

Elementary Student Progression Plan

2016-2017



Madison County Schools will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Madison County School District Student Progression Plan Introduction

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

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

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

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

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

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

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

Decisions regarding student promotion, retention, and special placement are primarily the responsibility of the individual school's professional staff. District and state regulations place the responsibility for decisions regarding student placement with the principal and the Multi-Tiered System of Support team or its equivalent.

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

- monitor student progress,
- promote continuous achievement,
- make provisions for individual differences,
- promote students' assuming responsibility for their own learning and attendance,
- provide effective, engaging instruction and support, and
- document instruction in, and student mastery of, the standards.

*A student scoring below grade level must receive instructional support or be retained in an intensive program that is different from the previous year's program and addresses the student's learning needs. Examples of instructional support are small group instruction, repeated exposures, targeted skill development and after school tutoring.

ELEMENTARY SCHOOL STUDENT PROGRESSION

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ELEMENTARY SCHOOL STUDENT PROGRESSION (GRADES K-5)

I. ADMISSION, PLACEMENT, TRANSFERS, and ATTENDANCE

A. Admission

Admission Requirements

Evidence of Residence Within the School District: The residence of a student is defined as the primary residence of the student’s parent/guardian or of either parent when custody is mutually agreed upon and shared. Proof of residence must be provided at both initial enrollment and upon promotion to the next level (from elementary to middle school or from middle to high school).

Reasonable proof of the residence must include one item from each of the following categories:

| | |
|------------|--|
| Category 1 | Mortgage Deed, Lease/Rental Agreement, Homestead Exemption, or Property Tax Record |
| Category 2 | Driver’s License, Voter Registration Card, Utility Bill, or Insurance Bill |

Evidence of Birth Date: All submitted documents, addresses, and changes of address are subject to verification by the School Board.

If the first prescribed evidence is not available, the next evidence obtainable in the order below may be accepted.

- A transcript of birth record filed according to law;
- A certificate of baptism showing the date of birth and place of baptism signed by the parent;
- A life insurance policy on the child (at least 2 years old);
- A Bible 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 records (at least 4 years prior to application);
- If none of the above evidences can be produced, the parent can submit a sworn affidavit of age, accompanied by a certificate of age signed by a public health officer or public school physician.
- If neither of these is available, a licensed practicing physician, designated by the school board, may issue a certificate stating that a health officer or physician has examined the child and believes that the age as stated in the parent’s affidavit is correct.

A homeless child, as defined by §743.067, Fla. Stat. (2015) shall be given temporary exemption from this requirement for 30 school days.

Evidence of Immunization: All students (Pre-K – 12), including Florida transfers who enroll in Madison County public schools, are required to have an up-to-date certificate of immunization prior to enrollment. Without this documentation, the student will not be allowed to attend school. This includes:

- **DPT** (Diphtheria): Five doses, unless the 4th primary dose was administered on or after the 4th birthday then only four doses are required.
- **POLIO** (TOPV): Four doses, unless the 3rd primary dose was administered on or after the 4th birthday, then only three doses are required.
- **MEASLES, MUMPS & RUBELLA** (MMR): (Grades K-4) two doses are required for measles, one dose required for mumps and rubella. If MMR is combined, a second dose is required prior to kindergarten entrance.

- **VARICELLA** (or proof of documentation of chicken pox): Pre-K and Kindergarten and each subsequent year the next highest grade will be included in the requirement (2006-2007 includes 5th grade).
- **HIB** (Haemophilus Influenzae): At least one dose between the ages of 2 months and 59 months.
- **HEPATITIS B**: Pre-Kindergarten through 12th grade requires a Hepatitis B Series. 6th – 12th grade requires Hepatitis B Series, TB Booster, and second MMR, if not previously immunized.
- **MENINGOCOCCAL VACCINE (MCV4)**: Recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never received the MCV4 vaccination, a dose is recommended at high school entry.

Religious exemptions are allowed. They may be obtained at a Health Department clinic. Students may enter school on Temporary Medical Exemption (DOH 680-Part B; DOE Code 2) provided the expiration date has not passed. Students will be excluded from school if they do not comply with immunization laws.

Evidence of Medical Examination: Upon initial enrollment into a Florida school, students must present certification of a school-entry health examination performed within 1 year prior to enrollment. Physicals completed out-of-county or state are acceptable. Any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objection to the examination on religious grounds (§ 1003.22(1), Fla. Stat., (2015)).

B. Placement

Placement: Responsibility for Placement in Grades K-5 (§ 1003.21(2), Fla. Stat., (2015)).

State law places the responsibility for the placement of students with the school district. Consistent with school board rules and in accordance with § 1012.28(5), Fla. Stat. (2015), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program.

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

- evidence of date of birth,
- evidence of residence,
- evidence of immunization, and
- evidence of medical examination completed within the last twelve months.

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

- meet age requirements for public schools within the state from which the student is transferring and
- have academic credit that is acceptable under the rules of the School Board. In addition, the parent must provide all of the following:
 - official documentation that the parent or guardian had resident status in the state in which the student was previously enrolled in school,
 - official school records which show attendance, academic information, and grade placement in kindergarten,
 - evidence of residence,
 - evidence of immunization,
 - evidence of date of birth, and
 - evidence of medical examination completed within the last twelve months.

Grade 1 Initial Placement: Prior to placement in first grade, a student is required to meet the following criteria:

(§ 1003.21(2)b, Fla. Stat., (2015)).

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

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

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

- report card or transcript reflective of the child's satisfactory completion of kindergarten,
- letter from the principal or director of the school certifying the child's satisfactory completion of a kindergarten program, or
- evidence of a home-school program.

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

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

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

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

Grades 2 - 5 Initial Placement: Students who meet the criteria for admission or transfer shall progress according to the district's Student Progression Plan. Consistent with school board rules and in accordance with § 1012.28(5), Fla. Stat. (2015), the Superintendent has designated the principal of the school as the final authority in the placement of students.

The grade placement of any student transferring from out-of-state into grades 2 - 5 shall be determined by the principal (or designee) of the receiving school. The student must satisfy the following requirements:

- age requirement for public schools within the state from which the student is transferring, and
- academic credit that is acceptable under the rules of the School Board.

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

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

Placement within a School

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

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

ESE students shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP).

Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers but some ESE students may require instruction in a separate environment for some portion of the day.

Placement of English Language Learners

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

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

Criteria to be utilized in making appropriate placement decisions include:

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

Alternative Placement for Students Retained Two or More Years

An alternative placement must be offered for a student who has been retained two or more years. The alternative placement shall provide the student with intensive, differentiated instruction designed to remediate the student's academic deficiencies, and shall include opportunities for the student to be placed in small group instructional settings.

