

POLICY 6000.1: STUDENT PROGRESSION PLAN

Elementary Procedural Manual

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

The purpose of this manual is to help guide school personnel in the proper implementation of the Student Progression Plan.

Rules:

I. ELEMENTARY SCHOOLS (GRADES PREK-5)

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

- 1. Initial entry requirements** for prekindergarten, kindergarten and first grade are included in SBBC Policy 5.1: Enrollment and Withdrawal.
- 2. Health requirements for initial entry (F.S. 1003.22)**, including immunization requirements are included in SBBC Policy 5.1: Enrollment and Withdrawal.
 - **For more information contact the Health Education Department.**
- 3. Placement of transfer students for initial entry** is included in Policy 5.1: enrollment and Withdrawal.
- 4. Attendance requirements (F.S. 1003.21)**, including absences for religious reasons, are included in SBBC Policy 5.5: Attendance.
 - **For more information contact Student Support Services.**
- 5. Student withdrawal** information is included in SBBC Policy 5.1: Enrollment and Withdrawal.
 - **For more information contact Student Support Services.**
- 6. Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (F.S. 1003.05)
 - **For more information contact Student Support Services.**

B. ELEMENTARY SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

- 1. Prekindergarten Curriculum:** Students will receive an integrated curriculum that emphasizes instruction in language development and mathematical concepts. Students will be provided with opportunities for art, music and physical education activities. Instructional approaches will be research based and will include the active participation of students. Instruction shall be focused on ensuring that all students shall demonstrate mastery of the standards adopted by the State Board of Education.
- 2. Elementary School Curriculum**
 - a. Regularly Scheduled Instruction:** Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be

focused on ensuring that all students shall demonstrate mastery of the standards adopted by the State Board of Education (F.S. 10003.41).

- b. Character Education:** The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42 (2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum ([SBBC Policy 7014](#)).
- c. Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition, "Celebrate Freedom Week and "Disability History and Awareness Week" (F.S. 1003.42(2)).**
 - (1) The Holocaust
 - (2) African and African American History
 - (3) Hispanic Contributions
 - (4) Women's Contributions
 - (5) Veterans' Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.
 - (6) "Celebrate Freedom Week" (F.S. 1003.421): Instruction shall be in accordance with Florida Statutes and District guidelines.
 - (7) "Disability History and Awareness Week" ([F.S. 1003.4205](#)): Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.
 - **Constitution Day**
In accordance with federal legislation passed in 2004, the Federal Government requires that all schools that receive Federal funding must provide a course on the Constitution on Constitution Day, September 17th. This is H.R. 4818. (Louise Ball: 754.31-1873)
- d. To meet the Reading Enhancement and Acceleration Development (READ) Initiative's (F.S. 1008.25(7)(b)7) focus to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:**
 - (1) Assessment of K-3 students in phonemic awareness, phonics, fluency, vocabulary and comprehension.
 - (2) Reading instruction, implemented through programs recommended on the District's Struggling Reader Chart that have been developed based on scientific reading research, meets the following specifications:
 - (a) Assists students identified with a reading deficiency in developing the ability to read at grade level;
 - (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - (c) Provides scientifically based and reliable assessment;
 - (d) Provides initial and ongoing analysis of each student's reading progress,
 - (e) Is implemented during regular school hours.

- (3) Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
- e. **Outside Activities** such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
- f. **Family Life/Human Sexuality Instruction:** Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).
- g. **HIV and Sexually Transmitted Diseases Instructions:** Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).
- h. **Gifted Education:** See SBBC Policy 6000.5.
- i. **Assessment:** Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)).
- Allowable accommodations must be documented and provided for English Language Learners (ELLs). When providing Flexible Setting, a letter must be sent home to parents in the native language.
 - The School Board of Broward County has developed systems to assess proficiency of standards and align instruction and remediation for students with deficiencies in reading and mathematics. The benchmark assessment instruments and struggling reader matrix provide schools with the mechanisms necessary to diagnose and assist students in attaining grade level achievement when employed properly and consistently.
- j. **Suspension of Curriculum (F.S. 1008.22(4)):** A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
- (1) Distributing to students sample test books and answer keys published by the Department of Education.
 - (2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment.
 - (3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who,

through a diagnostic assessment administered by a the District, is identified as having a deficiency in the content knowledge and skills assessed.

