

ELEMENTARY PROCEDURAL MANUAL
POLICY 6000.1: STUDENT PROGRESSION PLAN
(Based upon policy, as approved by the School Board, on August 17, 2004)

The purpose of this procedural manual is to provide school personnel and other interested parties with both the current Student Progression Plan policy as well as the related procedural guidelines. The information in black type is the policy as approved by the School Board on April 20, 2004. The information in red is related procedural information that is intended to assist in clarifying and implementing the policy. The policy cannot be changed without School Board approval. The procedural information will be updated periodically by the Division of Curriculum & Instruction/Student Support. Suggestions and questions are welcomed and should be sent to one of the following Executive Directors:

Diane Carr, Core Curriculum

Fay Clark, Student Support Services & Exceptional Student Education

Vilma Diaz, Bilingual, Foreign Language, and ESOL Education

Frank Vodolo, Educational Programs

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

Authority: F.S. 1008.25

Policy Adopted: 7/18/96

Policy Amended: 5/7/96; 8/20/96; 9/2/97; 3/16/99; 6/15/99; 10/5/99; 5/7/00; 9/12/2000; 6/18/2002; 8/20/2002; 11/17/03; 4/20/04, 8/17/04

Rules:

I. ELEMENTARY SCHOOLS (PREK-5)

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

1. **Initial entry requirements** for prekindergarten, kindergarten and first grade are included in Policy 5.1: Enrollment, Entrance, and Withdrawal Procedures.
2. **Health requirements for initial entry**, including immunization requirements, are included in Policy 5.1: Enrollment, Entrance and Withdrawal.
3. **Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in Policy 5.1: Enrollment, Entrance and Withdrawal.
4. **Attendance requirements**, including absences for religious reasons, are included in Policy 5.5: Attendance.
5. **Student withdrawal** information is included in Policy 5.1: Enrollment, Entrance and Withdrawal.

B. ELEMENTARY CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Prekindergarten curriculum

Students will receive an integrated curriculum that emphasizes instruction in language development and mathematical concepts. Students will be provided with opportunities for art, music and physical education activities. Instructional approaches will be research-based and will include the active participation of students. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards.

Need help? Contact Jeannie Floyd, Early Childhood, 754-321-1951.

2. Elementary curriculum

- a. **Regularly scheduled instruction:** Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in

accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards. (F.S. 1003.41)

- b. **Character education:** The character education traits that shall be integrated into the PreK – 12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation. (F.S. 1003.42)

Need help? Contact Dianne Sepielli, SSS/ESE, 754-321-2494.

- c. **Holocaust, African and African American History, Hispanic and Women’s Contributions, Veterans’ Recognition and Celebrate Freedom Week (F.S.1003,42)** : Students shall receive instruction in:

- the Holocaust
- African and African American History
- Hispanic Contributions
- Women’s Contributions
- Veterans’ Contributions: the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life
- “Celebrate Freedom Week”: Instruction shall be in accordance with Florida Statutes and district guidelines.

Instruction shall also be provided in the study of the Holocaust, African and African-American history and the contributions of Hispanics and women to the United States. Students shall receive appropriate instruction in the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how they may contribute to the American way of life. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide shall be taught. Such instruction must occur on or before Veterans' Day and Memorial Day.

The last full week of classes in September shall be recognized in all schools as “Celebrate Freedom Week”. This must include at least three hours of instruction in each social studies class, which shall include an in-depth study of the Declaration of Independence. To emphasize the importance of this week, at the beginning of each school day during Celebrate Freedom Week, 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.” Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.

(FS 1003.42)

Need help with the Holocaust, African and African American History, Hispanic and Women’s Contributions? Contact Elizabeth Watts, Multicultural Curriculum Specialist at 754-321-2969 (Bilingual, Foreign Language and ESOL Programs.)

Need help with Veteran’s Contributions and Celebrate Freedom Week? Contact Mark Quintana at 754-321-1873 (Core Curriculum).

- d. **Suspension of curriculum:** Students who are identified as having academic deficiencies may have the regular curriculum suspended in areas other than reading, writing, mathematics and science in order to receive intensive academic instruction.
- e. **Outside activities:** Outside activities, such as contests and fairs, that use instructional time must be aligned with the Sunshine State Standards. See Policy 6303 for additional field trip information. *Supply Fees policies 6.3 and 6.4 provide guidance regarding recoupment of costs from families for these activities.*
- f. **Family life/human sexuality instruction:** Materials, resources, and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by Health

Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice. Provisions must be made to allow parents to make a written request for *their* child to be exempt from this component.

Health Education, Substance Abuse, and Violence Prevention are essential to the educational and personal success of students in grades K – 12. A sequential program shall be implemented. Comprehensive health education topics include, but are not limited to, mental and emotional health, sexually transmitted diseases, human immunodeficiency, virus infection/acquired immune deficiency syndrome and other communicable diseases, substance abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition, community health (resources), personal health and hygiene, dental health, hereditary diseases, breast cancer detection, developmental disabilities, growth and development, consumer health, health careers, and family life/human sexuality. All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years. (FS 232.246, 233.061, 233.0612, 233.0625, 233.0672)

Need help? Contact Mike Penrod or Mike Weissberg at Health Education Services at 754-321-2273. You may also contact Rosemarie Botting at 754-321-1866 or J.P. Keener at 754-321-1874 (Core Curriculum).