Requirements for Information Prior to Placement

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

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

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

Placement of Dependent Children of Active Duty Military Personnel (§ 1000.36, Fla. Stat., (2015)).

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

Enrollment in Madison County Virtual School (MCVS) or Florida Virtual School (FLVS) (§ 1001.42(23), § 1003.498 Fla. Stat., (2015)). Section § 1003.48, Fla. Stat. (2015), establishes virtual school as an educational choice and an acceleration option for students.

Madison County Virtual School (MCVS) is the provider of first choice for virtual instruction; however, for situations in which MCVS cannot fulfill the need, students may qualify to access the services of FLVS. Students with limited access to a specific course are given priority for enrollment. MCVS/FLVS may be appropriate for students with medical or behavior issues that may limit success in the traditional classroom, students who need single subject acceleration, or for students needing a more flexible schedule due to training or other extra-curricular endeavors. Parents should confer with the counselor to determine whether the course selected is appropriate for the student based on the student's academic history.

District students must meet at least one of the eligibility requirements designated in section § 1002.455, Fla. Stat., (2015), to take these courses. These requirements include:

- The student spent the prior year in a Florida public school and was reported for funding in the October and February full-time equivalent (FEFP) surveys. **
- The student is a military dependent who moved to Florida within the last 12 months.
- The student was enrolled in district virtual instruction programs or Florida Virtual School's full-time public school program the previous year.
- The student has a sibling who is currently enrolled in a virtual instruction program and was also enrolled at the end of the previous year.
- The student is eligible to enter kindergarten or first grade.

**** Applies to the 2016-2017 school year only.**

Eligible students may enroll in a virtual course offered by any other school district in the state if the student does not have access to the course in Madison County School District, pursuant to Section § 1003.498, Fla. Stat., (2015). The law designates that the district reports the student's completion of the course for funding and that the total reported FTE for both districts cannot exceed 1.0 FTE. When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course. The enrollment form is available from the District office. For information on students taking middle school courses through MCVS/FLVS, see—Acceleration. Section IV (B).

Principals or designee will determine if placement in a MCVS/FLVS course is appropriate academically for the student based on course prerequisites, the student's academic history, age and appropriateness of the course for the student. For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a MCVS/FLVS course is appropriate based on their individual needs. Enrollment in virtual school must be approved by the student's guidance counselor prior to the start of a new semester.

The School Board shall provide students with access to enroll in courses available through the MCVS/FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and for FLVS only throughout the summer. Students wishing to take courses from MCVS/FLVS must work closely with their guidance counselors to ensure that they are placed in the appropriate courses. Requests for virtual courses made after the start of school fall under the normal school drop/add policies for any course. Schools shall make every effort for a student to access MCVS/FLVS coursework on site for a student that placement in an MCVS/FLVS course during the school day is appropriate.

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

Parent or Guardian Role with Placement Decisions

Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course. Parents or guardians may discuss a placement with school officials and ask for an explanation of the

placement, and they may review the evidence the school used to make the placement.

Placement of Home, Charter and Private Education Students

Students seeking initial elementary school placement transferring from a home school, charter school or private school shall be reviewed by the local school to determine the most appropriate grade placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it relates to Florida Standards and previous records from public and private schools and evidence from the student's portfolio of work and achievement while in home, charter, or private school. Placement is not based solely on the recommendation of the private school, charter school or home educator. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work.

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

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

Prior to placement students must provide:

- evidence of residence,
- evidence of date of birth, and evidence of medical examination completed within the last twelve months.

Placement of Home Education Students on a Part-Time Basis

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

Placement of Students in Transition (Homeless)

A student in transition is defined as a child or youth who:

- shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- is abandoned in hospitals or awaiting foster care placement, or
- lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

The Madison County School District adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll in the Madison County Public Schools. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school.

It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall - refer immediately the student to the school nurse for assistance.

A student in Transition shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunizations records, and proof of residency. Homeless children must

have access to a free public education and must be admitted to school in the school district in which they or their families live. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days.

Placement of Immigrant Students

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant status. The school district may not inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and may not *for any reason* be reported to INC prior to or subsequent to admission (except in the case of foreign exchange students).

The following process will be followed:

1. Enroll any student and do not ask about their immigration status
2. Follow Madison County enrollment guidelines as for any student
3. Follow Madison County documentation of residency policy
4. Follow Madison County documented guardianship policy (if necessary). The guardianship court order should be from a U.S. court.

Please note that if the student meets the definition of homeless, including but not limited to the following circumstances: sex trafficking, natural disaster, or no legal guardian, the student must be enrolled immediately.

C. Transfers

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

D. Attendance

Mandatory School Attendance (§ 1003.21, Fla. Stat., (2015)).

Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to kindergarten during that school year. All students who have attained the age of 6 years or who will have attained the age of 6 years by September 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

Parent or guardian and student responsibilities are:

- to be informed of school board policies and school rules about absenteeism and tardiness,
- to appeal a decision about an absence,
- to make up class work in a reasonable amount of time after an excused absence,
- to attend classes daily and be on time,
- to explain or document the reason for an absence, and
- to request make-up work after an absence and to complete it in a reasonable amount of time.

Enforcement of Regular School Attendance

Florida law (Section 1003.26, Florida Statutes) specifies steps for enforcement of regular school attendance. It is the responsibility of the school district superintendent to enforce school attendance of all children who are subject to compulsory school age requirements. After a student has had a minimum of five (5) unexcused absences within a calendar month, or ten (10) absences within 90 calendar days, the parent will be notified in writing of the unsatisfactory absences and the school will begin to process the truancy referral. After 15 unexcused absences within a ninety (90) calendar day period (3 consecutive months), the school principal or

designee must give written notice to the student's parent to request their attendance at a **School Intervention Team (SIT)** meeting to discuss the attendance problem and identify potential solutions.

