

Monroe County School District Student Progression Plan 2016-2017



Elementary School
Grades K – 5

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INTRODUCTION

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens regarding the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the School Board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Monroe County School District is committed to the implementation of Multi-Tier System of Supports (MTSS)/Response to Intervention (RtI) framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. Monroe County School District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Intervention is a data-based decision making process applied to education. A problem-solving method and the systematic use of assessment data, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior. The principal of a school is responsible for making and maintaining required records and reports and providing instructional leadership to meet the needs of all students. Teachers are responsible for providing effective instruction and intervention/remediation and documenting instruction of students' mastery of the Florida Standards. They must also document through lesson plans that they are teaching the standards and benchmarks for subjects required at each grade level.

ADMISSION, PLACEMENT, AND TRANSFERS

INITIAL PLACEMENT

Consistent with school board policy and in accordance with Florida statute, the Superintendent has designated the school principal as the final authority in the placement of students in programs or classes. Parents or guardians may discuss a placement decision with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided for by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. [Florida Statute §1003.21 (2), 1012.28 (2)] Families seeking transfers within the school will submit a written request to the principal. The school will approve or deny the request within two weeks of receiving the request. If denied, the school will specify the reasons for denial. (Transfers will be subject to Florida Statute §1003.3101)

Admission Requirements

It is the responsibility of the parents of students entering school in the Monroe County School District for the first time to present the following at the time of registration:

- A valid birth certificate or other documentation of birth*,
- proof that student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage or utility bill,
- a certificate of immunization [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization, and
- certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] (Recommended form: DH 3040 – See Health Requirements.), or
- In the case of military students, the Interstate Compact for Military Students applies.

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

- 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;
- An insurance policy on the child's life that has been in force for at least 2 years;
- A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport* or certificate of arrival in the United States showing the age of the child;
- A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

- If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.** [Florida Statute §1003.21 (4)]

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

**A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

Students who lack a fixed, regular and adequate nighttime residence are considered homeless. According to the McKinney-Vento Act, (Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act 42 U.S.C. 11431 et seq.) homeless students must be immediately enrolled in school without residency, school placement, special services or health record requirements.

Homeless students are immediately referred for all available support services in the school including transportation, free breakfast and lunch, child support team, tutoring, Title I, counseling, and assessment services for educational programs. This student should be placed on a priority list for educational or support needs. Parents are to be referred to community resource agencies for family needs such as immunizations and physicals. Parents are given a 30 day period to present all requirements for enrollment.

A Monroe County School District Registration form should be completed by the parent(s)/guardian(s) of new and returning students. School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families.

At the beginning of each school year, each student will be provided an address verification form that is to be completed, signed, and returned by the parent(s)/ guardian(s). It is the responsibility of the parent(s)/ guardian(s) to notify the school promptly of any change of a student's address.

PLACEMENT AND TRANSFER REQUIREMENTS: PRE-K THROUGH GRADE 5

Head Start

Head Start provides comprehensive child development services to families who are income eligible and/or students with disabilities. School readiness is promoted by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and their families. We engage parents in their

child/children's learning and assist parents with family goals, which may include but are not limited to: education, literacy, and employment.

VPK

Created through a constitutional amendment, VPK is designed to prepare four-year olds for kindergarten and build the foundation for their educational success. The program allows a parent to enroll his or her eligible child (four by September 1 and residing in Florida) in a free VPK program. The program is voluntary for children and providers.

ESE Pre-K

Exceptional Student Education (ESE) Pre-K is for children who have a disability as specified under the IDEA Act. Children may be enrolled as soon as they turn 3 years old if they have a significant delay in development. The program fosters positive self-concepts, and helps individual child to become independent and to reach their fullest potential. It is designed to provide opportunities for growth in cognitive and motor skills, to develop self-confidence, to learn self-expression and to build personal relationships.

General Eligibility Criteria for Pre-K Programs

VPK on School Sites	ESE Pre-K	Head Start
Age requirements: 4 years of age by September 1 of the school year	Age Requirements: 3 years old minimum	Age requirements: 3 or 4 years of age by September 1 of the school year.
<ul style="list-style-type: none"> VPK certificate of eligibility from Wesley House Immunization records Physical exam Birth certificate 	<ul style="list-style-type: none"> Documented Assessment of Report indicating significant delays Birth certificate Immunization records Physical exam 	<ul style="list-style-type: none"> Income eligibility criteria Disabilities eligibility criteria Immunization records Physical exam Birth certificate Social Security Number if available
Funded day: 3 hours	Funded day: 5 hours	Funded day: 5 hours
Teacher child ratio: Class size 10 & under 1 teacher, Class size 11 + children, 1 teacher, 1 teacher assistant, Maximum 20 children during the school year Maximum 12 children during the summer	1 certified teacher, teacher assistants vary with needs of children.	Combination VPK/Head Start class size 18- 1 teacher, 1 TA. Head Start only: 3 year olds 17 max. 1 teacher, 1 TA, 4 year olds 20 max, 1 teacher, 1 TA
<u>Other features:</u> No meals, snacks or transportation for the 3 hour program; Some schools offer parents extended day options and meals available for a fee.	<u>Other features:</u> Transportation; Meals available.	<u>Other features:</u> Transportation; Breakfast & Lunch provided; Health Screenings; Dental Services; Home Visits & Parent Conf.

Kindergarten Entry

Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought and satisfy all sections found under **Admission Requirements**. [Florida Statute §1003.21]

Florida Kindergarten Readiness Screener (FLKRS)

Upon entry, each kindergarten student shall participate in the Florida Kindergarten Readiness Screener (FLKRS) program and shall be administered the STAR Early Literacy assessment.

The FLKRS **must** be completed within the first 30 school days. The STAR Early Literacy (or the district adopted mathematics and reading program assessments) must be administered during the proscribed testing window. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the FLDOE for the Voluntary Prekindergarten Program. [Florida Statute §1002.69, §1002.67 (1)]

First Grade Entry

Prior to placement in first grade, a student is required to meet the following criteria:

- Entering first grade students **must** attain the age of 6 on or before September 1 of the school year for which entry is sought.
- Have satisfactorily completed a public school kindergarten, or a private kindergarten from which the district school board accepts transfer of credit, or a home-schooled kindergarten program. [Florida Statute §1003.21]

Placement of Transfer Kindergarten and First Grade Students

A kindergarten or first grade student that transfers from an out-of-state school and who does not meet the 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, and
- have academic credit that is acceptable under rules of the local school board.