- (4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
- (5) Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in set forth in rules adopted by the State Board of Education.

k. Kindergarten Screening: Each school must administer the statewide kindergarten screening to each kindergarten student in the District within the first 30 school days of each school year (F.S. 1002.69 (1)).

l. Physical Education: Elementary students, grades K-5 shall have 150 minutes of physical education (F.S. 1003.455(3)) each week to be delivered as 30 consecutive minutes per day. Physical Education is defined as the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding nutrition and physical fitness as part of healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being (F.S. 1003.01(16)). Related services, such as physical therapy, may not be considered physical education for students with disabilities. Adaptive or specially designed PE may be counted towards the requirement for students with severe and profound disabilities. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455):

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

C. ELEMENTARY STUDENTS' RIGHT TO INSTRUCTIONS: Remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required or promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1998.25 (4)(c)).

D. ELEMENTARY PROMOTION

1. Student Performance Levels for Reading, Writing, Mathematics and science: In addition to the specific promotion criteria for reading a mathematics listed in the following matrix, promotion decisions must take into account a student's proficiency in writing (3.5 or higher on the FCAT Writing Assessment or the District equivalent) and science (based on proficiency levels to be determined by the District and/or the State Department of Education) (F.S. 1998.25(2)). The evaluation of each student's progress must be based upon classroom work, observations, tests, District and State assessments and other relevant information.

PROMOTION CRITERIA-READING AND MATHEMATICS

Grade & Subject	Criteria #1 The student will score:	OR	Criteria #2 The student will score:
K Reading	48 out of 52 Letter Names AND 20 out of 26 Letter Sounds AND 15 out of 21 Concepts of Print	OR	90% or greater accuracy AND 75% or greater in Comprehension on the Rigby PM Benchmark Assessment OR scores at Level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2 Reading	55% or greater (Grade 1) and 65% or greater (Grade 2) on the Primary End of Year Reading Test that aligns with the standards adopted by the State Board of Education. in reading comprehension	OR	At or above the proficiency level that aligns with the Primary End of Year Reading Test proficiency level on the Stanford Diagnostic Test in reading comprehension
3 Reading	At a Level 2 or higher on FCAT Reading	OR	At a proficient level on a District-approved Assessment, as allowed by the State
4 and 5 Reading AND Math	At a Level 2 or higher on FCAT Reading AND At a Level 2 or higher on FCAT Mathematics	OR	At a proficient level on a District-approved Assessment

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

- 2. Alternative Promotion Criteria-Good Cause (F.S. 1008.25(6)(b)):** Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause options and documentation submitted from the student's teacher to the school principal indicates that the promotion is appropriate based upon the student's academic record. All Good Cause decisions must be made and recorded by the end of the school year or the end of 3rd grade reading camp for 3rd graders, except in extenuating circumstances. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, report card or portfolio as:

Alternative Promotion Criteria

Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For All Elementary Students	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the District.	Student demonstrates an acceptable level of performance on an alternative standardized reading and/or math assessment approved by the District.

Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For All Elementary Students*	Student demonstrates, through a student portfolio**** prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT.*	Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.	Student demonstrates, through a student portfolio**** prepared in accordance with District guidelines, that the student is performing on grade level.* Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.
For All Elementary Students	Student has received intensive remediation in reading for 2 or more years, but still has a deficiency in reading and was previously retained in K, 1, 2, or 3 for a total of 2 years.**	Student has received intensive remediation in reading for 2 or more years, but still has a deficiency in reading and was previously retained in K, 1, 2, or 3 for a total of 2 years.**	Student has received intensive remediation in reading and/or mathematics for 2 or more years, but still has a deficiency in reading and/or mathematics and was previously retained for a total of 2 years.***
For Elementary English Language Learner (ELL) Students Only	ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.

Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For Selected Elementary Students With Disabilities Only	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.
For Selected Elementary Students With Disabilities Only*	Student is a third grade student with disabilities who participates in FCAT and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	Student is a student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained.	Student is a student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

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

- **Refer to Appendix A, Progress Monitoring Criteria Chart, for PMP criteria at each grade level.**
- **Refer to Appendix B, Promotion Criteria Chart, for promotion criteria at each grade level.**
- **Refer to Appendix C, ESE Parent FACT Sheet, for questions and answers specific to promotion and retention of ESE students.**

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

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

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

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

3. **Response to Intervention (RtI):** As part of the RtI process, schools shall monitor universal screening data at regular intervals. Early intervention will be vital in mitigating obstacles to student success in the early grade levels, as early as Pre-Kindergarten. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The Instruction and Intervention staff will provide staff development opportunities in the area of delivering and monitoring evidence-based interventions for struggling students.
4. **Recommendations for promotion based on good cause** shall be reviewed by the principal and discussed with the teacher for the determination as to whether the student should be retained or promoted (F.S. 1008.25(6)(c)).
5. **If the school principal determines that the student shall be promoted,** the school principal shall make such recommendation in writing to the Superintendent/designee (F.S. 1008.25(6)(c)).
6. **Accelerated Elementary School Promotion:** Mid- or full-year promotion may occur within the elementary school at the principal's discretion in accordance with the procedural guidelines established by the district. When a parent requests such acceleration, the principal may implement an academic contract. Failure of the student to meet the conditions of the contract may result in reassignment of the student to the previous grade level.

A student may be mid-year promoted to middle school only when the student has completed the first half of at least four middle school year-long courses including language arts, mathematics, social studies and science.

- In order to be mid-year promoted from one elementary grade to the next, the student must demonstrate the same proficiency level as that required for end-of-year promotion (from current grade level), using the assessments indicated in Appendix B of this manual. In addition, the student must surpass the PMP criteria (Appendix A of this manual) of the next grade level. For example: a student who will be mid-year promoted from grade two to grade three must first meet end-of-year criteria for promotion from grade two to grade three. Then, the student must ALSO exceed the third grade PMP criteria, which is a score of 50% on the Go Math Grade 3 Benchmark Test, and 45th percentile on the Stanford Diagnostic Test in Reading Comprehension (or another of the PMP assessments listed). All decisions for mid-year promotion must be made by the end of the first marking period. Accelerated promotion options should not be used for third grade students.
7. **Promotion in Extraordinary Circumstances:** The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g. student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the District-requested accommodation, student whose assessment results are clearly not indicative of his/her classroom grade-level performance). **This does not apply to students in grade three.**

E. MID-YEAR PROMOTION CRITERIA FOR THIRD GRADE STUDENTS WHO HAVE BEEN RETAINED IN THIRD GRADE: Third grade students who have been retained, may be

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

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

1. Specific PMP Reading Requirements for Elementary Students in Grades K-5: If a student in grades K-2 exhibits a substantial deficiency in reading based upon District criteria or if a student in grades 3 through 5 scores at Level 2 or below on FCAT Reading or a substantial deficiency is identified through teacher observation, the PMP must identify:

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

- (1) Phonemic Awareness
- (2) Phonics
- (3) Fluency
- (4) Comprehension
- (5) Vocabulary

b. The desired levels of performance in these areas.

c. The intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance. Students will be required to receive intensive remediation through a PMP. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated (F.S. 1008.25(5)(a); 1008.25(7)(b)(7)). The intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level (F.S. 1008.25(7)(2)).

2. Specific PMP Mathematics Requirements for Elementary Students Grades K-5: K-2 students who meet the District criteria for a PMP must receive intensive instruction. If a student in grades 3-6 scores at Level 2 or below on the FCAT Mathematics, the student will be required to receive remediation through a PMP.

3. PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District requirements. (F.S. 10009.25(7)(b)(1)).

- **Note:** A PMP may be initiated in any quarter of the school year. A student who is not eligible for a PMP in the first or second quarter, for example, may be eligible for a PMP in the third quarter. Once a PMP has been initiated at any time during a school year, a

student would remain on the PMP for the remainder of the school year and the plan would be eliminated at the end of the school year only if the student no longer met the substantially deficient criteria. A copy of the quarter-by-quarter PMP criteria is included in Appendix A of this manual.