Truancy

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

II. SPECIAL PROGRAMS

A. Home Education

Home Education, is the sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy Florida's requirement for compulsory education. Parents assuming responsibility for educating a child at home also assume the responsibility for providing curriculum, educational materials, and evaluations necessary to determine student progress. The school system does not supply textbooks, curriculum guides, or educational standards for the home-educated student (§ 1002.01, 1002.41, 1003.01(4), and 1003.21(1), Fla. Stat., (2015)). To establish a Home Education Program under § 1002.41, Fla. Stat., (2015), a parent must:

- Notify the district school superintendent of the county in which the parent resides of his or her intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent's office within 30 days of the establishment of the home education program. A written notice of termination of the Home Education Program shall be filed in the district school superintendent's office within 30 days after said termination.
- Maintain a portfolio of educational records to include:
A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used, and samples of any writings, worksheets, workbooks or creative materials used or developed by the student.
The portfolio shall be preserved by the parent for two (2) years and shall be made available for inspection by the district school superintendent, or designee, upon 15 days' written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
- Provide for an annual educational evaluation documenting the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the Madison County School District's superintendent's office.
- The annual educational evaluation shall consist of one of the following:
 - A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
 - The student shall take any nationally normed student achievement test administered by a certified teacher;
 - The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
 - The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of Florida Statute § 490.003(7) or (8); or
 - The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parent resides.

The district school superintendent's office shall review and may accept the results of the annual educational evaluation of the student in a Home Education Program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent's office shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the one-year probationary period, the student shall be reevaluated as specified in Fla. Stat. § 1002.41 (1)(c). Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

Home education students may participate in interscholastic, extracurricular activities as long as they meet the requirements of Fla. Stat § 1006.5. Home education students participating in interscholastic extracurricular activities must meet the same immunization requirements as students attending any non-home education program (§ 1006.15, Fla. Stat., (2015)).

III. CURRICULUM AND INSTRUCTION

A. General Program Requirements

Each elementary school student shall be placed in classes appropriate to his or her developmental level and demonstrated mastery of the Florida Standards. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. Elementary students may also receive instruction in music, art, physical education and health, media/library skills, and technology. All instruction is centered on the benchmarks of the Next Generation Sunshine State Standards and Florida Standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Required instruction (§ 1003.42 Fla. Stat., (2015)) is detailed in the appendix.

B. Reading Instruction

Daily Elementary Reading Block Instruction

Each elementary school shall provide all students a **minimum** of 90 minutes of daily, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily reading block includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs. Students at risk of retention/performing below grade level will be provided daily, intensive, accelerated reading instruction.

Instruction in the Comprehensive Core Reading Program

All K-5 students shall participate in initial instruction using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall be scaffolded to meet the needs of every student. During differentiated instruction, initial instruction shall be reinforced through remediation, acceleration, or enhancement. A student whose Individual Education Plan (IEP) indicates that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials identified in the district's Comprehensive Reading Plan and specified in the student's IEP based on the rigorous reading requirements. (Memorandum K12: 2005-163.)

Use of Accelerated Reader (AR)

The purpose of Accelerated Reader is to motivate students to read more books at an appropriate level of difficulty by using a point system tied to individual goals. The purpose is not to provide reading instruction but to increase personal reading time and reading skills.

C. Third Grade

Mandatory Retention for Level 1 FSA Reading in Grade 3 and Good Cause Exemptions (§ 1008.25(5)(b), (6)(b) Fla. Stat., (2015)), SB Rule 6A-1.094221 F.A.C.

A grade 3 student scoring at Level 1 on the reading portion of the FSA *must* be retained unless exempted from retention for good cause. Students qualifying for one of the following seven good cause exemptions may be promoted. Students promoted by Good Cause Exemption 1, 4, 5, 6 or 7 are required to attend the third grade summer reading program or an equivalent program. The Good Cause Exemptions are:

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

Alternate Standardized Reading Assessment - Guidelines for Use

The standardized assessment to be used is the iReady Reading Comprehension Subtest. For promotion, a student must score at or above the 50th percentile on the iReady Assessment. The earliest the alternate assessment may be administered is following the receipt of the grade 3 reading FSA scores or during the last two weeks of school, whichever occurs first. Schools may also opt to administer the iReady Assessment after the completion of the Summer Reading Program for the grade 3 students or after the beginning of the new school year using appropriate norms for the day of administration.

1. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the FSA in reading.

Portfolio Documentation - Guidelines for Use

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

- ❖ be selected by the student's teacher,
- ❖ be an accurate picture of the student's ability and only include student work that has been *independently* produced in the classroom,
- ❖ include evidence that the benchmarks assessed by the grade 3 reading FSA have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 500 words, and
- ❖ be an organized collection of evidence of the student's mastery of the Florida Standards Benchmarks for Language Arts that are assessed by the grade 3 reading FSA.
- ❖ For each standard, there must be at least *three* demonstrations of mastery at 70% or above. *Checklist can be found in the appendix.*

Portfolio to be retained at the school for three years.

2. Students with disabilities who participate in the FSAA in reading and who have an IEP or 504 Plan that reflects the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3^{*}
3. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3^{**}.
4. Students who have received intensive remediation in reading or English Language Arts, as applicable under (§1008.22, Fla. Stat., (2015)), for two or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years.

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

** Example: If a student is repeating grade 3 and has received reading intervention for two years but was not retained until third grade, and fails the state assessment for the second time, he/she may not be retained a second time. A student should not be retained more than once in third grade, regardless of the reason.

Requests for Good Cause Exemptions from the retention requirement for grade 3 students (§ 1008.25 (6)(c) Fla. Stat., (2015)) must include:

- documentation submitted from the student's teacher to the principal indicating that the promotion of the student is appropriate and is based upon the student's academic record, progress monitoring data, the Individual Education Plan (IEP) if applicable, report card, and/or student portfolio, and
- discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained.

If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing, the school principal's recommendation.

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

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

Alternate Standardized Reading Assessment Criteria for Grade 3 Students for Good Cause Exemption

A grade 3 student who scores at Level 1 on the grade 3 Reading FSA may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an alternate standardized reading assessment. The standardized assessment to be used is the iReady Assessment. See Good Cause Exemption # 3.

Instruction for Students Promoted to Grade 4 by a Good Cause Exemption (§ 1008.25 Fla. Stat., (2015)), (HB 850-2014).

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

Assessment of Grade 3 Students Enrolling after FSA

Students who enroll in grade 3 after the administration of the FSA shall be assessed prior to the end of the year to determine if the student needs to repeat grade 3. Schools shall use the Reading Comprehension subtest of the iReady Assessment. The student must score at or above the 50th percentile on the iReady Assessment or qualify for one of the six good cause exemptions to be promoted. Students who do not achieve the criterion score for promotion shall be referred to the School Intervention Team to determine if the preponderance of evidence indicates that retention is warranted. Summer Reading Program attendance is expected for students who do not meet the criterion score.

Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading proficiency of any grade 3 student transferring into the district to determine if remediation is appropriate. If a grade 3 student transfers in time to take the FSA, the Reading FSA score will be used in determining the student's retention or promotion. If the student enters after the administration of the FSA, it is up to the school to assess the student's reading proficiency using the Reading Comprehension subtest of the iReady Assessment. The student who scores below the 50th percentile on the iReady Assessment Reading Comprehension subtest will be considered for retention. Retention decisions must be based on more than a single test score. The FSA is not the sole determiner of retention.

Parent or Guardian Notification of Student Retention in Grade 3

Each school shall provide **written** notification to the parent or guardian of any student retained in grade 3

due to a reading deficiency as evidenced by not scoring a minimum Level 2 on the reading portion of the grade 3 FSA, that his/her child has not met the proficiency level required for promotion, and the reason the child is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency

Intensive Interventions for Students Retained in Grade 3 (§ 1008.25 (7)(a), Fla. Stat., (2015))

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

- effective, research-based instructional strategies provided daily,
- participation in the school's Summer Reading Program,* and
- appropriate teaching methodologies to assist the student in becoming a successful reader able to read at or above grade level and ready for promotion to the next grade.

Instructional Strategies for Students Retained in Grade 3 (§ 1008.25 (7)(b)(2) a-g, Fla. Stat., (2015)).

In addition to the required daily reading block with a minimum of 90 minutes, students retained in grade 3 will benefit from additional strategies which may include, but are not limited to, the following:

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

Instruction in Summer Reading Programs for Grade 3 Students

Summer Reading Programs shall be offered to each student in grade 3 who scored at Level 1 on the Reading FSA. Third grade students promoted by Good Cause Exemptions 1, 4, 5, or 6 are required to attend the summer reading program.

Mid-Year Promotion of Retained Grade 3 Students to Grade 4 during the first semester

Retained grade 3 students may be considered eligible for mid-year promotion to grade 4 as soon as possible in semester 1, if one or more of the following requirements is met (Technical Assistance Paper 2013-56):

- A score at or above the 50th percentile on the iReady Assessment Reading Comprehension subtest using the norms consistent with the day of testing, or
- Completion of a portfolio demonstrating reading mastery at or above FSA Level 2. The portfolio must have been completed independently and must contain at least three examples of each of the 14 assessed benchmarks as described in Good Cause Exemption #4. The portfolio items must:
 - ❖ be selected by the student's teacher,
 - ❖ be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom,
 - ❖ include evidence of mastery of grade 3 benchmarks that are assessed by the grade 3 Reading FSA. This includes multiple choice items, and passages that are approximately 60% literary text and 40% information text, and that are between 100 and 700 words with an average of 500 words. Such evidence should include items from the Secure Portfolio Items binder, selection or theme tests from the core reading series (CCRP). Teacher-prepared assessments that are aligned with the Florida Standards may also be used but must reflect the reading level and response expectations of the other evidences cited.
 - ❖ include three examples of mastery as demonstrated by a grade of 70% or better, and

❖ be signed by the teacher and principal as an accurate assessment of the required reading skills. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent or superintendent's designee. The superintendent or the superintendent's designee shall accept or reject, in writing, the school principal's recommendation.

Review of Progress Monitoring Data of Students Retained in Grade 3

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

D. Physical Education Requirements

“Physical education” means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Elementary students will receive 150 minutes of physical education each week. Continuous and rigorous activity will be provided in periods of not less than 30 minutes. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school principal.

IV. PROMOTION, ACCELERATION and RETENTION (§ 1008.25, Fla. Stat., (2015)).

A. Promotion

Student Progression from One Grade to Another

Student progression from one grade to another is based on proficiency in reading, writing, science, math, and social studies with the exception of grade 3 when students cannot progress to grade 4 if they score at Level 1 on the grade 3 FSA in reading and do not qualify for one of the seven good cause exemptions. For Kindergarten –grade 2, and grades 4 and 5, students must master Florida Standards at 70% or greater in reading/ELA, math, science and social studies. For grade 3, students must master Florida Standards at 70% or greater in reading/ELA, math, science and social studies and score at Level 2 or higher on FSA Reading.

No Social Promotion/Administrative Placement (§ 1008.25 (6)(a), Fla. Stat., (2015)).

Florida statute prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment—placement at the next grade level without regard for student mastery of the appropriate Florida Standards. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve Level 3 on the Florida Standards Assessment (FSA) in reading, mathematics and/or science. As the FSA is not the sole determiner of promotion or retention, the Intervention Team shall base a promotion or retention decision on the preponderance of evidence reviewed.

Promotion under Unique Circumstances

In certain, unique circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by the district and the state. Promotion may be recommended by a principal working with the Intervention Team if the student is able to demonstrate mastery of the Florida Standards through alternate assessments with the preponderance of evidence indicating that the student's achievement is equivalent to the designated levels of performance for student progression. Schools receiving students with low state standardized assessment scores in reading and math who are promoted by a “preponderance of evidence” may contact the sending school to review the evidence to (1) make the best possible instructional placement decision and (2) to plan for differentiation. This provision, however,

does not apply to grade 3 students who score Level 1 on the FSA in reading.

Promotion of Late-in-the-Year Transfer Students

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

Promotion of Students in Grades K-2

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

iReady will be administered to all kindergarten through second grade students to monitor their progress. This assessment will determine which students are in need of additional instruction in reading and/or math. Each such student shall be referred to the School Intervention Team for review of the student's progress and portfolio. At the end of the year, the School Intervention Team shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

Promotion of Students in Grades 3-5

A student in grades 3, 4, or 5 who scores Level 1 or Level 2 on the FSA in reading and/or Level 1 or Level 2 on the FSA in math is considered to be below grade level. Each such student shall be referred to the school's Intervention Team for a comprehensive review of the student's academic achievement. The School Intervention Team shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted. To be promoted from grade to grade in grades 3-5, a student must demonstrate mastery of grade level expectations in language arts, mathematics, science, and social studies.

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

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the principal or designee makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

Promotion of Students with Disabilities in the Exceptional Student Education Program

Students in the Exceptional Student Education (ESE) program who are following the general education program, take the state assessment (FSA), and are working toward a standard diploma fall under the same guidelines for promotion as regular education students. Promotion of ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievement of the students' goals and objectives. Students with a disability, working towards a standard high school diploma or a standard high school diploma with access points, must meet the state or district levels of performance for student progression. Recommendation of retention of a student with a disability must be made through the student's IEP team, except in the case of mandatory retention for grade 3 reading.