- g. **HIV and sexually transmitted diseases instruction:** Materials, resources, and speakers used in the HIV/sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice. Provisions must be made to allow parents to make a written request for their child to be exempt from this component. (F.S. 1003.46)

All teachers who teach Family Life/Human Sexuality, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus Infection (HIV) and Acquired Immune Deficiency Syndrome (AIDS) must successfully complete district approved training programs within the last 3 years. (FS 232.246, 233.061, 233.0612, 233.0625, 233.0672)

Need help? Contact Mike Penrod or Mike Weissberg, Health Education Services, 754-321-2273..

- h. **Gifted education:** See Policy 6000.5.

Need help? Contact Nathalie Heydet (Advanced Academics) at 754-321-1830.

- i. **Assessment:** Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with disabilities and/or students who are Limited English Proficient who meet state-defined exemption criteria, an alternate assessment must be administered. Ongoing assessment is an integral part of the instructional process. (F.S. 1008.25)

Need help with alternative assessments for students with disabilities? Contact Denise Rusnak (ESE), 754-321-2230.

Need help with alternative assessments for students who are limited English proficient (LEP)? Contact Diane Wilen (Bilingual, Foreign Language, and ESOL Programs) at 754.321.2968 or Anne Dilgen (Student Assessment) at 754.321.4250.

C. ELEMENTARY STUDENTS' RIGHT TO INSTRUCTION

Remedial and supplemental instructional resources will be allocated first to students who fail to meet achievement performance levels required for promotion. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met.

D. ELEMENTARY PROMOTION

1. Student Performance Levels for Reading, Writing, Mathematics and Science:

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account student's proficiency in writing and science. The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

Promotion Criteria: Reading and Mathematics:

Grade & Subject	Criteria #1:	or	Criteria #2:
K	45 out of 52 Letter Names and 15 out of 21 Concepts of Print	or	18 out of 26 Sounds and 15 out of 21 Concepts of Print
1 and 2	At or above the 25 th percentile on the Stanford Achievement Test (SAT 9) in reading comprehension	or	At or above the 25 th percentile on the Stanford Diagnostic Test in reading
3	At a level 2 or higher on the FCAT-SSS in Reading		51 st percentile or above on the FCAT-NRT in reading comprehension
4 and 5 Reading and Math	At a level 2 or higher on FCAT-SSS Reading At a level 2 or higher on FCAT-SSS Mathematics	or or	At or above the 25 th percentile on the FCAT-NRT At or above the 25 th percentile on the FCAT-NRT

2. Alternative Promotion Criteria: Good Cause (F.S. 1008.25)

Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause options and the Superintendent/Designee approves in writing:

Note: More detailed criteria and procedures for alternative promotion options are included in the Appendix of this procedural manual in a document entitled "[AIP and Promotion Criteria Matrix](#)."

Targeted Students:	Grade 3: Alternative Promotion Criteria: Good Cause (State)	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For all students including LEP students and students with disabilities	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the district	Student demonstrates an acceptable level of performance on an alternative standardized reading and/or math assessment approved by the district

Targeted Students:	Grade 3: Alternative Promotion Criteria: Good Cause (State)	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For all students including LEP students and students with disabilities*	Student demonstrates, through a student portfolio prepared in accordance with district guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards at a level equal to or above level 2 performance on FCAT-SSS*	Student demonstrates, through a student portfolio prepared in accordance with district guidelines, that the student is performing on grade level*	Student demonstrates, through a student portfolio prepared in accordance with district guidelines, that the student is performing on grade level*
For all students including LEP students and students with disabilities	Student has received intensive remediation in reading for 2 or more years but still has a deficiency in reading and was previously retained in K, 1 or 2 for a total of 2 years. **	Same as 3 rd grade **	Student has received intensive remediation in reading and/or mathematics for 2 or more years but still has a deficiency in reading and/or mathematics and was previously retained for a total of 2 years. ***

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

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

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

Targeted Students:	Grade 3: Alternative Promotion Criteria: Good Cause (State)	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For LEP students only	Limited English Proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program	<u>LEP students who have had less than 2 years of instruction in an ESOL program.</u> <u>LEP students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency.</u> <u>Retention requires the recommendation of an LEP committee.</u>	<u>LEP students who have had less than 2 years of instruction in an ESOL program.</u> <u>LEP students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency.</u> <u>Retention requires the recommendation of an LEP committee.</u>

Targeted Students:	Grade 3: Alternative Promotion Criteria: Good Cause (State)	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For selected students with disabilities only	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	Same as 3 rd grade	Same as 3 rd grade
For selected students with disabilities only	Student is a third grade student with disabilities who participates in FCAT and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	Student is a student with disabilities who participates in district assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained.	Student is a student with disabilities who participates in district assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained for one year.

*Retention of students with disabilities shall be limited to two in kindergarten through eighth grade unless an additional retention is requested by the parent. With the exception of a single mandatory retention in third grade, parents may determine at which grade level(s) retentions occur.

Questions and Answers related to promotion/retention:

If a student meets criteria for promotion but is clearly performing in the classroom at a primer or pre-primer level, can the student be retained?

Yes, if there is mutual agreement between the parent and the principal.

