

Monroe County
School District
Student Progression Plan
2024-2025



Elementary Grades
Grades PK-5

Table of Contents

INTRODUCTION.....	4
ADMISSION, PLACEMENT, AND TRANSFERS.....	5
INITIAL PLACEMENT	5
Admission Requirements:.....	5
PLACEMENT AND TRANSFER REQUIREMENTS: PRE-K THROUGH GRADE 5	6
Head Start	6
VPK	7
ESE Pre-K.....	7
General Eligibility Criteria for Pre-K Programs.....	8
Kindergarten Entry.....	9
First Grade Entry	9
Placement of Transfer Kindergarten and First Grade Students.....	9
Grades 2-5 Entry and Transfer	9
Placement of Transfer Students (General Requirements).....	10
Placement in a Transitional Instructional Setting (Mandatory Grade 3 Retention)	10
Transfer of English Language Learners (ELL).....	11
Placement of Students with Disabilities enrolled in Exceptional Student Education (ESE).....	12
Placement of Children from Military Families	15
HEALTH REQUIREMENTS.....	17
Immunization	18
ADDITIONAL ELEMENTARY ATTENDANCE INFORMATION	25
ABSENCES DUE TO RELIGIOUS REASONS.....	27
WITHDRAWAL FROM SCHOOL.....	28
EARLY WITHDRAWALS	28
STUDENT WITHDRAWALS FOR ENROLLMENT IN HOME EDUCATION PROGRAM.....	28
CURRICULUM AND INSTRUCTION.....	30
GENERAL PROGRAM DESCRIPTION.....	30
SPECIAL PROGRAMS	30
Physical Education	30

English Language Learners (ELL)	31
Gifted Education	31
Students with Disabilities.....	31
504 Students	32
Alternative Education/Dropout Prevention (DOP) Programs.....	32
PROGRAM EVALUATION	34
STUDENT PERFORMANCE LEVELS IN ENGLISH-LANGUAGE ARTS, MATH, SCIENCE, AND SOCIAL STUDIES	34
Teacher Judgment.....	34
First Grade Assessments	34
Second Grade Assessments	35
Third Grade Assessments.....	35
Fourth Grade Assessments	35
Fifth Grade Assessments.....	35
PROMOTION	35
RETENTION.....	36
Early Warning Systems.....	36
Considerations for Special Program Students	37
REMEDICATION AND RETENTION	37
K-5 Tutorial/Remediation Program.....	38
Summer School	38
Parental Notification of K-3 Reading Deficient Students and K-4 Mathematics Deficient Students..	39
STUDENTS RETAINED FOR READING IN THIRD GRADE	41
Instruction for Students Retained in Grade 3 (Mandatory Grade 3 Retention)	41
Intensive Acceleration Class (IAC) (Mandatory Grade 3 Retention).....	42
Whole-Grade Promotion of Students	44
Mid-Year Promotion of Students (Mandatory Grade 3 Retention)	44
Other Mid-Year Promotions of Students	47
Exemption From Retention (Good Cause)	48
Criteria for Good Cause Exemption from Mandatory Retention for Reading at Grade 3	48
REPORTING OF STUDENT PROGRESS.....	49

PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS	50
FREQUENCY OF PROGRESS REPORTS.....	51
GENERAL RULES OF GRADING FOR ELEMENTARY GRADES	51
DESCRIPTION AND DEFINITION OF REPORT CARD MARKS	53
Performance Level Indicators for Particular Subjects.....	53
Calculation of Final Grades	55
Kindergarten Grading.....	55
REPORTING STUDENT CONDUCT AND BEHAVIOR.....	56
MULTI-TIERED SYSTEMS OF SUPPORT PROGRESS MONITORING PLAN PROCESS.....	56
EL Students.....	58
Students with Disabilities.....	58
504 Students	59
Gifted Students	59
DISTRICT/STATE ASSESSMENT PROGRAM	59
ACCOMMODATIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS.....	60
EL Students.....	60
Students with Disabilities.....	60
504 Students	60
EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS	61
EL Students.....	61
Students with Disabilities.....	61
504 Students	62
ANNUAL REPORT.....	62
EQUITY POLICY	62

INTRODUCTION

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

ADMISSION, PLACEMENT, AND TRANSFERS

INITIAL PLACEMENT

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

Admission Requirements:

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

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

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

- A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
- An insurance policy on the child's life that has been in force for at least 2 years;
- A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport* or certificate of arrival in the United States showing the age of the child;

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

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

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

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

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

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

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

PLACEMENT AND TRANSFER REQUIREMENTS: PRE-K THROUGH GRADE 5

Head Start

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

social and other services to enrolled children and their families. We engage parents in their child/children's learning and assist parents with family goals, which may include but are not limited to education, literacy, and employment.