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

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

The other academic progress and benchmark mastery of an ELL student in reading, writing, mathematics,

and requirements set forth by the district and the state, are determined through appropriate modifications to formal and informal assessments and on modifications to instruction provided to the ELL student.

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

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

B. Acceleration

Accelerated Promotion

Accelerated promotion is the assignment of a student to a higher grade that results in the student skipping a grade or part of a grade based on achievement by the student of the standards established by the district and evidence that the student will benefit more from the instructional program at the advanced grade level. Madison County School District provides program offerings that present accelerated opportunities to all students at all grade levels with sufficient documentation.

Acceleration Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options – ACCEL Options provide academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12. Each school shall offer whole grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and the courses and options in the existing credit acceleration program (CAP). Additional ACCEL Options may include enriched science, technology, engineering and mathematics (STEM) coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, rigorous industry certifications that are articulated to college credit and approved, work-related internships or apprenticeships, curriculum compacting, advanced-content instruction, and telescoping curriculum. Information about these options shall be made available to the parents by the school pursuant to Fla. Stat § 1002.3105, 1003.492 and 1008.44.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** Core middle school courses (Language Arts, Math, Social Studies, or Science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may impact

future promotion. Student schedules must reflect courses taken. *Middle school courses are accessible only through Florida Virtual School's (FLVS) Part Time Program.*

Virtual Instruction Higher Grade-Level Subjects - A student who is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. Middle school courses are accessible only through Florida Virtual School's (FLVS) Part Time Program.

Advanced Work Class – A student who is placed with students for the entire day without being assigned to a higher grade to work on more advanced work. The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity. A student's current teacher initiates the request in writing to the principal and contacts parent.

The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the Request for Acceleration form.
2. The parent must meet with the Principal to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a Performance Contract prior to acceleration being granted.

ACCEL Requirements

The following criteria will be used for accelerated grade placement:

- Extremely high academic achievement in standardized test scores, grades, and daily performance indicating achievement and academic aptitude two or more years above grade level,
- A minimum of absences and/or transfers,
- Comments and recommendations of previous teachers,
- Reports from previous years indicating above average academic progress,
- Demonstrated mastery in reading, language, science, and mathematics two or more years above grade level based on current state standards,
- Successful completion of appropriate enrichment strategies and,
- Evidence that the student will benefit more, academically and emotionally, from an advanced assignment than from one based on chronological age.

Students in grade 4 and 5 that earned a Level 4 or 5 in Reading or Math on the prior year FSA are eligible to take accelerated courses using virtual school. Options may vary slightly by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school. Students in Kindergarten and first grade must meet the age requirements as set forth in Fla. Stat. § 1003.21.

- All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses.
- If a student participates in an ACCEL option pursuant to a parent's request, a performance contract must be executed by the student, the parent, and the principal.
- If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

The final decision for accelerated grade placed is at the sole discretion of the school principal, subject to state statute, the rules of the State Board of Education and/or the District School Board of Madison County.

C. Retention

General Comments

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

Retention decisions must be based on more than a single test score. The FSA is not the sole determiner of retention. An exception is the mandatory retention in grade 3 for students scoring at Level 1 on the FSA Reading Assessment. Additional evaluations, portfolio reviews and assessments are available to assist parent or guardian and schools in knowing when a student is mastering appropriate Florida Standards.

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

Guidelines for Retention of Students in Grades K-5 (§ 1008.25 (4)(c), Fla.Stat., (2015)).

The following guidelines are established to assist the School Intervention Team in making retention decisions at the elementary level:

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

Retention of Students with Disabilities

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

Retention of English Language Learners (ELL)

Retention of an ELL student is based on unsatisfactory performance in reading, writing and mathematics as determined by the Intervention Team in conjunction with the ELL Committee. Students cannot be retained solely based on English language acquisition.

V. ASSESSEMENT

District Assessments for Elementary Students

Kindergarten through grade 5 students will take iReady assessments in English language arts and math at least three times per year for progress monitoring purposes.

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

State Assessments for Elementary Students

Participation in the statewide testing program, which consists of Florida Standards Assessment (FSA) and alternate assessments, is mandatory for all 3-12 students attending public schools. The state assessment of

reading shall begin in grade 3, reading and writing in grades 4 – 10, and math in grades 3-8. The assessment of science shall be administered grades 5 and 8.

All schools shall offer supplemental learning opportunities. Student eligibility shall be based primarily on below-grade-level performance. Each student who does not meet district specific levels of performance for student progression in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math shall be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

FSA and Promotion and Retention

The FSA is not the sole determiner of promotion or retention. Additional evaluations, portfolio reviews, and assessments are available to assist the parent or guardian, schools and the district in knowing when a student is achieving at or above grade level and is ready for promotion.

Florida Kindergarten Readiness Survey (FLKRS) (§ 1002.69 (1), Fla. Stat., (2015))

Each kindergarten student in the district shall participate in FLKRS within the first 30 days of the school year. It consists of a 30-day observational survey, and measures of alphabetic and phonological awareness skills.

Assessment of Reading Ability of K-3 Students (§1002.20 Fla. Stat., (2015))

Each elementary school shall assess regularly the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, as defined by performing below grade level, the parent or guardian shall be notified of the student's deficiency with a description and explanation of the exact nature of the student's difficulty in learning. The parent or guardian shall be consulted in the development of a progress monitoring plan and shall be informed that the student will be provided intensive reading instruction until the deficiency is corrected.

Assessment of Students with Disabilities

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

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

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

Assessment of English Language Learners (ELL)

In general, all ELL students participate in statewide assessments. All ELL students shall be assessed annually in reading, writing, listening and speaking.

Assessment Opportunities for Home Education Students

Opportunities to take state assessment tests (FSA reading, writing, math and science) are available to home

education students. Arrangements can be made through the district's Assessment office.

VI. INSTRUCTIONAL SUPPORT AND PROGRESS MONITORING (§ 1008.25 (4)(b), Fla. Stat., (2015)).

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

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

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

- a. a federally required student plan such as an Individual Education Plan (IEP),
- b. a school-wide system of progress monitoring for all students, or
- c. individualized progress monitoring.

All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- a. the specific diagnosed academic need(s) to be remediated,
- b. the success-based intervention strategies to be used,
- c. how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- d. the monitoring and reevaluation activities to be employed.

Each school shall use the materials listed in its section of the district's Comprehensive Reading Plan as resources for support in reading.