In addition the parent must provide all of the following:

- official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
- an official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;
- evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;

- evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes;
- evidence of date of birth (see initial entry requirements);
- evidence of residence (see initial entry requirements).

Grades 2-5 Entry and Transfer

Students who meet the criteria for admission or transfer shall progress according to the district's Student Progression Plan. The Superintendent of schools has designated the school principal as the final authority in the placement of students. [Florida Statute §1002.28 (5)]

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

Placement of Transfer Students (General Requirements)

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

The school principal will determine placement of a student who transfers from a home education program or a state or regionally accredited school or institution or other country. If a student transfers from a school or program other than a state or regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

- student's age;
- a review of all existing school records, home education portfolio (e.g., student work samples, annual evaluations) and/or credit transcripts;
- a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program;
- a test on grade level or individual subject-area objectives or competencies to be identified by the principal;
- interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s).

Grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day period or equivalent period or passing appropriate examination(s) for each subject. [School Board Policy 5410.01]

The student who does not satisfactorily complete the forty-five (45) school-day period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the *Student Progression Plan*. The student's custodial parent(s)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision.

Placement in a Transitional Instructional Setting (Mandatory Grade 3 Retention)

Any student who has been retained in grade 3 for reading and who has received intensive instructional services but is still not ready for grade promotion, will be provided the option of being placed in a transitional instructional setting called a 3/4 class. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency [Florida Statute §1008.25(7)(b)(10)].

Alternative Placement for Students with Two or More Retentions

Students who have previously been retained two or more times **must** be placed in an alternative instructional program. A student with three retentions (K-8) may be assigned to the next grade if it has been determined that the student's academic progress can **only** occur as a result of promotion to a program that provides alternative methods of instruction that are significantly different from that which has been available to the student, **and** this program will be provided to the student [Florida Statute §1008.25(2)(c)].

Placement of English Language Learners (ELL)

Within twenty (20) days of the completion of the Home Language Survey, the Las Links placement test will be administered to English Language Learners. Assessment results, along with ELL committee recommendations, will determine placement.

Transfer of English Language Learners (ELL)

The school-level ELL contact, the guidance counselor, and administrator/designee review the educational background of the transferring student to determine appropriate grade level, subject, and ELL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. However, the final determination for placement will be decided by the principal or designee. Bilingual school personnel may assist the students and their families when necessary to ensure proper program placement.

The school-level ELL contact, the guidance counselor, and administrator/designee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. Parental input regarding educational background should be taken into

consideration. However, taking into consideration that the student may reach the maximum age limit for attendance (age 19) before successful completion of high school graduation requirements the final determination for placement will be determined by the principal or designee. ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan.

ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy provides flexibility to school staff in making academic placement decisions for students. Parents/guardians may appeal academic placement decisions to the principal.

Placement of Students with Disabilities enrolled in Exceptional Student Education (ESE)

Students entering any Exceptional Student Education (ESE) program must meet two specific indicators of eligibility: a diagnosed disability and documented need for specially designed instruction. Preschool and Kindergarten students who have a diagnosed or suspected disability will be placed in the appropriate program upon a records review. Additional interventions and evaluation will be conducted if deemed necessary by the Student Services Team (SST) or the Individual Educational Plan (IEP) Team. See Procedural Safeguards and "*General Transfer Information*" below for information about transferring students with ESE documentation (i.e. a current IEP).

Transfer of Students with Disabilities enrolled in Exceptional Student Education (ESE)

Within Florida Transfers - An ESE student who is entering a Monroe County Public School from a school district **within Florida** and who has a current IEP/EP and necessary evaluation data to determine that the student meets Florida and Monroe County's eligibility criteria may be placed in an ESE program. The school district reserves the right to consider any out of county evaluations, assessments, interventions and data associated with the IEP in order to make an appropriate placement determination that meets MCSD criteria for special programming. The receiving school IEP team will review the current IEP/EP and may revise and/or consider any additional re-evaluations as necessary when determining placement.

Out of State Transfers - An ESE student who is transferring from an **out-of-state educational setting** who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida and Monroe County's eligibility criteria may be placed in an ESE program. An ESE student who is transferring from **out-of-state** and does not meet the district's criteria for entrance or dismissal from an ESE program will also be placed in the appropriate educational program(s) until a re-evaluation has been completed as agreed upon by the IEP team. In both

cases, the receiving school **will** review the current IEP/EP and may revise and/or consider additional evaluations as necessary to make the final placement.

Within Monroe County School District Transfers - Transfers within the county either by parental choice or a change in residence within the county will be considered based on appropriate programs and services required by the student. When parents request an out-of-school zone assignment the student may be subject to the School Choice requirements and transportation is not guaranteed.

Placement of Section 504 Students, Parent and Teacher Guidance to Section 504

A student is “disabled” under the Americans with Disabilities Act (ADA) Section 504 regulations if the student meets any one of the three “indicators” of eligibility listed in 34 CFR 104.3(j)(1).

Indicator One: Physical or mental impairment which substantially limits one or more major life activities:

All individuals with an identified disability are protected against discrimination under Section 504. For students eligible under Indicator One, part of the protection from discrimination may also include FAPE in the form of non-instructional and instructional accommodations and services. School districts have certain obligations to ensure that services and accommodations are provided.

Indicator Two: The Record of Impairment

Individuals with a record or history of a physical or mental impairment that substantially limits one or more of the individual’s major life activities are also protected from discrimination under Section 504. A student who no longer meets eligibility criteria for a special program (an IDEA, Individual with Disabilities Education Act, student is an example of documenting a record of impairment).

Indicator Three: Regarded as Impaired

Finally, individuals who are regarded as having a physical or mental impairment when in fact such impairment may or may not actually exist are protected from discrimination under Section 504. A person with a history of a mental or physical impairment because of misclassification also qualifies for protection under Section 504.

Students described in Indicators Two and Three are protected from discrimination under Section 504, even though they are not individuals with a current substantiated disability.