VPK

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

ESE Pre-K

Exceptional Student Education (ESE) Pre-K is for children who have a disability as specified under the IDEA Act. Children may be enrolled as soon as they turn 3 years old if they have a significant delay in development. The program fosters positive self-concepts and helps the individual child to become independent and to reach their fullest potential. It is designed to provide opportunities for growth in cognitive and motor skills, to develop self-confidence, to learn self-expression and to build personal relationships. The parent of a student with disabilities may retain a 4-year-old student enrolled in a Pre-K ESE class for an additional year after consulting with the IEP team. Any such student who has been retained, and has a demonstrated deficiency in early literacy skills, must receive instruction in early literacy skills. This retention year will count as one of the two allowed for a good cause exemption to promote students from 3rd to 4th grade.

General Eligibility Criteria for Pre-K Programs

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

Kindergarten Entry

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

First Grade Entry

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

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

Placement of Transfer Kindergarten and First Grade Students

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

- meet age requirements for public schools within the state from which the student is transferring, and
- have academic credit that is acceptable under rules of the local school board.

In addition, the parent must provide all the following:

- official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
- an official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;
- evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;
- evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes;
- evidence of date of birth (see initial entry requirements);
- evidence of residence (see initial entry requirements).

Grades 2-5 Entry and Transfer

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

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

Placement of Transfer Students (General Requirements)

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

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

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

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

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

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

Any student who has been retained in grade 3 for reading and who has received intensive instructional services but is still not ready for grade promotion, will be provided the option of being placed in a transitional instructional setting called a 3/4 class. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance

standards while continuing to remediate the areas of reading deficiency [Florida Statute §1008.25(7)(b)(10)].

Transfer of English Language Learners (ELL)

The school-level ELL contact, the guidance counselor, and administrator/designee review the educational background of the transferring student to determine appropriate grade level, subject, and ELL program placement. The Limited English Proficiency (LEP) committee comprised of the school-level ELL contact, the guidance counselor, and administrator/designee must meet to review the educational background of the transferring student when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. Parental input regarding educational background should be taken into consideration. However, taking into consideration that the student may reach the maximum age limit for attendance (age 19) before successful completion of high school graduation requirements the final determination for placement will be determined by the principal or designee.

ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan. ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done.

Transfer of EL Students enrolled in ESOL Program

from South America or other countries who are on summer vacation:

- Students recently arriving from South America or other countries who are on summer vacation, should be placed in the grade they completed in their country. Usually their "summer vacation" is based on their school year that ends by late November or early December and starts late February or even mid-March. It is important to identify students who come from their country in **January, February, March, or later** who might have already completed their school year and are currently on summer vacation.
- For example, if the student completed the tenth grade in Colombia, and wants to register with MCSD within the months of January, February or beginning of March, that student should be placed in tenth grade, not eleventh grade.
- Should a parent disagree with placement, an LEP committee meeting shall be held in order to determine the best placement for the student. The parent must be invited and a member of the school administrative team (principal or assistant principal) must be present. ***This does not apply to students coming from Puerto Rico since they follow our same school calendar.***

School board policy provides flexibility to school staff in making academic placement decisions for students. Parents/guardians may appeal academic placement decisions to the principal.

Transfer of EL Students enrolled in ESOL Program

Within Florida

- The school ESOL Curriculum Compliance Teacher (contact) in collaboration with the registrar, should make every effort to obtain all pertinent ELL information from the previous Florida County.
- Students who did not meet eligibility for ELL services in another Florida County, so not need to be tested again. The ZZ (TN- some counties) designation must be honored.
- If the student was exited from the ELL Program at previous Florida County and is coded LF, continue the monitoring process until completion. They will be coded based on the records from the other county and comments must be entered on LEP/ELL Comments section of SIS FOCUS (LEP/ELL Indicators Plan Page) with the details.
- If the information is not obtained within 10 school days (as a precaution), the student must be tested as new, but the school will continue to try to get original information from the previous school and must document their efforts.