How many years must students be retained in elementary school if, after two or more years of intensive remediation, they are still deficient in reading?

Non-disabled and non-LEP deficient students must be retained twice in K, 1, 2, or 3 before they can be promoted out of third grade. Retention of students with disabilities is limited to two in K – 8 unless the parent requests an additional retention. LEP students cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an LEP committee to which the parent is invited.

Who makes the decision for retention of an ESE student who is working on Sunshine State Standards?

The decision is made based on the promotion criteria in Policy 6000.1. Those teachers and support personnel working with the student review available data from alternative assessments and/or portfolios as defined in Policy 6000.1. From this review, a recommendation is made to the principal. The principal is ultimately responsible for the decision based on the requirements of the policy and the data provided by staff.

Is the review described above done as part of an individual educational plan (IEP) meeting with the outcome documented on the IEP?

No.

If an ESE student met the state exemption criteria and did not take the FCAT, does the promotion criteria apply to the student?

No.

How many times can students with disabilities who do not meet promotion criteria be retained in grades K-8?

Unless the parent requests an additional retention, the number of retentions in grades kindergarten through 8th grade is limited to two. If the student meets promotion criteria, the student is promoted.

Can both of the retentions be in elementary school?

Yes, if the parent agrees to the second retention in elementary school.

For an ESE student who is now in middle school and was not retained in elementary school, can they be retained two times in middle school?

Only if the parent agrees to the second retention in middle school.

Can one retention be in elementary school and one in middle school?

Yes – that will probably be the typical pattern.

For elementary students who are not meeting promotion criteria can both of the retentions be in middle school?

No – one needs to be at the elementary level; generally this would occur before or at third grade.

How does the policy interface with the state mandate to retain students in 3rd grade who do not meet promotion criteria or good cause criteria?

Students with disabilities who have not been retained prior to third grade and who do not meet the promotion criteria or other good cause criteria would be retained in third grade. They would not be retained again in elementary school unless the parent requested an additional elementary retention but they would be retained in middle school if they did not meet promotion criteria.

Does the middle school retention have to occur in 6th grade?

No. But the student cannot be promoted to 9th grade without a middle school retention if the student does not meet promotion and/or good cause criteria.

What happens if a parent of a student with disabilities who does not meet promotion criteria wants a second retention in elementary school because they want their child to meet the “regular” promotion criteria but the school feels the student should be promoted? The school should have a conference with the parent to explain the rationale for recommending promotion. However, if the parent still requests a second retention, the student should be retained.

Are all disabilities (including students with articulation, voice and fluency disorders) subject to the same retention policies and procedures at the elementary level?

Yes

If an ESE student meets promotion criteria and the parent requests a retention, can the student be retained?

No.

Are gifted students subject to the same 1-year retention limit at the elementary level?

No – this applies only to exceptional students with disabilities.

What if a student with disabilities has been retained in grades 1 or 2 and does not meet the third grade promotion criteria – can the student be promoted on good cause or must the student be retained?

The student can be promoted on good cause. The student does not need to be retained in third grade.

If a student with disabilities has not been retained in elementary school and is a fifth grade student who did not meet promotion criteria, can the student be promoted to sixth grade?

The student cannot be promoted because the student has not been retained once in elementary school.

If only one retention is required at the elementary level for students with disabilities, does it make sense to continue promoting the student until retention is required?

These decisions must be made on a case-by-case basis. However, in many cases retentions at the lower elementary grades give students the opportunity to learn the skills they need at the earliest possible time, facilitating their future reading achievement

What constitutes “good cause” for promotion of 4th and 5th grade students with disabilities who scored Level 1 on FCAT in reading and below 25th percentile on NRT?

Other good cause options for reading are:

- Alternative assessment (i.e., 25th percentile on Stanford Diagnostic)
- Portfolio assessment (i.e., 70% Harcourt End of Book Test)
- LEP good cause criteria (i.e., not being retained solely on the basis of limited English proficiency)
 - Previously retained

I know we have to code Good Cause retentions in TERMS. Which codes do we use for ESE students?

For third graders with disabilities: Use Code #2 for 3rd grade students with disabilities who’s IEPs indicate participation in FCAT is not appropriate. Use Code #5 for 3rd grade students with disabilities who have received intensive remediation and were previously retained in K, 1, or 2.

For K-2, 4-5, and 6-8th graders with disabilities: Use Code #2 if the IEP indicates participation in FCAT is not appropriate. Use Code #7 (ESE Good Cause) for K-2 and 4-8 students with disabilities who were previously retained and for students with disabilities who do not meet promotion criteria but are not required to be retained until a subsequent grade level.

In grades other than third grade, is retention mandatory for LEP students with two or more years in an ESOL Program if they do not meet the district promotion criteria?

Retention is not mandatory for these students. LEP students cannot be retained solely due to lack of proficiency in English. These students should have an AIP, participate in remediation, and be monitored for consistent academic progress. A formal retention recommendation regarding an LEP students can only be made through the action on an LEP committee.

Can IEP committee recommend promotion even if a student with disabilities who participates in state assessments does not meet the promotion or good cause criteria?

No.

Can schools comply with a parent’s request not to administer alternative assessments because the parent agrees the child should be retained and does not want the child to undergo additional stress?