The 504 team is defined as a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options (34 CFR §104.35(c)). *For additional information regarding 504 plans, please refer to the Monroe County “District Implementation Guide for Section 504”.*

Transfer of Section 504 Students, Parent and Teacher Guidance to Section 504

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active *Section 504 Accommodation Plan* and is enrolling in Monroe County School District. Upon notification & documentation that a transferring student currently possesses an active 504 plan, the receiving school will review the existing 504 plan in accordance with Florida Statute. The receiving school reserves the right to review & revise the 504 plan as appropriate.

If a student transfers with a Section 504 plan, the receiving school will review the plan and supporting documentation. If a group of persons at the receiving school determines that the plan is appropriate, the school is required to implement the plan.

If the school determines that the plan is inappropriate, the school will evaluate the student consistent with the Section 504 procedures at 34 CFR §104.35 and determine which educational program is most appropriate for the student.

For additional information regarding 504 plans, please refer to the Monroe County “District Implementation Guide for Section 504”.

Placement of Children from Military Families

Students who are children of military families fall under the Interstate Compact on Educational Opportunity for Military Children. Except otherwise provided in Section C, this compact applies to the children of (Section A) [Florida Statute §1000.36]:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact applies to local education agencies (Section B).

This compact does not apply to the children of (Section C):

- Inactive members of the National Guard and military reserves;

- Members of the uniformed services now retired, except as provided in Section A;
- Veterans of the uniformed services, except as provided in Section A; and
- Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.
- EDUCATIONAL RECORDS AND ENROLLMENT

A. If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

B. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

C. Compact states must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

D. Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

Article V: Placement and Attendance

A. If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in

the sending state if the courses are offered. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

B. The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English Language Learners (ELL).

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools 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 such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, advanced placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [Florida Statute §1003.05, F.S.]

HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Monroe County are required to present, at the time of entry, valid documentation that they have received within the past year both a health examination and the required immunizations against the communicable diseases as identified by the Monroe County Health Department. [Florida Statute §1003.22 and School Board Policy 5112]

Immunization

All new students seeking entrance into a public school in Monroe County are required by Florida Statute 1003.22 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases as identified by the Monroe County Health Department or to provide a Certificate of Medical Exemption (temporary or permanent) or a Certificate of Religious Exemption.

The Certificate of Religious Exemption is available only through the Monroe County Health Department. It is not available from private physicians.

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

- Documentation of Immunization (DH Form 680)
- Documentation of Temporary Medical Exemption (DH Form 680, Part B)
- Documentation of Permanent Medical Exemption (DH Form 680, Part C)

**IMMUNIZATION REQUIREMENTS FOR ENTRY INTO GRADES K - 12
2016-2017 School Year**

	K	1	2	3	4	5	6	7	8	9	10	11	12
DTP/DTaP/Tdap ^A	√	√	√	√	√	√	√	√	√	√	√	√	√
OPV/IPV series ^B	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR series	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella 1 dose ^C										√	√	√	√
Varicella 2 dose	√	√	√	√	√	√	√	√	√				
Tdap Booster								√	√	√	√	√	√

^A Tdap- tetanus/diphtheria/pertussis 7th to 12th grade

^B OPV/IPV for K through 5th grade = one dose must be on or after 4th birthday.

^C Varicella exempt for any student that has had the disease.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

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

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

ATTENDANCE REQUIREMENTS

Each parent and legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law [Florida Statute §1003.21]. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

STUDENTS HAVE THE RIGHT TO:

- be informed by the school of their academic progress;
- have periodic reviews of their instructional achievement by the school staff;
- academic marks in each class that represent fairly and impartially their academic progress in that class;
- have the opportunity to periodically review their marks with their teacher;
- be graded on their progress and class work;
- follow the established procedure.

STUDENTS HAVE THE RESPONSIBILITY TO:

- regularly attend class;
- perform all tasks required for the successful completion of the course;
- make up all work missed during excused absences but not for work missed during trancies;
- complete all classroom assignments to the best of his or her ability to earn the best possible grade;
- cooperate with the teacher to provide an engaging learning environment in class (Conduct, while not a part of a student's grade, may bear a relationship when a student is absent from a class and unable to make up work due to misbehavior);
- refrain from cheating or plagiarizing on all tests and work assignments.

For information regarding your child's grades or attendance, please visit the school website for a link to the gradebook viewer.

If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. *See Monroe County Special Programs and Procedures Manual for additional information and eligibility criteria.*

SCHOOL LAW IN FLORIDA:

- Students will be referred to the Child Study Team after 5 unexcused absences within a calendar month or 10 unexcused absences within 90 calendar days.
- Habitual Truant is defined by law as a student who has 15 unexcused absences within 90 calendar days.

- Truancy Petitions can be filed with the Circuit Court pursuant to §1003.26.

MONROE COUNTY SCHOOL DISTRICT:

- More than nine absences per semester are considered excessive.
- Students have 48 hours to either bring in an excused note from their parents or a parent must call into the attendance office within the 48 hours.
- After the 48 hours, the absence becomes unexcused if the school has not received notification.

EXCUSED ABSENCES

An excused absence means that the student is absent:

- due to sickness of, or injury to, the student, attested to orally or in writing by the student's parent or guardian, or, in the event the absence is of three days or more, by a written statement of a licensed practicing physician, chiropractor, dentist, or other appropriate licensed health care or mental health professional;
- due to religious instruction for the student or religious holidays of the student's own faith to be observed by the student, when the absence is requested in writing by a parent or guardian at least three school days in advance of the absence, as delineated in Rule 6A-1.09514, Florida Administrative Code;
- due to a medical, chiropractic, dental, or other appointment with a licensed professional related to the physical or mental health of the student, when the appointment cannot be scheduled outside of school hours and when written documentation is provided by the parent or guardian prior to the scheduled appointment;
- due to attendance at an Individualized Educational Program (IEP) meeting at which the student's educational program is the topic;
- due to attendance in an administrative or judicial proceeding which involves the student as a witness or as the subject of the proceeding;
- due to a death in the immediate family of the student and such absence does not exceed seven school days;
- due to placement in The Florida Keys Children's Shelter and such placement transition period does not exceed three school days. (By the fourth day, Shelter personnel are required to enroll the student in the appropriate public school closest in geographic proximity to the Shelter);
- with written permission of the principal or the principal's designee, for good cause shown, including insurmountable conditions as defined by rules of the state board of education in Rule 6A-1.09513, Florida Administrative Code;
- due to participation in an approved special event. The student must receive advance written permission from the school principal or the principal's designee. (Examples of special events include public functions; conferences; and regional, state and national competitions);
- due to having, or being suspected of having, a communicable disease or infestation which can be transmitted to other students or school staff. (Examples include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies).

