school day, the observance of Constitution Day will occur on the school day prior or after.

**State Required Instruction K-12 [1003.42](#) F.S.**

- (1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.
- (2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
  - (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government
    - To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
    - To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."
    - Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty. Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. [1003.42](#) [1F](#) .S.
  - (b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government
  - (c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers



- (d) Flag education, including proper flag display and flag salute
- (e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts
- (f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence
- (g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions
- (h) The value of the recipients of the Congressional Medal of Honor will be incorporated into a school's character education program, and March 25<sup>th</sup> is designated as "Medal of Honor Day"
- (i) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society
- (j) The elementary principles of agriculture
- (k) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind
- (l) Kindness to animals
- (m) The history of the state
- (n) The conservation of natural resources
- (o) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
- (p) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law
- (q) The study of Hispanic contributions to the United States

- (q) The study of women's contributions to the United States
  - (r) The nature and importance of free enterprise to the United States economy
  - (s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation
  - (t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable
- (3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.
- (4) Instruction shall expand each student's knowledge, the understanding and the awareness of individuals with disabilities, the history of disabilities and the disability rights movement ([1003.420 5](#), F.S.).
- (5) Senate Bill 1096, the Justice Sandra Day O'Connor Civics Education Act, passed by the 2010 Florida Legislature includes revisions to section [1003.4 1](#), F.S. This legislation states that beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics education content for all grade levels. The intent of this new legislation is that selected civics benchmarks be taught in the English language arts curriculum, not separately, but naturally woven in to fit whatever reading topics are taking place in the classroom.