Required Instructional Support through Progress Monitoring and a Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) Process

Students in grades 3-5 who score at Level 1 or Level 2 on FSA tests or below criterion on progress monitoring assessments in reading, and/or mathematics shall require remediation through MTSS/RTI in the appropriate subject(s). Students in kindergarten, grade 1 and grade 2 whose diagnostic or progress monitoring assessments in reading and/or mathematics indicate they are below grade level shall receive instructional support through MTSS/RTI in the appropriate subject(s).

Students in grades K and 1 who's individually administered reading and math progress monitoring or diagnostic assessments indicate below grade level performance shall receive instructional support through a MTSS/RTI process. Schools shall monitor progress frequently and adjust interventions based on data.

Progress monitoring of students identified as having a deficiency in reading, writing, math or sciences shall identify the following:

- a. the student's specific areas of deficiency or skills gaps,
- b. the desired level of performance,
- c. the instructional and support services that will be provided to meet the desired level of performance,
- d. the success-based intervention strategies to be used,
- e. how, when, how often, by whom and how long instructional support is to be provided, and
- f. the monitoring and reevaluation activities to be used.

Reading Support Requirements – Progress Monitoring for Students with Reading Deficiencies in K- 5
 (§ 1008.25 (5)(a), Fla. Stat., (2015)).

If a student in any grade K-5 has been identified as having a deficiency in reading, his/her progress monitoring must identify the specific areas of deficiency in phonemic awareness, phonics, fluency, oral language, vocabulary and/or comprehension; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall provide monitoring of the student's progress in meeting the desired levels of performance using the district's identified progress monitoring assessments in fluency and silent reading comprehension.

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

- a. daily small-group instruction,
- b. diagnosis/prescription targeted to specific skill development,
- c. variety of opportunities for repetitions (repeated exposures),
- d. smaller chunks of text or content,
- e. guided and independent reading practice,
- f. skill development and practice integrated into all activities,
- g. frequent monitoring, and
- h. criterion-based evaluation of success.

Content of Instructional Support

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

Duration of Instructional Support

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, English language arts, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Parent or Guardian Refusal of Instructional Support through Progress Monitoring and a Multi-Tiered System of Supports/Response to Intervention Process (MTSS/RTI)

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

VII. GRADING AND REPORTING PROCEDURES (§ 1003.33 Fla. Stat., (2015))

The Importance of Grading

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

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

- a. chapter tests
- b. reading selection tests
- c. quizzes (only if ample practice/rehearsal has been provided prior to the quiz)
- d. performance assessments evaluated by a rubric shared with students prior to the assessment.

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

- a. guided and independent practice activities – classwork and homework
- b. workbook exercises as a direct follow-up to instruction
- c. quizzes to spot check for understanding
- d. observing students at work and noting progress or need for re-teaching
- e. students and teachers communicating about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction).

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

Report Cards

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

- a. academic performance in each class or course in grades K through 5 based on examinations as well as other appropriate academic performance items,
- b. performance at his or her grade level,
- c. conduct and behavior, and
- d. absences and tardies.

All schools shall use the district's approved report card as the primary means of reporting student progress.

Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Grades shall be issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards for grades K-5 shall indicate if a student is working on, above, or below grade-level curriculum.

Grading Student Performance

Kindergarten – Grade 2

For language arts, mathematics, science, and social studies, grades shall be calculated using a standards-based grading scale. Codes used shall be **EX** for Exemplary, **PR** for Proficient, **AP** for Approaching, and **ND** for Needs Development.

The following table shall be used to establish standards-based grades:

| Exemplary (EX) | Proficient (PR) | Approaching (AP) | Needs Development (ND) |
|----------------|-----------------|------------------|------------------------|
| 90% - 100% | 70% - 89% | 60% - 69% | Below 60% |

Quarterly grades for the four (4) core academic courses shall be computed as follows: Assessments (60%) and Daily Assignments (40%).

- **EX- Exemplary** – During the nine weeks, the student exceeds proficiency of the targeted grade level standards with independence, accuracy, and quality.
- **PR –Proficient**– During the nine weeks, the student meets proficiency of the targeted grade level standards with independence, accuracy, and quality.
- **AP – Approaching** – During the nine weeks, the student demonstrates skill/concept development towards the grade level standard but requires additional time and/or support.
- **ND – Needs Development** – During the nine weeks, the student demonstrates skill/concept development that is significantly below grade level standards.

Grades 3-5

For language arts, mathematics, science, and social studies, final grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$). A marking system of **A, B, C, D,** or **F** is used at the end of the grading period for each course. Codes used shall be **(A)** Outstanding, **(B)** Above, Average, **(C)** Average, **(D)** Below Average, and **(F)** Failure.

| A | B | C | D | F |
|------------|-----------|-----------|---------|-------|
| 90% - 100% | 80% - 89% | 70% - 79% | 60%-69% | 0-59% |

1. For grades 3-5, any course other than the four (4) core academic courses, grades of S, N, or U shall be awarded.
2. Quarterly grades for the four (4) core academic courses and grade 6 non-core courses shall be computed as follows: Assessments (60%) and Daily Assignments (40%).

Other Content Areas

The academic grades reflecting achievement for art, music and physical education in Grades K-5 will use the following rubric: **S**= Satisfactory, **N**= Needs Improvements, and **U**=Unsatisfactory.

Conduct

Student Conduct will be indicated by the following designations:

- **Excellent** - Shows outstanding participation. Strives beyond class assignments and homework and is highly motivated and well organized.
- **Satisfactory** Usually participates. Completes class assignments and homework and is attentive.
- **Needs Improvement** Rarely participates. Frequently does not complete assignments and is inattentive and poorly organized.
- **Unsatisfactory** Does not participate. Never completes assignments and is disruptive in class.

Progress Reports

Progress reports shall be issued to all students in grades K- 5 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar.

Annual Reporting of Student Progress in Local Newspaper (§ 1008.25 (8)(b), Fla. Stat., (2015))

The district shall publish annually 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:

- the provisions of the law relating to student progression and the district School Board's policies and procedures on student retention and promotion,
- by grade, the number and percentage of all students in grades 3- 5 performing at Levels 1 and 2 on the reading portion of the FSA,
- by grade, the number and percentage of all students retained in grades 3-5,
- information on the total number of students who are promoted for good cause by each category of good cause, and
- any revisions to the district School Board's policy on retention and promotion from the prior year.

Parent or Guardian Notification of Student's Annual Progress (§ 1008.25 (8)(a), Fla. Stat., (2015)).

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

Parent or Guardian Notification of Student Retention

The parent or guardian shall be notified in writing when it is apparent that the student may need to be retained. This notification must be sent no later than thirty (30) days prior to the last day of school. Documentation shall be kept, and an acknowledgment of such notification shall be obtained. Ongoing communication with the parent or guardian shall be maintained.