Students will be afforded an opportunity to make up class work upon return to school from an absence. After three consecutive absences, the teacher will determine due dates. If notice has been given of a test or due date for a paper, project or assignment prior to an absence, the student is still responsible for the work on the date it is due. Absence will not extend the deadline. In the case of a test, the student will be expected to take the test as soon as he or she returns to school. The exception to this policy is the student assigned an out of school suspension.

UNEXCUSED ABSENCES

An unexcused absence is any absence that does not fall into one of the above excused absence categories. Examples of unexcused absences include vacations, personal services (trip to salon, shopping, dance lessons), non-school events / programs / sporting activities, older students providing day care services for siblings.

Any unexcused absence will result in a grade penalty for work missed.

Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of suspension. Students on out of school suspension will be permitted to make up examinations. Projects, term papers, etc., which represent work for 'a period of time greater than the suspension period will be submitted for the purpose of determining a student's grade in accordance with each school's grading practices. Should questions arise regarding this rule; principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the District if a conflict arises.

Parents will not be held responsible for their child's nonattendance at school under the following conditions:

- with permission – absence was with permission of the principal or designee;
- without knowledge – without parent knowledge, consent or connivance;
- financial inability – parent unable to provide necessary clothes, reported in writing to the superintendent, any claim for exemption shall be determined by the school superintendent subject to appeal to the district school board;
- sickness, injury or other insurmountable condition (extreme weather, communicable disease). [Florida Statute §1003.24]

The school shall respond in a timely manner to each unexcused absence or absence for which the reason is unknown. Upon each unexcused absence or absence for which the reason is unknown, the school shall contact the student's parent or guardian to determine the reason. [Florida Statute §1003.26 (1) (a)]

The school must evaluate each parent justification based upon the district's definition of excused and unexcused absences. If it is determined, that the justification is not accepted, the parent must be notified, and the absence marked as UNEXCUSED.

PROCEDURE FOR REPORTING TARDIES

Students who are tardy to school must be signed-in at the Main Office. For safety reasons elementary students must not be dropped off. An excused tardy exists when reasons acceptable to the principal or his or her designee are given. Any student arriving to school after the session has begun must report to Main Office. An admit pass shall be issued indicating an excused or unexcused tardy. Excessive tardies may result in revocation of choice hardship or other consequence as determined by the principal or designee.

AN EXCUSED SIGN-IN INCLUDES THE FOLLOWING:

- illness;
- medical or dental appointments (doctor's statement may be required);
- automobile accident;
- death or funeral;
- emergency situations acceptable to the principal or designee;
- required court appearance (subpoena required);
- established religion observance;
- severe weather;
- breakdown of school bus.

AN UNEXCUSED SIGN-IN INCLUDES THE FOLLOWING:

- car problems (ex: flat tire, no gas, car won't start, student getting a parking decal);
- heavy traffic;
- overslept;
- returned for forgotten items or student obtaining an absentee admit;
- non-educational appointments.

ADDITIONAL ELEMENTARY ATTENDANCE INFORMATION

Sign out procedures (pre-approved and emergency): Once students arrive on campus, they may not leave without permission from an administrator or designee. In the event a student must leave early, the parent must make the request in person in the main office. A picture ID must be presented.

ATTENDANCE OF STUDENTS WITH DISABILITIES

In the case of an ESE student with excessive absences, an IEP team meeting **should** meet to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **are** related to the student's disability, the IEP team will

determine a reasonable course of action or placement that will support the student's academic achievement.

If the IEP team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student, with regard for the state and federal statutes regarding ESE students.

ATTENDANCE OF STUDENTS WITH A 504 PLAN

In the case of a student with excessive absences the Student Services Team (SST) should be convened to determine if the absences are caused in relation to the active *Section 504 Accommodation Plan*. If the SST determines that the absences are related to the 504 plan, the team should consider interventions and or changes to better accommodate and or facilitate the students learning. The revised 504 plan should address any additional strategies and/or interventions needed to support the student's academic achievement.

If the SST determines that the absences **are not** related to the 504 plan, the student is treated in the same manner as that for a general education student with regard for the state and federal statutes regarding students with an ADA /504 plan.

ABSENCES DUE TO RELIGIOUS REASONS

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

Should questions arise regarding this rule, the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the superintendent or designee should a conflict arise.

WITHDRAWAL FROM SCHOOL

EARLY WITHDRAWALS

Students who are required to leave school prior to the last day of the school year must show evidence that the withdrawal is mandatory and must successfully complete assigned class work

in order to satisfy promotion requirements. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

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

STUDENT WITHDRAWALS FOR ENROLLMENT IN HOME EDUCATION PROGRAM

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, **in writing**, of the intent to establish a home education program for the student and complete the appropriate documentation. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. Home education correspondence should be mailed to:

Monroe County School District
Home Education Office
Attn: Executive Director of Teaching & Learning
241 Trumbo Road
Key West, FL 33040

Following the acceptance into the home education program the parent or guardian is accepting the full responsibility for the following:

1. **Parent must notify the district** in writing of the intent to home school.
2. **Parent must maintain a portfolio** of records that consist of the following:
 - a. Log of educational activities;
 - b. Writing samples, work sheets, workbooks, and or other creative materials;
 - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice.
3. **Evaluation**, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator.
4. **Annual Review**, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program [Florida Statute § 1002.41]

CURRICULUM AND INSTRUCTION

GENERAL PROGRAM DESCRIPTION

The Monroe County School District Curriculum Guidelines incorporates the strands, standards and benchmarks of the Florida Department of Education *Florida Standards and Next Generation Sunshine State Standards*. The curriculum guidelines include benchmarks for the disciplines of:

- Reading
- Language Arts
- Mathematics
- Science
- History/Social Sciences
- World Language
- Health Education
- Music
- Physical Education
- Art

These benchmarks delineate what students should know and be able to do. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks.