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

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

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

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

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

1. Third grade students who are retained will be provided with a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies that may include, but are not limited to:
 - a. Small Group Instruction Reduced Teacher-Student Ratios
 - b. More Frequent Progress Monitoring
 - c. Tutoring or Mentoring
 - d. Transition Classes, containing Third and Fourth Grade Students
 - e. Extended School Day, Week, or Year
 - f. Summer Reading Camp
2. **Retained third grade students will be provided a high-performing teacher** as determined by student performance data and satisfactory performance appraisals (F.S. 1008.25(7)(b)(5)).

3. **Parents of retained third grade students will be provided at least one of the following options for their child:**
 - a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block.
 - b. A mentor or tutor with specialized reading training (F.S. 1008.25(7)(b)(6)(a)(c)).
4. **Second Year Retention:** Students retained in third grade who have received intensive instructional services and still do not meet promotion criteria will be retained a second time in third grade (F.S. 1008.25). Second year retained third graders will have access to the following where applicable:
 - a. A transitional instructional setting designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiencies (F.S. 1008.25(7)(b)(10)).
 - b. **An Intensive Acceleration Class (IAC)** to increase the student's reading level at least two grade levels in one school year. The IAC shall:
 - (1) Have a reduced teacher-student ratio,
 - (2) Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master grade 4 the standards adopted by the State Board of Education in other core subject areas, and
 - (3) Use a reading program from the District's Struggling Reader chart that is scientifically research based and has proven results in accelerating student reading achievement within the same school year (F.S. 1008.25(7)(b)(8a-d)).
 - (4) Provide social-emotional support to address the impact of the retention.
 - The student who successfully completes the IAC, who meets third grade end-of-year promotion criteria and who demonstrates initial mastery of the fourth grade reading and mathematics standards adopted by the State Board of Education may be promoted to the fifth grade at the end of the second year in third grade.

I. ELEMENTARY EXTENDED LEARNING OPPORTUNITIES

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

Virtual Education

1. **Schools may not limit student access to Florida Virtual School Courses.** However, school counselors will determine if the course is academically appropriate for the student based on the students' academic history, grade level, and age. (F.S. 1002.37(3)(c)).
2. **Schools may not limit access to a Florida Virtual School course,** even if the school offers the same course.
3. **Students may not enroll in the same course at Florida Virtual School** when concurrently enrolled in the course at the local school.
4. **Schools must provide students access to Florida Virtual School** as part of the students' full day curriculum.

J. ACCELERATION THROUGH VIRTUAL EDUCATION

1. Students in grades 4 and 5 who have achieved a level 4 or 5 on the previous year's FCAT may participate in middle school courses through Virtual Education provided they meet district defined criteria for this program.
 - Refer to Appendix D of this manual for a matrix of criteria for participation in Elementary School Acceleration via Virtual Education.

K. REPORTING ELEMENTARY STUDENT PROGRESS

1. **Parent Notification of Reading Deficiencies:** The parent of any student in grades K-3, who exhibits a substantial reading deficiency, must be notified in writing (F.S. 1008.25(5)(c)):
 - Substantial deficiency is defined as meeting the criteria for a PMP as described in Appendix A of this procedural manual.
 - a. That the child has been identified as having a substantial reading deficiency,
 - b. A description of the current services that are provided to the child,
 - c. A description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency,
 - d. That, if the child's reading deficiency is not remediated by the end of grade 3, the child will be retained unless exempted from mandatory retention for Good Cause, and
 - e. Strategies for parents to use in helping their child succeed in reading proficiency.
 - **Which K-3 students should receive the mandated parent notification of reading deficiencies letter?**
The parent of any student who meets the criteria for a PMP in reading must receive the letter. The letter is translated into the major languages and is available upon request.
 - **Do the parents of ELL (even those with less than 2 years in this country) and ESE students get the same mandated parent notification of reading deficiencies letter?**
Yes, they should receive the PMP letter as well. There is also a supplemental ESE Parent Fact Sheet that should be sent home. The Fact Sheet is included as Appendix C of this manual. The letter is translated into the major languages and is available upon request.
 - **When should the mandated parent notification of reading deficiencies letter be sent home?**
The deadlines for the parent notification are the same as the deadlines for PMPs for all K-3 students.
 - **Where can I find a copy of the K-3 letter to parents telling them their child has a reading deficiency?**
This letter is generated through the PMP database system.
 - **Where can I get a copy of the ESE Parent Fact Sheet?**
It is available in Appendix C of this Procedural Manual.
2. **Progress Reports (Report Cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. A student must be in attendance at a Broward County Public School for 25 days to receive a grade. Report cards indicate whether the child is performing on, above or below grade level. Continued below grade level performance is an indication of possible retention. Report cards also provide information in the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33). Progress reports shall be signed by the parent and returned to the teacher. If a student withdraws and does not qualify for a progress report under this provision, the parent shall be issued a statement of academic achievement. Progress reports may not be withheld