Yes. Ask the parent to sign a statement of their request, on school letterhead, similar to: “I understand the Good Cause for Promotion options and portfolio assessment are available to my child. I understand that if my child were to take one of these assessments and achieve the specified levels for promotion, my child could be promoted. I am choosing to retain my child. I am requesting that my child not take the alternative assessments or the portfolio.”

E. MID-YEAR PROMOTION CRITERIA FOR THIRD GRADE STUDENTS WHO HAVE BEEN RETAINED IN THIRD GRADE

Mid-year promotion means promotion of a retained third grade student at any time during the year of retention once the student has demonstrated the ability to read at grade level. Third grade students who have been retained may be promoted mid-year if they meet the criteria established by the State Board of Education, F.S. 1008.25.

F. ELEMENTARY ACADEMIC IMPROVEMENT PLAN PROCESS

Any student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional state or district approved diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need. The school must develop and implement, in consultation with the student’s parent, an Academic Improvement Plan (AIP) to assist the student in meeting state and district expectations for proficiency. Schools must provide frequent monitoring of student progress. (F.S. 1003.42)

1. Specific AIP reading requirements for elementary students Grades K-5: If a student in grades K-2 exhibits a substantial deficiency in reading based upon district criteria or if a student in grades 3 through 5 scores at level 2 or below on FCAT-SSS in reading, the AIP must identify the following:

The student’s specific areas of deficiency in:

- Phonemic awareness
- Phonics
- Fluency
- Comprehension

- Vocabulary
- The desired levels of performance in these areas
- The instructional and support services to be provided to help the student achieve the desired levels of performance. Students will be required to receive remediation through an AIP. (F.S. 1003.52)

Note: AIP criteria for reading have been established for each quarter of the school year. A student who is not eligible for an AIP in the first or second quarter, for example, may be eligible for an AIP in the third quarter. Once an AIP has been initiated at any time during a school year, a student would remain on the AIP for the remainder of the school year and the plan would be eliminated at the end of the school year only if the student no longer met the substantially deficient criteria. A copy of the quarter by quarter AIP reading criteria for kindergarten and first grade is included in the Appendix on the last page of the AIP and Promotion Criteria Matrix.

- 2. Specific AIP mathematics requirements for elementary students in grades K through 5:** K-2 students who meet the district criteria for an AIP must receive intensive instruction. If a student in grades 3-5 scores at level 2 or below on the FCAT-SSS in mathematics, the student will be required to receive remediation through an AIP.
- 3. Specific AIP writing requirements for elementary students in grade K-5:** Students in K, 1, 2, 3, and 5 who meet the district criteria for an AIP, must receive intensive instruction. If a student in grade 4 scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through an AIP.

***Note:** In Broward, the definition of “substantially deficient” is the same as meeting the criteria for needing an AIP. In order to facilitate this process, an electronic data management system (E-AIP) has been developed in conjunction with Virtual Counselor. The E-AIP automatically identifies students in need of an AIP, then prompts the user in entering key assessment and intervention data. The system is designed to allow staff to develop an AIP in reading, mathematics, writing and science. A Virtual Counselor log-in and password are required to access the E-AIP. For assistance with the E-AIP, contact Dr. Bob Elwell at (754) 321-1859*

***Need help** with or have suggestions for the electronic AIP? Contact Bob Elwell (Core Curriculum) at 754-321-1859.*

Questions and Answers related to AIPs:

When should AIPs be developed?

At the beginning of the school year, by the middle of the first marking period, by the student’s current teacher, using the previous year’s performance data. AIP decisions for kindergarten students should be made at the end of the first marking period.

If a third grader scores at Level 2 but the NRT score is below the 40th percentile, should an AIP be initiated?

An AIP would not be required but an AIP may make sense if the NRT score seems to be a better reflection of the student’s achievement.

Why aren’t the AIP criteria the same as the promotion/retention criteria?

The AIP criteria purposefully includes a larger group of students so that the AIP can serve as a preventative plan for those students who currently meet the promotion criteria but may be at risk of failing in the future if not provided with continued support.

Can the IEP serve as the AIP for students with disabilities?

No.

G. ELEMENTARY RETENTION

Students who have been retained and are not making progress in the current program must undergo additional state or district approved assessment to determine an appropriate intervention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and district policy. Parents must be notified on or before May 31 when it appears that a student may be retained. Parents of LEP students must be notified in the native language. (F.S. 1008.25)

LEP students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding a LEP student shall be made through action of an LEP committee *to which the parents must be invited.*

H. ELEMENTARY EXTENDED LEARNING OPPORTUNITIES

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

I. REPORTING STUDENT PROGRESS (ELEMENTARY)

1. **Parent notification of reading deficiencies:** The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified in writing of the following: *(Substantial deficiency is defined as meeting the criteria for an AIP as described in the AIP and Promotion Criteria Matrix in the Appendix of this procedural manual.)*

- that the child has been identified as having a substantial reading deficiency,
- a description of the current services that are provided to the child,
- a description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency, and
- that, if the child's reading deficiency is not remediated by the end of grade 3, the child will be retained unless exempted from mandatory retention for good cause. (F.S. 1008.25)

Questions and Answers Related to Parent Notification:

Which K-3 students should receive the mandated parent notification letter?