Florida Standards and/or Next Generation Sunshine State Standards are identified in grade level curriculum guides and identify what each student should know and be able to do in the above identified subjects.

SPECIAL PROGRAMS

Physical Education

Each district school board shall provide 150 minutes of physical education as defined by the FLDOE each week for students in kindergarten through grade 5. [Florida Statute § 1003.455 (3)]

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 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.

English Language Learners (ELL)

English Language Learners will be identified as students whose English language proficiency is limited in the areas of listening, speaking, reading and writing. All ELL students **must** be given **equal access** to the general curriculum as defined by the Monroe County School District Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. The individual student's ELL schedule documents the instructional model that is utilized to ensure the student an equal opportunity to master the general education curriculum.

Note: See Monroe County School District *English Language Learners (ELL) Plan* for full explanation of services and models.

Gifted Education

Students identified as gifted have an Educational Plan (EP) that provides direction for the instructional program. The differentiated instructional program may include a variety of educational opportunities that address the student's advanced abilities. Courses and programs offered at each school vary as prescribed by the site based leadership team.

Note: For additional ESE information regarding evaluations, data and placement of students into Gifted programs please refer to the See Monroe County Special Programs and Procedures Manual for additional information.

Students with Disabilities

Students are given access to the general curriculum as appropriate and outlined in the child's IEP. The general education Florida Standards are appropriate for the majority of ESE students. However, for some students, modified standards and/or Access Points in one or more content area may be more appropriate as indicated in the IEP.

The IEP addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom accommodations and modifications.

504 Students

Once a student is determined to be eligible under Section 504 and in need of services and accommodations, the 504 team develops a Section 504 accommodations plan. Students are given access to the general curriculum as appropriate with the specific accommodations listed in the 504 plan.

Alternative Education/Dropout Prevention (DOP) Programs

The academic program for an Alternative Education/DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum

and/or setting. The programs employ alternative teaching methodologies, curricula, learning activities or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students.

Virtual Instruction

As stipulated by the Florida K-20 Education Code [Florida Statute §1002.45(2)(b)] parents or guardians have the right to choose educational options such as MyDistrict Virtual School (MDVS) or Florida Virtual School (FLVS) for their children. A student's full-time school may not deny access to courses offered by MDVS 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. Access to students shall be available during and after the normal school day. Additional information regarding the district virtual instruction program is available in Appendix B.

PROGRAM EVALUATION

STUDENT PERFORMANCE LEVELS IN ENGLISH-LANGUAGE ARTS, MATH, SCIENCE, AND SOCIAL STUDIES

Florida Statute §1008.25 requires that the district define specific levels of performance in English language arts, mathematics, science, and social studies for each grade level. These levels of performance will be used to identify students who **must** receive remediation and **may** be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression). [Florida Statute §1008.25(6)(a)] No students may be retained solely on the basis of standardized assessments.

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

Teacher Judgment

The teacher **must** provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to:

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

Kindergarten Assessments

- The Florida Kindergarten Readiness Screener (FLKRS)
- District-adopted mathematics and reading program assessments

First Grade Assessments

- District-adopted mathematics and reading program assessments

Second Grade Assessments

- District-adopted mathematics and reading program assessments

Third Grade Assessments

- STAR Reading Enterprise
- FSA ELA and Mathematics
- District-adopted mathematics and reading program assessments

Fourth Grade Assessments

- FSA ELA and Mathematics
- District-adopted mathematics and reading program assessments

Fifth Grade Assessments

- FSA ELA and Mathematics, FCAT Science
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

PROMOTION

There are pertinent factors to be considered by the teacher before recommending that a student progress from one grade to another. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is used as a basis for promotion. The basis for making the determination for promotion should reflect teacher judgment based on factors that may include, but are not limited to:

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

The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next academic level is that of the classroom teacher and/or a promotion and retention committee. The final determination resides with the school principal.

RETENTION

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

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

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

Considerations for Special Program Students

English Language Learners (ELL): Students identified as Limited English Proficient (ELL) **must** meet the district levels of performance. However, ELL students who are identified as being substantially below grade level in reading in English may be retained only if approved by the ELL committee.

Students with Disabilities: Specific determinations for retention of students with disabilities shall be determined on an individual basis considering the following factors: disability, diploma option, grades, state assessments, portfolios etc. *See Monroe County Special Programs and Procedures Manual for additional information.*

504 Students: Students with 504 plans **must** meet the district levels of performance. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active *Section 504 Accommodation Plan*

REMEDIATION AND RETENTION

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

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

Remediation **must** be based on the results of diagnostic assessment(s), and it **must** be systematically embedded in the total educational program for the student. The daily instruction for the student will be modified based on the Multi-tiered Systems of Support (MTSS) progress monitoring plan or other educational plan(s) (e.g., IEP, ELL, 504 Plan). Remediation **must** include an instructional program that is not identical to that provided during the previous school year.

Students in grades 1-5 who are identified as being considerably or substantially non-proficient/below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) in reading, writing, mathematics and/or science **must** receive remediation and **may** be retained [Florida Statute §1008.25(4)(c)]. However, Students in grades 1-5 who are identified as being marginally below the proficiency thresholds (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) in reading, writing, mathematics and/or science **must** receive remediation and **may** be promoted with a Multi-tiered Systems of Support (MTSS) progress monitoring plan. Grade 3 students must score a level 2 or higher on the English Language Arts statewide standardized assessment in order to be promoted to Grade 4.

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

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

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

K-5 Tutorial/Remediation Program

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

- teacher recommendation;
- participation necessary to maintain continuous academic progress;
- first quarter Progress Monitoring test results in reading and/or mathematics;
- most recent FSA;
- recommendation of the IEP, ELL, 504 team.

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

Summer School

Extended School Year for ELL Students: The purpose of Extended School Year (ESY) (if offered) for ELL students is to provide beginning and some intermediate English speakers with the opportunity to accelerate their English language acquisition. This is done through content-related instruction in a nurturing environment that promotes use of listening / speaking / reading / writing English. The ELL teacher will identify the ELL students eligible for an Extended School Year (if offered).

Students with Disabilities: Extended School Year (ESY): Special education and related services provided to students with disabilities beyond the regular 180-day school year are called **extended school year (ESY) services**. School districts are not required to provide ESY services to all students with disabilities. Under the Individuals with Disabilities Education Act (IDEA) ESY is provided only when there is documented evidence that a **severe regression will occur** in critical life skills during time off from the school year.