Parent or Guardian Notification of Remediation

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

Parent or Guardian Notification of Reading Deficiency in Grades K-3 and Remediation Plan (§ 1008.25 (5)(c) Fla.Stat., (2015))

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

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

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

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

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

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

VIII. EXCEPTIONAL STUDENT EDUCATION

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

- students who have intellectual disabilities
- students with speech and/or language impairments
- students who are deaf or hard of hearing
- students who are blind or visually impaired
- students who have orthopedic impairments
- students who have traumatic brain injuries
- students who have other health impairments
- students who have emotional or behavioral disabilities
- students who have specific learning disabilities
- students who are gifted
- students who have autism spectrum disorders
- students who are developmentally delayed

Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the student. Information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies. Students are screened for vision, hearing, speech, and academic achievement at the initial step in the process of identifying a suspected disability. If your child is recommended for further testing, you will be asked to provide written consent prior to the evaluation.

A. Admission and Placement of Students with Disabilities

Eligibility for Exceptional Student Education (ESE)

All students having difficulty meeting mastery of the standards shall be monitored carefully by the School Intervention Team. An Exceptional Student Education evaluation may be considered upon completion of appropriate interventions and activities using a multi-tiered system of supports/response to intervention process (MTSS/RTI). State law requires that students with learning problems in reading and/or math, language, or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. Initial evaluation must be completed within 60 calendar days. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

Placement for Students with Disabilities

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

School to School Placement

Whenever an IEP team at a student's current/home-zoned school questions whether the ESE program that the IEP team determines a student needs is not available at the student's current/home-zoned school, the ESE Staffing Specialist will work with the ESE District Review Committee (DRC) to review the current placement and services that are being provided. The DRC will provide input to the IEP team about possible instruction/interventions that may be implemented to determine whether the student's needs can be met in the current school. If review by the DRC indicates that resources at the current/home-zoned school have been exhausted, then the IEP team can recommend placement at the school closest to the student's home that provides the ESE program the student needs. Parents/guardians shall be invited to attend any meeting discussing school-to-school placement.

B. Curriculum and Instruction

Instructional Accommodations for Students with Disabilities

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

Most students with disabilities can achieve general state content standards pursuant to rule 6A-1.09401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in

general education and modified technology courses. Exceptional education students who are using general state content standards to attain a standard diploma will have to meet the same requirements as do regular education students. The student's Individual Educational Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. However, students with significant cognitive disabilities utilize Florida Standards with Access Points to access the general curriculum. Florida Standards with Access Points consist of foundation skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations. Florida Standards with Access Points were developed with three levels of complexity to ensure that all students have access to the general state content standards. The three levels of complexity are Independent, Supported and Participatory.

ESE students who are following the Florida Standards with Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Florida Standards with Access Points and assessed with the Florida Standards Alternate Assessment (FSAA) based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) For more information regarding the decision-making process, see Section D. Statewide Assessment below. Parents must sign consent for their student to receive instruction on Florida Standards with Access Points.

A Section 504 plan describes the accommodations that the school will provide to support the student's education. The team that determined the student's eligibility for Section 504 and identified the needed accommodations will write the accommodation plan. While Section 504 does not require a written plan, it does require documentation of evaluations and accommodations. It is very useful to have a written plan to provide clarity and direction to the individuals delivering services or making accommodations.

C. Reporting Student Progress

Notification of IEP Goals

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

Report Cards and Grading

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

D. Statewide Assessment - Assessment of Students with Disabilities

All students, including Exceptional Student Education (ESE) students, must participate in the state's assessment and accountability system. ESE students who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general

education peers, including the Florida Standards Assessment (FSA). If ESE students receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

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

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

Parents must sign consent for a student to participate in the FSAA. A student with a disability may be allowed a special exemption from participating in FCAT 2.0 or FSAA due to extraordinary circumstances that affect the student's ability to communicate in acceptable modes for statewide assessment. A specific process and timeline must be followed as outlined in Rule 6A-1.0943(5)F.A.C.

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

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

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

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

- inform the parent in writing, and
- provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.

This notification is documented on the student's individual educational plan.

E. Promotion, Assignment, and Retention of Exceptional Students for Standard Diploma Promotion and Retention of Students with Disabilities

Students who receive ESE services and are following the general education program, take the state assessment (FSA) and are working toward a standard diploma, fall under the same guidelines for promotion as non-disabled students.

Promotion of ESE students who are following the Florida Standards with Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievements of the students' goals and objectives.

F. Additional Programs

Extended School Year

Extended School Year is specially designed instruction and related services beyond the normal school year of the district; these are provided to a student with a disability who the IEP team determines needs these services

in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem must confine the student to home or hospital and restrict activities for an extended period of time. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule, is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

The minimum evaluation for determining eligibility is an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis and medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or through their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

IX. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

Placement of ELL Students

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

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

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

- academic performance and progress of a student based on formal and/or alternate assessments in English and/or the student's native language,
- age of student
- progress, attendance and retention reports, and number of years the student has been enrolled in the ESOL program.

Assessment of ELL Students

In general, all ELL students participate in the statewide assessment. All ELL students shall be assessed annually in reading, writing, listening and speaking.

Promotion of ELL Students

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

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

Retention of ELL Students

Retention of an ELL student is based on unsatisfactory performance in reading, writing and mathematics as determined by the School Intervention Team in conjunction with the ELL Committee. Students cannot be retained based solely on lack of English proficiency.

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

Third grade ELL students with **two years or more** in an ESOL program must meet grade level performance standards as provided in section 1008.25(6)(b), Florida Statute, and are eligible for all other exceptions, including alternative assessments and student portfolio. Promotion of an ELL student in third grade with **two years or more** in an ESOL program is to be based on the student's performance in English. The ELL Committee is to be convened for those students recommended for retention only to review each student's progress and to make recommendations for remediation activities. For these students the above mentioned Florida Statute supersedes the authority of the ELL

Committee. Students who are retained must have a Progress Monitoring Plan (PMP) implemented if not meeting standards.