The parent of any student who meets the criteria for an AIP in reading must receive the letter. The letter has been incorporated into the electronic AIP and the "paper" AIP so that the printed copy of the electronic reading AIP serves this purpose – a separate letter is not required.

Do the parents of LEP (even those with less than 2 years in this country) and ESE students get the same mandated parent notification letter?

Yes, they will have an AIP that incorporates the letter to the parent. (There is also a supplemental ESE Parent Fact Sheet that should be sent home.) The Fact Sheet is included in the Appendix.

When should the mandated parent notification letter be sent home?

The deadlines for the parent notification are the same as the deadlines for AIPs since the letters have been incorporated into the reading AIP for K-3 students.

Where can I find a copy of the K-3 letter to parents telling them their child has a reading deficiency?

It has been incorporated into the electronic reading AIP for K-3 students. It is no longer a separate document.

Where can I get a copy of the ESE Parent Fact Sheet?

It is in the Appendix of this Procedural Manual.

2. **Progress Reports (Report cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. A student must be in attendance at a Broward County public school for 25 days to receive a grade. Progress reports shall be signed by the parent and returned to the teacher. If a student withdraws and does not qualify for a progress report under this provision, the parent shall be issued a statement of academic achievement. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property. (F.S. 1003.33)
3. **Interim reports:** Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. *To get an electronic version of the interim report which can be completed on the computer, principals can access the elementary principals' database. Open EDDB_Elem03_04v.3.02. EDDBMENU.fp5 contains the interim report and other information.*
4. **Grading for K, Pre-first, 1 and 2:** Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

1	Has mastered skill (independently)
2	Is learning skill (with assistance)
3	Area of concern
X	Not evaluated
NA	Not applicable

5. **Grading for grades 3-5:** Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

A	Superior progress	90-100
B	Above average progress	80-89
C	Average progress	70-79
D	Below average progress	60-69
F	Failure	59 or below

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

1	Has mastered skill (independently)
2	Is learning skill (with assistance)
3	Area of concern
NA	Not applicable

6. **Alternative progress report:** A district approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report.

Need help? Contact Denise Rusnak, ESE, at 754-321-2230.

7. **Conferences with parents:** Conferences with parents are a required part of the reporting system. Teachers will request two conferences per year per student. For each student being considered for retention, the school shall provide written notification to the parent on or before May 31. Parents of LEP students must be notified in their native language.
8. **Grade placement:** Principals shall have final authority for appropriate grade placement of students, within the limitations of Board Policy and Florida Statute 1003.02.
9. **The IEP Annual Goal(s) Progress Report** must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

J. ELEMENTARY GUIDANCE SERVICES

All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/ social and career development needs of all students.

Every guidance counselor is required to prepare an annual comprehensive guidance plan that ensures every student receives guidance services. The foundation for the guidance plan must be the national standards adopted by the American School Counseling Association. The standards support the development of academic skills, career skills, and personal/social skills. The guidance plan must support the school's School Improvement Plan and focus on results-oriented outcomes, with data being collected to demonstrate the outcomes. Both proactive and reactive guidance interventions are to be logged on the L-panels. Counselors are expected to use a variety of methods to provide services including classroom guidance lessons, small groups for targeted issues or behaviors, and individual counseling and consultation. It should be noted that heavy reliance on one-to-one methods almost always results in some students not receiving any guidance services.

Every school is required to use their full guidance support allocation, as described in the annual School Budget Guidelines, to employ certified guidance counselors. Waivers must be approved jointly by the area superintendent and the district guidance staff. The process of initiating a waiver request is for a principal to send a memo to the area superintendent with a rationale for the request and an explanation of how the school will be represented at the regular scheduled guidance meetings and professional development sessions and how the annual guidance plan will be developed and implemented.

Need help? Contact Sharon Friedlander, Guidance, 754-321-2585.

K. ELEMENTARY STUDENT DAY

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

Prekindergarten	As determined by program
Elementary	360 minutes
ESE centers	360 minutes

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

APPENDIX

- 1. AIP and Promotion Criteria Matrix for Reading and Math, including Quarterly AIP Criteria for Reading*
- 2. Parent Fact Sheet – ESE – Third Grade Promotion and Retention*

**AIP AND PROMOTION CRITERIA MATRIX
ELEMENTARY READING, MATHEMATICS AND WRITING
PROCEDURAL GUIDELINES
2004-2005 SCHOOL YEAR**

**BASED UPON POLICY 6000.1 AS APPROVED BY SCHOOL BOARD August 17, 2004
DOCUMENT UPDATED 10/20/04**

GRADE:	AIP CRITERIA:	PROMOTION CRITERIA #1:	OR	PROMOTION CRITERIA #2:	GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT	GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA	GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA
	(AIP criteria are applied at the beginning of the year. For kindergarten students, the criteria are applied at the end of the 1 st quarter)	(End of the Year)		(End of the Year)	(End of the Year)	(End of the Year)	(End of the Year) (Applicable to reading and/or mathematics promotion criteria)
Kindergarten	<p>For reading:</p> <p>Recognizes less than 10 of 52 letter names and understands less than 4 of 21 concepts of print</p> <p>Or</p> <p>Distinguishes less than 6 of 26 letter sounds and understands less than 4 of 21 concepts of print</p> <p>Note: See supplemental matrix for reading AIP criteria for 2nd, 3rd and 4th quarters.</p>	<p>Recognizes 45 of 52 letter names</p> <p>and</p> <p>understands 15 of 21 concepts of print</p>	OR	<p>Distinguishes 18 of 26 letter sounds</p> <p>and</p> <p>understands 15 of 21 concepts of print</p>		N/A	<p>Previously retained in K</p> <p>Or</p> <p>IEP says no FCAT participation</p> <p>Or</p> <p>Student with a disability whose parent chooses to defer retention (maximum of 2 retentions in K-8 unless parent requests additional retention)</p> <p>Or</p> <p>LEP student with less than 2 years in the ESOL program</p>