Parental Notification of K-3 Reading Deficient Students

Elementary schools shall regularly assess the reading ability of each K-3 student. The parent/guardian of any K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, grade 1, grade 2, grade 3, or through teacher observations, must be immediately notified in writing [Florida Statute §1002.20(11) and Florida Statute §1008.25(5)(c)1] of the following:

1. That the student has been identified as having a substantial deficiency in reading [Florida Statute §1008.25(5)(c)];
2. A description, understandable to the parent/guardian of the exact nature of the difficulty in learning and lack of achievement in reading.[Florida Statute §1002.20(11)];
3. The parent/guardian shall be involved in the development of a Progress Monitoring Plan (PMP) for the student [Florida Statute §1002.20(11)];
4. The parent/guardian shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.
5. A description of the current services that are provided to the student [Florida Statute §1008.25(5)(c)2];
6. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency [Florida Statute §1008.25(5)(c)3];
7. That if the student's reading deficiency is not remediated by the end of grade 3 as evidenced by scoring level 2 or higher on the statewide standardized ELA assessment, the

- child must be retained unless he or she is exempt from mandatory retention for good cause [Florida Statute §1008.25(5)(b) & (c)4];
8. Strategies for parents to use in helping their child succeed in reading proficiency [Florida Statute §1008.25(5)(c)5];
 9. That the Florida Standards Assessment (FSA) is not the sole determiner of promotion [Florida Statute §1008.25(5)(c)6];
 10. Additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion [Florida Statute §1008.25(5)(c)6];
 11. The district's specific criteria and policies for mid-year promotion [Florida Statute §1008.25(5)(c)7].

Written notification includes the use of MTSS Form 2B and a STAR Reading Parent Report.

Mandatory Remediation/Retention

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations must:

- be given immediate intensive daily reading instruction immediately following the identification of the reading deficiency [Florida Statute §1008.25(5)(a)].
- be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied [Florida Statute §1008.25(5)(a)];
- receive progress monitoring three times per year must occur following the guidelines established in State Board Rule 6A-6.054, F.A.C.;

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

STUDENTS RETAINED FOR READING IN THIRD GRADE

Instruction for Students Retained in Grade 3 (Mandatory Grade 3 Retention)

Third grade students retained for reading **must** be provided daily intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, the opportunity to participate in the district's Third Grade Summer Reading Program, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade [Florida Statute §1008.25(7)(a)].

Progress monitoring plans for all students who did not score above Level 1 on the grade 3 FSA ELA and who did not meet the criteria for one of the good cause exemptions **must** be reviewed to address additional supports and services needed to remediate the identified areas of reading deficiency. In addition, a student portfolio **must** be completed for each such student.

Third grade students retained for reading due to a reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the Grade 3 FSA ELA **must** be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including a **minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction** and other strategies which may include, but are not limited to [Florida Statute §1008.25(7)(b)1]:

- a. integration of science and social studies content within the 90 minute block
- b. small group instruction;
- c. reduced teacher-student ratios;
- d. more frequent progress monitoring;
- e. tutoring or mentoring;
- f. transition classes containing 3rd and 4th grade students;
- g. extended school day, week, or year; and/or
- h. Summer Reading Program.

Written notification **must** be given to the parent(s)/guardian(s) of any third grade student retained for reading stating that his or her child has not met the proficiency level required for promotion **and** the reasons the child is not eligible for a good cause exemption. The notification **must** comply with the provisions of Florida Statute §1002.20 (15) (STUDENT PROGRESS REPORTS) and **must** include a description of proposed interventions and supports through a progress monitoring plan that will be provided to the student to remediate the identified areas of reading deficiency [Florida Statute §1008.25(7)(b)2].

Third grade students retained for reading **must** have a highly effective teacher as determined by teacher performance evaluation [Florida Statute §1008.25(7)(b)4].

Intensive Acceleration Class (IAC) (Mandatory Grade 3 Retention)

Where applicable, each school must establish an Intensive Acceleration Class (IAC) for grade 3 students who score at Level 1 on FSA ELA. The focus of the IAC shall be to increase a child's reading level at least two grade levels in one school year. The IAC shall:

- a. be provided to any student in grade 3 who scores at Level 1 the statewide standardized reading assessment
- b. have a reduced teacher-student ratio [Florida Statute §1008.25(7)(b)(5)(b)];

- c. provide uninterrupted reading instruction for the **majority of student contact time each day** and incorporate opportunities to master the grade 4 *Florida Standards* and *Next Generation Sunshine State Standards* in other core subject areas [Florida Statute §1008.25(7)(b)(5)(c)];
- d. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year [Florida Statute §1008.25(7)(b)(5)(d)];
- e. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist when needed. [Florida Statute §1008.25(7)(b)(5)(e)];

The Commissioner of Education shall annually prescribe the required components of requested reports. [Florida Statute §1008.25(7)(b)(8)]

Mid-Year Promotion of Students (Mandatory Grade 3 Retention)

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level as specified in s. 1008.25(5)(c)7, F.S. Specified in Rule 6A-1.094222, F.A.C., to be eligible for mid-year promotion after November 1, a student must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the school district's core reading program. Tools that school districts may use in reevaluating any student retained may include nationally-normed assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. The State Board of Education shall adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate 4th grade level 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 standards assessed by the grade 3 statewide English Language Arts assessment have been met. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
- Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts assessment. For each standard, there must be at least three examples of mastery as demonstrated by a grade of 70 percent or above on each example; and

- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student mid-year using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion.

EXEMPTION FROM RETENTION (GOOD CAUSE)

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

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

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

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that they are performing at a level equal to or greater than Level 2 on the statewide standardized English Language Arts assessment.
5. Students with disabilities who participate in the statewide standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 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 reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 (for a total of 2 years) or retained once in grade 3. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

7. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Requests for good cause exemptions for students from the mandatory retention requirement as described above shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring, individual educational plan, if applicable, report card, or student portfolio.