From outside of Florida:

- Students must be evaluated using entry Screener (Las Links or WIDA screener) to determine eligibility. Based on placement test scores or ELL Committee Meeting, students will be placed in the program and appropriate classes / courses
- Diagram of placement test scores is provided in the ESOL Program Handbook.

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

Students entering any Exceptional Student Education (ESE) program must meet three indicators of eligibility: a diagnosed disability, evidence that the disability adversely affects educational performance and an identified need for specially designed instruction to meet educational standards. Additional interventions and evaluation will be conducted if deemed necessary by the Multi-Tiered System of Supports Team (MTSS) or the Individual Educational Plan (IEP) Team. See Procedural Safeguards and “General Transfer Information” below for information about transferring students with ESE documentation (i.e. a current IEP).

Preschool and Kindergarten students who have a diagnosed or suspected disability will be placed in the appropriate program upon a records review.

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

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

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

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

Transfer within current school / Request for change in teacher - Florida Statutes, sections 1003.3101 and 1012.42, give a parent the right to request his or her child be transferred to another classroom based on (1) personal preference or (2) the teacher's out-of-field certification status, respectively. These statutes do not give the parent the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website 30 days before the beginning of the semester.

Parents may schedule a conference with school administration to discuss parent request. After the conference, the principal will either approve or deny the request with the rationale for the denial in writing. Schools must approve or deny the request within fourteen (14) days of receiving

the request, regardless of whether a conference with the parent(s) has occurred prior to the expiration of the fourteen (14) day deadline.

Should the parent be dissatisfied with the school's decision, the student may request a review of the decision by the Superintendent of his/her designee. The Superintendent or his/her designee will either uphold or reverse the school's decision and issue a written determination within fourteen (14) days after the appeal is received. This decision is final and no other appeal is available.

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

A student is "disabled" under the Americans with Disabilities Act (ADA) Section 504 regulations if the student meets any one of the three "indicators" of eligibility listed in 34 CFR 104.3(j)(1) and require accommodations to have equal access to educational opportunities.

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

Indicator Two: A record/documentation of physical or mental impairment that substantially limits one or more of the individual's major life activities

Indicator Three: Regarded as Impaired: A person with a history of a mental or physical impairment because of misclassification also qualifies for protection under Section 504.

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

The 504 team is defined as a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options (34 CFR §104.35(c)).

For additional information regarding 504 Plans, please refer to the Monroe County "District Implementation Guide for Section 504".

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

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

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

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

Placement of Children from Military Families

- Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools:
 - 1. Shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned.
 - 2. Must be enrolled in such program if the student’s parent is transferred to the state during the school year.
 - (b) If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, advanced placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.
- A student whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district and shall be provided preferential treatment in the controlled open enrollment process of the school district pursuant to s. 1002.31. A student whose parent is transferred within the state after the controlled open enrollment window may enroll in any school within the state.
- Students who are children of military families fall under the Interstate Compact on Educational Opportunity for Military Children. Except otherwise provided in Section C, this compact applies to the children of (Section A) [Florida Statute §1000.36]:
 - Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211;
 - Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
 - Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

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

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

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

Educational Records and Enrollment

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

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

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

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

student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

Article V: Placement and Attendance

A. If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

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

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

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

HEALTH REQUIREMENTS

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

Immunization

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

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

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

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

IMMUNIZATION REQUIREMENTS FOR ENTRY INTO GRADES K - 12 2024-2025 School Year

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

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

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

^cVaricella exempt for any student that has documented proof of the disease or titers showing immunity. Only one dose required for students under the age of four in PreK enrollment.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

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

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

ATTENDANCE REQUIREMENTS

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

STUDENTS HAVE THE RIGHT TO:

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

STUDENTS HAVE THE RESPONSIBILITY TO:

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

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

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

SCHOOL LAW IN FLORIDA:

- Students will be referred to the Child Study Team after 5 unexcused absences within a calendar month or 10 unexcused absences within 90 calendar days.
- Habitual Truant is defined by law as a student who has 15 unexcused absences within 90 calendar days.
- Truancy Petitions can be filed with the Circuit Court pursuant to §1003.26.

MONROE COUNTY SCHOOL DISTRICT:

More than nine absences per semester are considered excessive.

Students have 48 hours to either bring in an excused note from their parents or a parent must call into the attendance office within the 48 hours.