GRADE:	AIP CRITERIA: <i>(AIP criteria are applied at the beginning of the year. For kindergarten students, the criteria are applied at the end of the 1st quarter)</i>	PROMOTION CRITERIA #1: <i>(End of the Year)</i>	OR	PROMOTION CRITERIA #2: <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA <i>(End of the Year)</i> <i>(Applicable to reading and/or mathematics promotion criteria)</i>
Kindergarten, continued	<p>For mathematics:</p> <p><i>Unable to associate verbal names and standard numerals with whole numbers up to 5;</i> <i>or</i> <i>Unable to compare relative size of numbers less than 5; and unable to count orally up to 5;</i> <i>or</i> <i>Unable to demonstrate one-to-one correspondence up to 5</i></p> <p>For writing: <i>2/6 traits are scored < experimenting</i></p>						

GRADE:	AIP CRITERIA:	PROMOTION CRITERIA #1:	OR	PROMOTION CRITERIA #2:	GOOD CAUSE FOR PROMOTION: ALTERNATIV E ASSESSMENT	GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA	GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA
	(Beginning of the School Year)	(End of the Year)		(End of the Year)	(End of the Year)	(End of the Year)	(End of the Year) (Applicable to reading and/or mathematics promotion criteria)
First Grade	<p>For reading: Recognizes less than 52 of 52 letter names and understands less than 18 of 21 concepts of print</p> <p>Or</p> <p>Distinguishes less than 20 of 26 letter sounds and understands less than 18 of 21 concepts of print</p> <p>Note: See supplemental matrix for reading AIP criteria for 2nd, 3rd & 4th quarter.</p> <p>For mathematics: Unable to read and write numerals up to 10; and</p> <p>Unable to compare relative size of numbers up to 10; and</p> <p>Unable to demonstrate one-to-one correspondence up to 10</p> <p>For writing: 2/6 traits are scored < emerging</p>	Scores at or above the 25 th percentile on the current version of the Stanford Achievement Test in reading comprehension.	OR	Scores at or above the 25 th percentile on the Stanford Diagnostic Test in reading comprehension.	<p>Rigby PM Benchmark Assessment At or above Level eleven (90% or greater in accuracy and 75% or greater in comprehension)</p> <p>Or</p> <p>Developmental Reading Assessment (DRA) at or above Level 12 (90% or greater in Accuracy and 75% or greater in Comprehension)</p>	At or above 70% on the Harcourt Trophies End-of-Year Reading and Language Skills Assessment in Reading Comprehension.	<p>Previously retained in K and/or 1st for a maximum total of 2 years, not to exceed 1 retention per grade level</p> <p>Or</p> <p>IEP says no FCAT participation</p> <p>Or</p> <p>Student with a disability whose parent chooses to defer retention (maximum of 2 retentions in K-8 unless parent requests additional retention)</p> <p>Or</p> <p>LEP student with less than 2 years in the ESOL program</p> <p>Or</p> <p>An LEP student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an LEP committee.</p>

GRADE:	AIP CRITERIA: (Beginning of the School Year)	PROMOTION CRITERIA #1: (End of the Year)	OR	PROMOTION CRITERIA #2: (End of the Year)	GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT (End of the Year)	GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA (End of the Year)	GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA (End of the Year) (Applicable to reading and/or mathematics promotion criteria)
<i>Second Grade</i>	<p>For reading: Scores below the 40th percentile on the current version of the Stanford Achievement Test</p> <p>For mathematics: Scores below the 40th percentile on the current version of the Stanford Achievement Test in mathematics</p> <p>For writing: 2/6 traits are scored < early</p>	Scores at or above the 25 th percentile on the current version of the Stanford Achievement Test in reading comprehension.	OR	Scores at or above the 25 th percentile on the Stanford Diagnostic Test in reading comprehension.	<p>Rigby PM Benchmark Assessment at or above Level 20 (90% or greater in accuracy and 75% or greater in comprehension)</p> <p>Or</p> <p>Developmental Reading Assessment (DRA) at or above Level 24 (90% or greater in accuracy and 75% or greater in comprehension)</p>	At or above 70% on the Harcourt Trophies End-of-Year Reading and Language Skills Assessment in Reading Comprehension	<p>Previously retained in K, 1, or 2 for a maximum total of 2 years, not to exceed 1 retention per grade level</p> <p>Or</p> <p>IEP says no FCAT participation</p> <p>Or</p> <p>Student with a disability whose parent chooses to defer retention (maximum of 2 retentions in K-8 unless parent requests additional retention)</p> <p>Or</p> <p>LEP student with less than 2 years in the ESOL program</p> <p>Or</p> <p>An LEP student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an LEP committee.</p>