2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

REPORTING OF STUDENT PROGRESS

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

- the student's academic performance in each class or course in grades 1-5 (based upon examinations, as well as written papers, class participation, and other academic performance criteria);
- the student's performance or nonperformance at his or her grade level;
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

The student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. Schools shall not

exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. [Florida Statute §1003.33(2)]

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

Parent(s)/guardian(s) **must** be notified in writing of the district's promotion requirements. Parent(s)/guardians(s) of ELL students **may be** notified using the appropriate translated version of the district's promotion requirements upon request.

1. School personnel will notify parent(s)/guardian(s) in writing of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form.
2. The parent(s)/guardian(s) of a student who is not making adequate progress in the standard curriculum in English language arts will be notified in writing each quarter on the report card.
3. The parent(s)/guardian(s) of any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading must receive, in writing (e.g., MTSS progress monitoring plan, IEP, ELL Plan, mandatory retention letter), the following information [Florida Statute §1008.25(5)(c)]:
 - Notification that his/her child has been identified as having a substantial deficiency in reading;
 - A description of the current services that are provided to the child;
 - A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
 - Notification that if the child's reading deficiency is not remediated by the end of grade 3, the child **must** be retained unless exempted from mandatory retention for good cause;
 - Strategies for parents to use in helping their child succeed in reading proficiency;
 - That FSA is not the sole determiner of promotion except in grade 3;
 - The district's criteria for during-the-year promotion.

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

FREQUENCY OF GRADE REPORTS

All students in grades K-5 will receive a Monroe County School District Elementary School Report Card at the end of each quarter. Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress toward his or her annual IEP goals at least as often as each quarter. Every child including ESE will receive a progress report in the same manner as all students.

MID-QUARTER PROGRESS REPORTS

During the middle week of each quarter, teachers **must** provide a progress report listing the area(s) requiring improvement for each student who has been identified as performing below grade level in English language arts, mathematics, science, and social studies. Teachers may provide a written progress report for any student experiencing difficulty even though the student had been identified as belonging in the At Grade Level or Above Grade Level category.

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

GENERAL RULES OF GRADING

A district-wide, standards-based K-5 reporting system has been developed for implementation in all elementary schools to address expected levels of performance for students by grade level. This report will be used to notify parents/guardians when a student is working below level that of his or her assigned grade placement.

- Grades are based on the quality of student performance relative to expected levels of achievement of the Florida Standards and the Next Generation Sunshine State Standards.
- Quality of work will be assessed by multiple measures that include, but are not limited to:
 - assessments (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
 - alternative methods (portfolios and performance assessment);
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking and demonstrations).
- A sufficient number of grades shall be recorded to justify the quarter grade. Grades shall be recorded on a regular basis.
- A recorded grade will not be changed without a review of the reason(s) and approval of the principal. Any grade change requires two signatures on a grade change form indicating the change and the reason for the change. If initiated by a teacher, approval of the principal **must** be obtained. If initiated by the principal, approval of the teacher or the superintendent or designee **must** be obtained. The teacher will be consulted prior to the initiation of any grade change by the principal except during those times when the teacher is not on duty. Only in justified cases may a principal change a mark without teacher consent and then only with the approval of the superintendent or designee.

- A student enrolled for fifteen (15) days or more shall receive grades for the quarter. Students enrolled less than this amount of time may receive grades at the discretion of the individual teacher.
- Homework and behavior are important to a student's academic progress. They are evaluated independently and are reported to parents in the appropriate sections section of the report card.
- ESE and ELL students should have the opportunity to earn grades/marks that are equivalent to the grades/marks earned by general education students. No student should be denied the opportunity to earn above-average grades/marks because of placement in an ESE or ELL program or due to accommodations as deemed appropriate for use within his or her instructional setting. ESE students must be graded on the basis of performance within the curriculum designated on their IEP or ELL plan.

DESCRIPTION AND DEFINITION OF REPORT CARD MARKS

Performance Level for Particular Subjects

The **performance level** is the **single indicator as to whether the student is on track for promotion**. In classes such as art, music, health, Spanish (if offered), and physical education, students are marked for effort and participation. The student's performance level is reported each quarter in the following manner:

- 3 = Successful progress
- 2 = Progressing, but needs improvement
- 1 = Area of concern (not progressing)
- = Not evaluated at this time

Grading Code (Grades 1 through 5)

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

- Mark of **A**: Outstanding Progress (*Outstanding* work in the performance level at which the student is working.
- Mark of **B**: Above Average Progress (*Above average* work in the performance level at which the student is working.
- Mark of **C**: Average Progress (*Average* work in the performance level at which the student is working.
- Mark of **D**: Lowest Acceptable Progress (*Needs Improvement* of the work in the performance level at which the student is working.

Mark of **F**: Failure (Indicates the quality of work in the subject or area as reflected on assessments shows the student is **currently below the expected performance level**).

Mark of **I**: Incomplete

The A-F grading system, when based on numerical percentages **must** be consistent with the grade scale identified in Florida Statute §1003.437. Grade averages are calculated to two decimal places. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a “B”, while 79.49 is a “C”).

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

Calculation of Final Grades

The final course grade is calculated using the numeric average from each quarter. Failing quarter grades that are below a numeric score of 50 are automatically changed to a score of 50. This final average is then converted to a letter grade as described above.

Kindergarten Grading

S = Successful progress – The student successfully demonstrates an understanding of the concepts or behaviors.

P = Progressing – The student continues to progress towards understanding of concepts, but needs more practice.

N = Not evident – The student has not yet demonstrated knowledge of these concepts.

Below Grade Level

The Below Grade Level box indicates student performance in relation to the Florida Standards and/or the Next Generation Sunshine State Standards.

X = Student is NOT meeting standards-improvement needed

REPORTING STUDENT CONDUCT AND BEHAVIOR

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

MULTI-TIERED SYSTEMS OF SUPPORT PROGRESS MONITORING PLAN PROCESS

As required by Florida Statute §1008.25(4)(b), schools **must** develop, in consultation with the student's parent, a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork.

A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an individual education plan;
- A school wide system of progress monitoring for all students; or
- An individualized Multi-tiered Systems of Support (MTSS) progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by § 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance.