After the 48 hours, the absence becomes unexcused if the school has not received notification.

EXCUSED ABSENCES

An excused absence means that the student is absent:

- due to sickness of, or injury to, the student, attested to orally or in writing by the student's parent or guardian, or, in the event the absence is of three days or more, by a written statement of a licensed practicing physician, chiropractor, dentist, or other appropriate licensed health care or mental health professional;
- due to religious instruction for the student or religious holidays of the student's own faith to be observed by the student, when the absence is requested in writing by a parent or guardian at least three school days in advance of the absence, as delineated in Rule 6A-1.09514, Florida Administrative Code;
- due to a medical, chiropractic, dental, or other appointment with a licensed professional related to the physical or mental health of the student, when the appointment cannot be scheduled outside of school hours and when written documentation is provided by the parent or guardian prior to the scheduled appointment;
- due to attendance at an Individualized Educational Program (IEP) meeting at which the student's educational program is the topic;
- due to attendance in an administrative or judicial proceeding which involves the student as a witness or as the subject of the proceeding;
- due to a death in the immediate family of the student and such absence does not exceed seven school days;
- due to placement in The Florida Keys Children's Shelter and such placement transition period does not exceed three school days. (By the fourth day, shelter personnel are required to enroll the student in the appropriate public school closest in geographic proximity to the shelter);

- with written permission of the principal or the principal’s designee, for good cause shown, including insurmountable conditions as defined by rules of the State Board of Education in Rule 6A-1.09513, Florida Administrative Code;
- due to participation in an approved special event. The student must receive advance written permission from the school principal or the principal’s designee. (Examples of special events include public functions; conferences; and regional, state and national competitions);
- due to having, or being suspected of having, a communicable disease or infestation which can be transmitted to other students or school staff. (Examples include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies).
- Students will be afforded an opportunity to make up class work upon return to school from an absence. After three consecutive absences, the teacher will determine due dates. If notice has been given of a test or due date for a paper, project or assignment prior to an absence, the student is still responsible for the work on the date it is due. Absence will not extend the deadline. In the case of a test, the student will be expected to take the test as soon as he or she returns to school. The exception to this policy is the student assigned an out of school suspension.

UNEXCUSED ABSENCES

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

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

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

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

- with permission – absence was with permission of the principal or designee;

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

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

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

Patterns of Non-Attendance

(a) Non-attendance for instructional activities is established by tardiness, early sign-outs, or absences for all or any part of the day.

(b) For enforcement of compulsory school attendance purposes, unexcused tardies, unexcused absences from specific class periods, and unexcused early sign-outs will be accrued and divided by the number of periods within a school schedule to calculate total unexcused absences. **For example, 7 absences (any form of absence listed above) = 1 day of unexcused absence.**

(c) For enforcement of compulsory school attendance purposes, unless acceptable documentation is presented/submitted, an **accumulation of daily unexcused absences or tardiness, or early sign-outs that equal five days in a calendar month or 10 days within a 90 calendar day period** may be exhibiting a pattern of non- attendance as determined by the Child Study Team.

(d) If the student exhibits a pattern of nonattendance (excused or unexcused), principals may request documentation for subsequent absences. Non-attendance for instructional activities is established by tardiness, early sign outs, or absences for all or any part of the day.

PROCEDURE FOR REPORTING TARDIES

Tardiness is defined as a student not being in the classroom when the class is scheduled to begin.

1. Parents must follow the same process to excuse a tardy as they do to excuse an absence.
2. Excessive tardiness shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early sign-outs, or absences for all or any part of the day.
3. Tardiness to any class without documentation may be considered unexcused.
4. **Habitual tardiness is defined as 8 or more tardies to school or to an individual class per quarter.**
5. Principals have the discretion to excuse tardiness for extenuating circumstances.
6. Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences.

AN EXCUSED SIGN-IN INCLUDES THE FOLLOWING:

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

AN UNEXCUSED SIGN-IN INCLUDES THE FOLLOWING:

- heavy traffic;
- overslept;
- returned for forgotten items or student obtaining an absentee admit;
- non-educational appointments.

Early Sign-outs

Early sign-outs are defined as a parent or guardian signing out a child before the end of the school day.