APPENDIX: REQUIRED INSTRUCTION (K-12)

Introduction

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

Based on State Standards

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

Equity in Classroom Instruction and Extra-Curricular Activities

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

Federally Required Instruction

Constitution Day and Citizenship Day (TITLE 36.1.A.1 § 106)

- a. September 17 is designated as Constitution Day and Citizenship Day.
- b. Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
- c. Proclamation.— The President may issue each year a proclamation calling on United States Government officials to display the flag of the United States on all Government buildings on Constitution Day and Citizenship Day and inviting the people of the United States to observe Constitution Day and Citizenship Day, in schools and churches, or other suitable places, with appropriate ceremonies.
- d. State and Local Observances.— The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities.
- e. Educational agencies who receive federal funds are required to participate in the observance of Constitution Day.
- f. In instances when September 17th does not fall on a school day, the observance of Constitution Day will occur on the school day prior or after.

State Required Instruction K-12 (§ 1003.42, Fla. Stat., (2015))

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

- (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government

- To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
- To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."
- Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
- Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. (§ 1003.421 Fla. Stat., (2015)).

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers

(d) Flag education, including proper flag display and flag salute

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society

(i) The elementary principles of agriculture

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind

(k) Kindness to animals

(l) The history of the state

(m) The conservation of natural resources

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; substance use and abuse; dating violence in grades 9 – 12; and Internet safety

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law

(p) The study of Hispanic contributions to the United States

(q) The study of women's contributions to the United States

(r) The nature and importance of free enterprise to the United States economy

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation

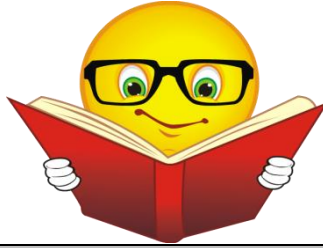
(t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable

(3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

(4) Instruction shall expand each student's knowledge, the understanding and the awareness of individuals with disabilities, the history of disabilities and the disability rights movement (1003.4205, Fla. Stat., (2015)).

Senate Bill 1096, the Justice Sandra Day O'Connor Civics Education Act, passed by the 2010 Florida Legislature includes revisions to section (§ 1003.41, Fla. Stat., (2015)). This legislation states that beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics education content for all grade levels. The intent of this new legislation is that selected civics benchmarks be taught in the English language arts curriculum, not separately, but naturally woven in to fit whatever reading topics are taking place in the classroom.

SCHOOL BOARD OF MADISON COUNTY 2016-2017 DISTRICT ASSESSMENT SCHEDULE



| AUGUST 2016 | | | | | | |
|-------------------------------------|---------------------------|------------------|--|---------------------|-------------|---------------|
| Aug 10 – Sept 21 | FLKRS | Kindergartners | | | | Paper |
| Aug 16-26 | iReady | Diagnostic 1 | K-8 | Reading /math | 45 min each | CBT |
| September 2016 | | | | | | |
| Sept 1-30 | VPK Assessment | PreK | | | 60 min | paper |
| Sept 27 | ACT | School day | 11-12 | Optional (Self pay) | 3hr 45 min | Paper |
| Sept 21 | FLKRS | END | | | | |
| OCTOBER 2016 | | | | | | |
| Oct 10 | FSA | EOC | Retakes | Writing | | CBT |
| Oct 11-12 | FSA | EOC | Retakes | Reading | | CBT |
| Oct 11 | ACT | School day | Make up | | | Paper |
| Oct 19 | PSAT PSAT/NMSQT | | 8 – 9 10 -11 | | | Paper |
| Oct 26 -- Nov 18 | BEST Behavioral Screening | | K - 12 | | 30 min | Paper/CBT |
| NOVEMBER 2016 | | | | | | |
| <i>November 21--25 ~ Fall Break</i> | | | | | | |
| Nov 28-Dec 9 | iReady | Diagnostic 2 | K-8 | Reading/Math | 45 min each | CBT |
| Nov 28-Dec 9 | NGSS | EOC | Alg 1 Retakes, Biology, Civics, U. S. History | | | CBT |
| Nov 28-Dec 9 | FSA | EOC | Alg 1, Geometry, Alg 2 | | | CBT |
| DECEMBER 2016 | | | | | | |
| Dec 9 | iReady | Diagnostic 2 | END | | | |
| Dec 9 | NGSS | EOC | END | | | |
| Dec 9 | FSA | EOC | END | | | |
| Dec 15-16 | District | Semester EXAMS | 8-12 | | | Paper/ CBT |
| Jan 1-31 | VPK | | PreK | | 60 min | Paper |
| Jan 30- Mar 24 | WIDA | ACCESS for ELL's | K-12 | | | Paper |

| | | | | | | |
|------------------------------------|---------------------------|----------------------|--------------------------------|---|-------------|--------------|
| Feb 27-Mar 3 | FSA | Writing | 4-7 | Writing | 120 min | Paper |
| Feb 27-Mar 10 | FSA | Writing | 8-10/Retake | Writing | 120 min | CBT |
| Feb 27-Apr 14 | FSAA | Alternate Assessment | 3-8 | ELA / Math Science Civics | | |
| MARCH 2017 | | | | | | |
| <i>Spring Break March 13 -- 17</i> | | | | | | |
| March 1 | SAT | School day | 11 | | | Paper |
| Mar 27 – 31 | FSA | ELA | 3 | Reading | | Paper |
| Mar 13-Apr 28 | FSAA | Alternate Assessment | 9-10 & EOC | ELA /Writing Algebra 1 Biology Geometry U. S. History | | CBT |
| Mar 27-Apr 7 | NGSS | EOC | Retakes | Algebra 1 | | CBT |
| Mar 27-Apr 7 | NGSS | Reading | Retakes | | | CBT |
| Mar 27-Apr 7 | FSA | ELA-Grade 10 | Retakes | Reading | | CBT |
| April 2017 | | | | | | |
| April 10 – 21 | FSA | ELA | 4-10 | Reading | | CBT |
| April 10 -- 21 | FSA | Math | 3-8 | | | CBT |
| Apr 17-- 28 | FSA | EOC | Algebra 1, Geometry, Algebra 2 | | | CBT |
| April 17-28 | NGSS | EOC | Biology, Civics, U. S. History | | | CBT |
| MAY 2017 | | | | | | |
| May 1 – 26 | BEST Behavioral Screening | | K--12 | | 30 min | Paper/CBT |
| May 1 -26 | VPK | | PreK | | 60 min | Paper |
| May 1 - 12 | iReady | Diagnostic 3 | K-8 | Reading /math | 45 min each | CBT |
| May 1 – 5 | NGSS | Science | 5 & 8 | | | Paper |
| May TBA | AP EXAMS | | | | | Paper |
| May 25-26 | District | Semester EXAMS | 8-12 | | | Paper CBT |
| TBA | | | | | | |
| TBA | PERT | | 10-12 | Reading/Writing/Math | | CBT |
| TBA | BEST | | | | | |