Low-performing students may be required to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

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

1. Each student who does **not** meet the levels of performance as determined by the district/state **must** be provided with **additional diagnostic assessments** to determine the nature of the student's difficulty and areas of academic need [Florida Statute §1008.25(4)(a)].
 - Data from the additional assessments are to be used to formulate the MTSS progress monitoring plan.
 - Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in English language arts, mathematics, science, or social studies.
 - If the student identification occurs during the last 90 of the school year, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

Diagnostic assessments may include:

- STAR data;
- student portfolio;
- teacher assessment;
- text/placement tests;
- diagnostic software results

2. The MTSS progress monitoring plan for a student who has been identified as deficient in reading **must** identify:

- the student's deficiencies in one (or more) of the following:
 - basic reading: phonemic awareness, phonics, word recognition
 - fluency
 - vocabulary
 - comprehension
 - listening comprehension
 - oral expression
 - written expression
- the desired levels of performance in these areas;
- the instructional and support services to be provided to meet the desired levels of performance.

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

3. The MTSS progress monitoring plan for a student who has been identified as deficient in math **must** identify:

- the student's deficiencies in one (or more) of the following:
 - calculation
 - problem solving
- the desired levels of performance in these areas;
- the instructional and support services to be provided to meet the desired levels of performance.

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

4. It is the responsibility of the teacher, the grade chair and the principal to ensure that the MTSS progress monitoring plan is substantive and that the outlined instructional and

support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)]. The MTSS progress monitoring plan must clearly identify:

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

ELL Students

When an ELL student is determined to be performing below grade level in math, science, reading and/or writing, an ELL committee, including parents or guardians, must convene to implement a progress monitoring plan.

Students with Disabilities

Students under IDEA that are working toward a standard diploma and performing below grade level should also receive progress monitoring. The IEP is reviewed annually or as needed to determine if programmatic changes are required. Promotion and grading of students with disabilities must take into account the impact of the student's disability. Each student with an IEP is entitled to specific Accommodations and/or Modifications as prescribed in the IEP.

Accommodations: If the student with a disability participates in the general curriculum with accommodations to instruction and assessment, the teacher implements the accommodations and then assesses the student according to the established learning criteria.

Modifications: When students with disabilities are unable to meet the expectations of the general curriculum, the expectations are customized. Modifications to the curriculum are used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications reflect the student's expected level of performance based on the Next Generation Sunshine State Standards Access Points.

504 Students

A progress monitoring plan shall be implemented for a 504 student who is performing below grade level. If a 504 student's below-grade-level performance is caused by his or her disability, the student's program accommodations are to be addressed in the 504 plan.

Recommendations for Teachers

1. Make conscious decisions about all elements of your grading approach. Assigning a student “Below Grade Level” is not acceptable in order to give higher grades. The Below Grade Level indicator is used only when a child is more than two years below the age appropriate grade level. Teachers are strongly cautioned to not give “A” and “B” grades with the Below Grade Level indicator. Students achieving at the A & B range should be working on more challenging work in order to catch them up to their age appropriate grade level.
2. Grades should compare student performance to learning criteria. In Florida, the learning criteria should be based on the Florida Standards and Next Generation Sunshine State Standards benchmarks and the district’s curriculum guidelines.
3. Grades should be separate for academic achievement and behavior, effort, and participation.
4. Learning expectations and grading procedures should be clearly presented to students and parents. Using explicit language both at the beginning of the grading period and when report card grades are given about which assessments and products are included in the report card grade and how the grade is calculated.
5. Communication with students and parents by supplementing the letter grade with a narrative that provides specific information about the student’s mastery of learning criteria, especially with the “Below Grade Level” box checked.

Gifted Students

For a student eligible and participating in gifted programming who is performing below grade level, it is appropriate to implement a progress monitoring plan.

DISTRICT/STATE ASSESSMENT PROGRAM

Each student **must** participate in district and statewide assessments as required by Florida Statute §1008.22 in grades and subjects where such assessments are administered. Each student who does not meet specific levels of performance as determined by the district school board in English language arts, science, mathematics, and social studies for each grade level, or who does not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels, **must** be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need. [Florida Statute §1008.25(4)(a)]

ACCOMMODATIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

ELL Students

ELL students are required to take all required state and district achievement and norm referenced tests. However, all active (LY) ELL students are eligible to receive accommodations during testing. Permissible accommodations include: flexible setting, flexible scheduling, flexible timing, and assistance in the heritage language. ELL students **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELL students in an instructional setting. When a student is in both the ELL and ESE programs, all allowable accommodations listed on their IEP will be implemented. Parents/guardians are notified in writing of all accommodations offered to their child.

Students with Disabilities

Test accommodations during district/state testing will be implemented as specified in the student's IEP. Test accommodations may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation and/or flexible format.

Note: Specific information regarding modifications for each assessment instrument can be found in the *Test Coordinator's Handbook individual assessments*.

504 Students

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

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

EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

ELL Students

ELL students may be considered for an exemption from FSA ELA when approved by the ELL Committee based on Florida Department of Education guidance on exempting ELL students from statewide assessments. Students are eligible for an exemption if their date of entry into a United

States school is less than one year from the proposed assessment in Reading/Writing. Exempt students will still be assessed in reading, writing, speaking, and listening using an alternative assessment for English Language Learners.

Students with Disabilities

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

- Does the student have a significant cognitive disability?
- Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
- Is the student participating in a curriculum based on Next Generation Sunshine State Standards Access Points for all academic areas?
- Does the student require extensive direct instruction in academics based on Access Points in order to acquire, generalize, and transfer skills across settings?

Students who are exempt from state and district assessment will be assessed through the Florida Alternate Assessment test (FAA).

504 Students

Students with 504 plans **must participate in** state assessments. Refer to *The Monroe County School District Section 504 Manual* and the *Test Coordinator's Handbook*.

ANNUAL REPORT

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

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute §1008.25(8)(b)1].
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment [Florida Statute §1008.25(8)(b)2].
- By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute §1008.25(8)(b)3].
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute §1008.25(8)(b)4].
- Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute §1008.25(8)(b)5].

EQUITY POLICY

MONROE COUNTY SCHOOL BOARD

NON-DISCRIMINATION POLICY

1. No person shall, on the basis of race, color, religion, gender, age, marital status, disability, political beliefs, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
2. The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
3. The School Board shall admit students to District Schools, programs, and classes without regard to race, color, religion, age, nation or ethnic origin, marital status, disability or handicap

District Equity Contact for Student & Educational/Activities:

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