1. No student shall be released within the final 30 minutes of the school day unless the principal/designee determines it is an emergency.
2. All schools shall establish procedures for early release that ensure that all students are treated consistently.
3. 3. Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.
4. Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences.
5. **The School may provide written notice to parents after 5 tardies or 5 early sign-outs within 30 calendar days or 10 tardies, 10 early sign-outs, or any combination of the two within a 90 calendar day period. Additional tardies or early sign-outs shall result in two of the following interventions:**
 - a. A mandatory parent conference with the principal/designee
 - b. A mandatory student conference with the principal/designee

ADDITIONAL ELEMENTARY ATTENDANCE INFORMATION

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

ATTENDANCE OF STUDENTS WITH DISABILITIES

In the case of an ESE student with excessive absences, Attendance Committee/IEP Team meeting should meet to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences are related to the student's disability, the IEP team will determine a reasonable course of action or placement that will support the student's academic achievement.

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

ATTENDANCE OF STUDENTS WITH A 504 PLAN

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

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

HOSPITAL/HOMEBOUND SERVICES

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time (greater than 15 consecutive days). The medical diagnosis shall be made by a licensed physician. A licensed physician is defined in Florida Statute Chapters 458 and 459 as one who is qualified to assess the student's physical or psychiatric condition.

Additional information regarding the criteria for a Hospital/Homebound program is available in the District's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students.

ABSENCES DUE TO RELIGIOUS REASONS

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

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

MAKING UP WORK

Students are expected to attend school regularly and be on time for classes. Each school's student handbook outlines the attendance procedures for that school. All school procedures must conform to the following district procedures:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence.
2. It is the responsibility of the student to request make-up work missed because of absences.
3. Students are given one day for each day of absence to complete makeup work unless unusual circumstances or accommodations (EL, IEP, 504) indicate an extension. The principal or designee must approve any extension.

Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.

Students receiving out-of-school suspension (OSS) must be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Should questions arise regarding this OSS rule, principals will grant the parent(s)/guardian(s) a conference.

WITHDRAWAL FROM SCHOOL

EARLY WITHDRAWALS

Students who are required to leave school prior to the last day of the school year must show evidence that the withdrawal is mandatory and must successfully complete assigned class work in order to satisfy promotion requirements. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

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

STUDENT WITHDRAWALS FOR ENROLLMENT IN HOME EDUCATION PROGRAM

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

Monroe County School District
Home Education Office
Attn: Alternative School / Home School Liaison
2100 Flagler Road
Key West, FL 33040

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

1. Parent must notify the district in writing of the intent to home school.
2. Parent must maintain a portfolio of records that consist of the following:
 - a. Log of educational activities;
 - b. Writing samples, work sheets, workbooks, and or other creative materials;
 - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice.
3. Evaluation, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator.

4. Annual Review, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one-year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program [Florida Statute § 1002.41]

CURRICULUM AND INSTRUCTION

GENERAL PROGRAM DESCRIPTION

The Monroe County School District Curriculum Guidelines incorporates the strands, standards and benchmarks of the Florida Department of Education English Language Arts B.E.S.T. Standards in grades K-5, Florida Standards and State Standards. The curriculum guidelines include benchmarks for the disciplines of:

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

These benchmarks delineate what students should know and be able to do. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks. K-5 English Language Arts B.E.S.T. Standards, Florida Standards and/or State Standards are identified in grade level curriculum guides and identify what each student should know and be able to do in the above identified subjects.

SPECIAL PROGRAMS

Physical Education

Each district school board shall provide 150 minutes of physical education, 30 consecutive minutes per day, as defined by the FLDOE each week for students in kindergarten through grade 5. Florida Statute [1003.425]

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

In addition to the requirements in subsection (3), each district school board shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in

kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. This requirement does not apply to charter schools.

English Language Learners (ELL)

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

Instructional Model through which the EL student receives services:

- **E:** Sheltered English (all students in class are LY in the Reading/Language Arts course)
- **S:** Sheltered Core Subject areas (all students in class are LY for classes: Math, Science, Social Studies, and Computer Literacy)
- **I:** Mainstream English (combination of non-ELL and LY students in Reading/Language Arts course)
- **C:** Mainstream Core Subject areas (combination of non-ELL and LY students for classes: Math, Science, Social Studies, and Computer Literacy)

Gifted Education

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

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

Students with Disabilities

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

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

504 Students

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

Alternative Education/Dropout Prevention (DOP) Programs

Dropout prevention and academic intervention programs may differ from traditional educational programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students. The educational program shall provide curricula, character development and law education, and related services that support the program goals and lead to improved performance in the areas of academic achievement, attendance, and discipline. Student participation in such programs shall be voluntary. District school boards may, however, assign students to a program for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family. [Florida Statute 1003.53].