from students because of failure to pay dues, fees or charges for lost or damaged books or property.

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

- 3. Interim Reports:** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. A student must be in attendance at a Broward County Public School for 25 days to receive a grade. Report cards indicate whether the child is performing on, above or below grade level. Continued below grade level performance is an indication of possible retention. Report cards also provide information in the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33) Progress reports shall be signed by the parent and returned to the teacher. If a student withdraws and does not qualify for a progress report under this provision, the parent shall be issued a statement of academic achievement. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

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

4. Grading for Grades K, 1 and 2

Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
X	Not Evaluated
NA	Not Applicable

5. Grading for Grades 3-5

Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

A	Superior Progress	90-100
B	Above Average Progress	80-89
C	Average Progress	70-79
D	Below Average Progress	60-69
F	Failure	59 Or Below

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

1	Has Mastered Skill (Independently)
2	Is Learning Skill (With Assistance)
3	Area of Concern
NA	Not Applicable

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

6. **Alternative Progress Report:** A District-approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report or for other District-approved programs that the standard progress report does not address adequately.
 7. **Conferences with Parents** are a required part of the reporting system. Teachers will request two conferences per year per student. For each student being considered for retention, the school shall provide written notification to the parent within one week of receiving test results. Parents of English Language Learner (ELL) students must be notified in their native language.
 - It is important that teachers maintain documentation of all conferences including any information shared with the parent about the student's below grade level performance and the impact on promotion.
 8. **Grade Placement:** Principals shall have final authority for appropriate grade placement of students, within the limitations of Board Policy.
 9. **The IEP Annual Goal(s) Progress Report** must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.
 10. **The EP (Gifted Education Plan) Goals Progress Report** must be completed and sent home with each report card for all gifted students beginning with the second marking period of kindergarten .
- L. ELEMENTARY GUIDANCE SERVICES:** All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national counseling standards (F.S. 1006.025).
- Each school is required to prepare an annual comprehensive guidance plan that ensures every student receives guidance services. This plan is to be submitted through the eAGP (Electronic Annual Guidance Plan) which shall be signed by the counselor and the principal and submitted to the District Guidance Coordinator by October 1. The plan shall be evaluated at the end of the fourth quarter, through data aimed at improving student achievement. The end-of-year report shall be submitted to the District Guidance Coordinator by June 1 each year. The foundation for the guidance plan must be the national standards adopted by the American School Counseling Association. The standards support the development of academic skills, career skills, and personal/social skills. The guidance plan must support the school's School Improvement Plan and focus on results-oriented outcomes, with data being collected to demonstrate the outcomes. Both proactive and reactive guidance interventions are to be logged through the Behavioral Academic Support and Instruction System (BASIS). Counselors are expected to use a variety of methods to provide services including classroom guidance lessons, small groups for targeted issues or behaviors, and individual counseling and consultation. It should be noted that heavy reliance on one-to-one methods almost always results in some students not receiving any guidance services. Special attention should be given to

addressing the needs of students retained to provide ongoing support as they progress to other grade levels.

M. ELEMENTARY STUDENT DAY

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

Prekindergarten	As Determined by Program
Elementary School	360 minutes
ESE Centers	360 minutes

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

- Appendices:
A-Progress Monitoring Criteria Matrix
B- Promotion Criteria Matrix
C-ESE Parent Fact Sheet
D-Elementary Acceleration through Virtual School.

Updated July 5, 2012