GRADE:	AIP CRITERIA: <i>(Beginning of the School Year)</i>	PROMOTION CRITERIA #1: <i>(End of the Year)</i>	OR	PROMOTION CRITERIA #2: <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA <i>(End of the Year)</i> <i>(Applicable to reading and/or mathematics promotion criteria)</i>
Third Grade	<p>For reading: Scores below the 40th percentile on the current version of the Stanford Achievement Test in reading</p> <p>For writing: 3/6 traits are scored <3</p> <p>For mathematics: Below the 40th percentile on the current version of the Stanford Achievement Test in mathematics.</p>	Scores at a level 2 or higher on FCAT-SSS Reading	OR	Scores at or above the 51 st percentile on the FCAT NRT in reading comprehension	Scores at or above the 51 st percentile on the current version of the Stanford Achievement Test in reading comprehension	Leadership Resources at or above 70% for each of the eight reading benchmarks	<p>Previously retained in K, 1, or 2 for a maximum total of 2 years, not to exceed 1 retention per grade level</p> <p>Or</p> <p>LEP student with less than 2 years</p> <p>Or</p> <p>IEP says no FCAT participation</p> <p>Or</p> <p>Student with a disability who was previously retained (maximum of 2 retentions in K-8 unless parent requests additional retention).</p>

GRADE:	AIP CRITERIA: (Beginning of the School Year)	PROMOTION CRITERIA #1: (End of the Year)	OR	PROMOTION CRITERIA #2: (End of the Year)	GOOD CAUSE: ALTERNATIVE ASSESSMENT (End of the Year)	GOOD CAUSE: PORTFOLIO CRITERIA (End of the Year)	GOOD CAUSE: ADDITIONAL CRITERIA (End of the Year) (Applicable to reading and/or mathematics promotion criteria)
Fourth Grade	<p>For reading: Scores below Level 3 on the FCAT-SSS in Reading</p> <p>For writing: 3/6 traits are scored < 3</p> <p>And (See next page)</p>	<p>Scores at or above Level 2 or higher on FCAT-SSS in Reading</p> <p>And (See next page)</p>	OR	<p>Scores at or above the 25th percentile on the FCAT NRT-Reading</p>	<p>Scores at or above the 25th percentile on the Stanford Diagnostic Test in reading comprehension</p>	<p>Scores at or above 70% on the Harcourt Trophies End of Year Test Reading and Language Skills Assessment in Reading Comprehension</p>	<p>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level Or LEP student with less than 2 years in the ESOL program Or An LEP student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an LEP committee. Or Student with a disability who was previously retained (maximum of 2 retentions in K-8 unless parent requests additional retention) Or IEP says no FCAT participation</p>

GRADE:	AIP CRITERIA <i>(Beginning of the School Year)</i>	PROMOTION CRITERIA #1: <i>(End of the Year)</i>	OR	PROMOTION CRITERIA #2: <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: ALTERNATIVE ASSESSMENT <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: PORTFOLIO CRITERIA <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA <i>(End of the Year)</i> <i>(Applicable to reading and/or mathematics promotion criteria)</i>
Fourth Grade (continued)	For mathematics: <i>Scores below Level 3 on FCAT-SSS in Mathematics</i>	<i>Scores Level 2 or higher on FCAT-SSS in Mathematics</i>	OR	<i>Scores at or above the 25th percentile on the FCAT NRT-Math</i>	<i>Scores at or above the 25th percentile on the Stanford Diagnostic Test in mathematics (total math)</i>	<i>Scores 60% on the End of Book Test</i>	<i>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level Or LEP student with less than 2 years in the ESOL program Or An LEP student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an LEP committee. Or Student with a disability who was previously retained (maximum of 2 retentions in K-8 unless parent requests additional retention). Or IEP says no FCAT participation</i>

GRADE:	AIP CRITERIA: <i>(Beginning of the School Year)</i>	PROMOTION CRITERIA #1: <i>(End of the Year)</i>	OR	PROMOTION CRITERIA #2: <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: ALTERNATIV E ASSESSMENT <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: PORTFOLIO <i>(End of the Year)</i>	GOOD CAUSE FOR PROMOTION: ADDITIONAL CRITERIA <i>(End of the Year)</i> <i>(Applicable to reading and/or mathematics promotion criteria)</i>
Fifth Grade (contin- ued)	For mathematics: <i>Scores below Level 3 on FCAT-SSS in Mathematics</i>	<i>Scores Level 2 or higher on FCAT-SSS in Mathematics</i>	OR	<i>Scores at or above the 25th percentile on the FCAT NRT - Mathematics</i>	<i>Scores at or above the 25th percentile on the Stanford Diagnostic Test in mathematics problem solving</i>	<i>End of Book Test 60% or above</i>	<i>Previously retained for a maximum total of 2 years, not to exceed 1 retention per grade level Or IEP says no FCAT participation Or Student with a disability who was previously retained (maximum of 2 retentions in K-8 unless parent requests additional retention). Or LEP student with less than 2 years in the ESOL program Or An LEP student with 2 or more years in the ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an LEP committee.</i>

2004-05 QUARTER-BY-QUARTER K-1 READING AIP CRITERIA

The following criteria should be used to initiate an Academic Improvement Plan (AIP) for students. Once an AIP has been initiated, students may only be exited from the AIP at the end of the fourth quarter based on test scores.