Students in grades 1-12 shall be eligible for dropout prevention and academic intervention programs. A student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based upon one of the following criteria:

1. The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
2. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
3. The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
 - a. Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while

the student is under the jurisdiction of the school either in or out of the classroom;
or

b. Severely threatens the general welfare of students or others with whom the student comes into contact.

4. The student is identified by a school's early warning system pursuant to FS. 1001.42(18)(b).

Virtual Instruction

As stipulated by the Florida K-20 Education Code [Florida Statute §1002.45(2)(b)] parents or guardians have the right to choose educational options such as MyDistrict Virtual School (MDVS) or Florida Virtual School (FLVS) for their children. A student's full-time school may not deny access to courses offered by MDVS or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. Access to students shall be available during and after the normal school day.

Additional information regarding the district virtual instruction program is available in Appendix B.

Extra-curricular Programs

The Monroe County School District recognizes the value that extra-curricular activities play in creating a healthy school climate. Schools are encouraged to develop diverse offerings for students beyond the classroom that include opportunities for all students to become involved in activities that include but are not limited to athletics, academic clubs, the arts, and community service organizations.

Extracurricular Activities for Home Education and My District Virtual Students

Registered home education students are eligible to participate in interscholastic extracurricular activities at the public middle school to which they would have been assigned by the school district. Interscholastic extracurricular activities are school-authorized athletic or education-related activities for students that occur during or outside of the regular instructional school day. Such activities include athletics, marching band, chorus, and academic clubs. In order to participate, the home education student must meet the same eligibility requirements of the special activity as established for all regularly attending students. [Florida Statute §1006.15

PROGRAM EVALUATION

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

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

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

Teacher Judgment

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

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

Kindergarten Assessments

- STAR/FAST Early Literacy Reading
- STAR/FAST Math
- District-adopted mathematics and reading program assessments

First Grade Assessments

- STAR/FAST Reading and Math
- District-adopted mathematics and reading program assessments

Second Grade Assessments

- STAR/FAST Reading and Math
- District-adopted mathematics and reading program assessments

Third Grade Assessments

- FAST ELA Reading and Mathematics End-of-Year Comprehensive Progress Monitoring Assessment
- District-adopted mathematics and reading program assessments

Fourth Grade Assessments

-
- FAST ELA Reading and Mathematics End-of-Year Comprehensive and Progress Monitoring Assessments
- District-adopted mathematics and reading program assessments

Fifth Grade Assessments

- FAST ELA Reading and Mathematics End-of-Year Comprehensive and Progress Monitoring Assessments, Statewide Science Assessment
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

PROMOTION

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

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

The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next academic level is that of the classroom

teacher and/or a promotion and retention committee. The final determination resides with the school principal.

RETENTION

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

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

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

Students in Kindergarten through 2nd grade may be retained based on scoring at or below the 10th percentile on FAST STAR Reading, Early Literacy and/or Math assessments. For any students in Kindergarten through 2⁴⁰ grade who may potentially be retained, the district will notify parents and provide an opportunity for parental input on the retention decision. Parents will be communicated the importance for students to master early literacy skills in order for them to be reading on or above grade level by grade 3.

Early Warning Systems

A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance, attendance, or behavior and stay engaged in school. The early warning system must include the following early warning indicators:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
2. One or more suspensions, whether in school or out of school.
3. Course failure in English Language Arts or mathematics during any grading period.
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading

deficiency under. [1008.25(5)(a)] and or, for students in kindergarten through grade 4, a substantial mathematics deficiency under s. 1008.25(6)(a).

Considerations for Special Program Students

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

Students with Disabilities: Specific determinations for retention of students with disabilities shall be determined on an individual basis considering the following factors: disability, diploma option, grades, state assessments, portfolios etc.

Note: See Monroe County Special Programs and Procedures Manual for additional information.

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

REMEDIATION AND RETENTION

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

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

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

Students in grades 1-5 who are identified as being considerably or substantially non-proficient/below grade level(at or below the 10th percentile) (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) in reading, writing, mathematics and/or science must receive remediation and may be retained [Florida Statute §1008.25(4)(c)]. However, Students in grades 1-5 who are identified as being marginally below the proficiency thresholds (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) in ELA, mathematics, social studies and/or science must receive remediation and may be promoted with a Multi-tiered Systems of Support (MTSS) progress monitoring plan. Grade 3 students must score a level 2 or higher on the FAST English Language Arts statewide standardized assessment in order to be promoted to Grade 4.