KINDERGARTEN CRITERIA

Quarter	Criteria #1:	OR	Criteria #2:
First	Letter Name Assessment < 10/52 AND 10. Concepts of Print < 4/21		Letter Sound Assessment < 6/26 AND 11. Concepts of Print < 4/21
Second	Letter Name Assessment < 23/52 AND 12. Concepts of Print < 8/21		Letter Sound Assessment < 11/26 AND 13. Concepts of Print < 8/21
Third	Letter Name Assessment < 35/52 AND 14. Concepts of Print < 11/21		Letter Sound Assessment < 16/26 AND 15. Concepts of Print < 11/21
Fourth	Letter Name Assessment < 46/52 AND 16. Concepts of Print < 15/21		Letter Sound Assessment < 19/26 AND 17. Concepts of Print < 15/21

FIRST GRADE CRITERIA

Quarter	Criteria #1:	OR	Criteria #2:
First	Letter Name Assessment < 52/52 AND 18. Concepts of Print < 18/21		Letter Sound Assessment < 20/26 AND 19. Concepts of Print < 18/21
Second	Burns and Roe IRI Instructional Reading Level < Preprimer 3		Rigby PM Benchmark Instructional Reading Level < 9
Third	Burns and Roe IRI 20. Instructional Reading Level < Primer		Rigby PM Benchmark Instructional Reading Level < 12
Fourth	21. SAT 9 NRT Reading Comprehension < 40 th Percentile	OR	Rigby PM Benchmark Instructional Reading Level < 15

Parent Fact Sheet
Third Grade Promotion and Retention
Exceptional Student Education

April 2004

The Florida Legislature's recent revision of the Florida School Code has changed the requirements for third grade student promotion and retention. Section 1008.25, Florida Statutes, mandates that beginning with the 2002-2003 school year, any student in grade three, who exhibits a substantial deficiency in reading, must be retained if the student's reading deficiency has not been remediated by the end of grade 3. Reading proficiency is demonstrated by scoring at level 2 or higher on the grade 3 reading portion of the Florida Comprehensive Assessment Test (FCAT). Reading deficiency is measured as scoring at level 1 on the FCAT. Students with disabilities may be exempt from mandatory retention for good cause.

What is a good cause exemption?

A good cause exemption is a reason your child should not be retained. The good cause exemptions provided by the state for all students, including those with disabilities, are:

1. A student is exempt from mandatory 3rd grade retention if the student demonstrates an acceptable level of performance on an alternative standardized reading assessment that has been designed by the Florida Department of Education.
2. A student is exempt from mandatory 3rd grade retention if the student demonstrates that he/she is reading on grade level through a student portfolio that reflects that the student has mastered the Sunshine State Standards in reading with equivalence to at least a Level 2 performance on the FCAT.
3. A third grade student is exempt from mandatory 3rd grade retention if the student has received intensive remediation in reading for two or more years, has a deficiency in reading, and has previously been retained in grades K-2 for a total of **two** years.

For students with disabilities the following good cause exemptions have been provided by the state:

4. A student with disabilities is exempt from mandatory 3rd grade retention if the student's individual education plan (IEP) indicates that participation in the statewide assessment is inappropriate, consistent with the requirements of State Board of Education rule 6A-1.0943(a). In this case, the student's IEP team may exempt the student from taking the FCAT. In general, the major reason for exemption is that the student's demonstrated cognitive ability prevents them from completing the course work for sunshine State Standards. Students who do not complete the coursework for Sunshine State Standards and pass the FCAT may not be able to earn a standard diploma.
5. A student with disabilities is exempt from mandatory 3rd grade retention if the student participated in the FCAT, has been previously retained **at least one time** in grades K-2, the student's IEP or 504 Plan reflects that the student has received more than 2 years of intensive remediation in reading, and the student still demonstrates a reading deficiency.

For LEP students only:

6. A limited English proficient student (LEP) is exempt from mandatory 3rd grade retention if the student has had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program.

Should I recommend that my child be exempted by his/her IEP team from having to take the FCAT?

No, for the majority of students with disabilities, participation in the FCAT is appropriate. The decision as to whether or not a student should participate in the FCAT is made at the IEP meeting after present levels of educational performance, goals, benchmarks and curriculum/assessment adaptations have been discussed and only if the student meets the state exemption criteria. It is anticipated that only a small number of students with disabilities will be exempted from the opportunity to take the FCAT.

Why is my child being retained in the third grade when he/she has been receiving passing grades on his/her report card?

Retention and failing grades are different. Passing/failing grades represent the growth your child has made toward mastery of the course curriculum in a marking period. Third grade retention is based on reading deficiency as measured by the FCAT reading assessment.

Are there any benefits to retention?

Retention should be viewed as a student's opportunity to be provided with additional time to secure a firm foundation in basic reading skills or reaching grade level standards.

Can my child be retained more than once?

Retentions for students with disabilities are limited to two in grades kindergarten through 8th grade. There can be one at elementary and one at middle or two at the elementary level and none at middle.

If my child is retained, will anything change the following year?

For any student retained, there must be specific plan to address the reading deficits. This is done through an Academic Improvement Plan (AIP). Both the AIP and the IEP must address specific areas of reading for remediation.