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

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

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

K-5 Tutorial/Remediation Program

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

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

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

Summer School

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

Students with Disabilities- Extended School Year (ESY): Special education and related services provided to students with disabilities beyond the regular 180-day school year are called extended school year (ESY) services. School districts are not required to provide ESY services to all students with disabilities. Under the Individuals with Disabilities Education Act (IDEA) ESY is provided only

when there is documented evidence that a severe regression will occur in critical life skills during time off from the school year.

Parental Notification of VPK-3 Reading Deficient Students and VPK-4 Mathematics Deficient Students

In accordance with Rule 6A-6.053(10), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

A. For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, 2 minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

B. For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

C. For grade 3, the student scores:

1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

The parent of any student who exhibits a substantial deficiency in reading or mathematics, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading and/or math, including a description and explanation, in terms understandable to the parent,

- of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
 3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading and/ or math deficiency.
 4. The development of an individualized progress monitoring plan within 45 days of the results of the coordinated screening assessment.
 5. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
 6. Strategies, resources, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in. That the statewide, standardized B.E.S.T English Language Arts assessment is not the sole determiner of promotion to Grade 3 and that additional evaluations, portfolio reviews, and alternative standardized assessments are available to assist parents and the district in knowing when a is reading at or above grade level and ready for grade promotion.
 7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's B.E.S.T. standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
 8. The district's specific criteria and polices for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
 9. Information about the student's eligibility for the New Worlds Scholarship Account under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.
 10. The process to request and receive a New Worlds Scholarship Account, subject to available funds (s. 1002.411, F.S.).

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon request of the parent, the teacher or school administrator shall meet to discuss the students' progress. Parent's may request more frequent notification of the students' progress, more frequent intervention or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with

the aforementioned notification for parent of a student with a substantial deficiency in reading and/or math and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of deficiency.

(s. 1008.25(4), F.S., 1008.25(5), 1008.25(6), F.S., s. 1008.25(7), F.S., s. 1002.411, F.S., and Rule 6A-6.053, F.A.C.)

Mandatory Remediation/Retention

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

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

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

STUDENTS RETAINED FOR READING IN THIRD GRADE

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

Students retained in third grade must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district’s summer reading camp, which must incorporate instructional and intervention strategies that place rigor and grade-level learning at the forefront.
3. A minimum of 90 minutes daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:
 - a. Integration of content-rich texts in science and social studies within the 90-minute block.

- b. Targeted small group instruction.
- c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
- d. Reduced teacher-student ratios.
- e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need.
- f. Tutoring and monitoring.
- g. Transition classes containing 3rd and 4th grade students.
- h. Extended school day, week or year.
- i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.)

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

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

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

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

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

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

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

INTENSIVE READING ACCELERATION COURSE

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.
3. Targeted Small group instruction.
4. Reduced teacher-student ratio.
5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
6. A read-at-home plan.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and

increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

Whole-Grade Promotion of Students

An elementary student must meet all the following criteria to be eligible for whole-grade promotion:

- a. The student must be consistently performing above grade level standards on a locally determined assessment, a statewide assessment, or a standardized assessment in reading/language arts and mathematics for each of the past two years. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.
- b. The student cannot skip third grade as a result of whole-grade promotion.
- c. The student must be recommended by the classroom teacher and the school counselor.
- d. All whole-grade promotions must be approved by the school principal and entered appropriately in the student information system.

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

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level as specified in s. 1008.25(5)(c)7, F.S. Specified in Rule 6A-1.094222, F.A.C., to be eligible for mid-year promotion a student retained in grade 3 can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the state academic standards in English Language Arts. Evidence is as follows:

- Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to s. 1008.25(9)(b)2., F.S.;

- Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to s. 1003.41, F.S.;
- Satisfactory performance on a state-approved alternative assessment as delineated paragraph (1)(b) of Rule 6A-1.094221, F.A.C., and described in Section D of this TAP; or
- Successful completion of portfolio elements that meet all of the following requirements:
 - Be selected by the school district;
 - Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
 - Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA standards.
 - Be an organized collection of evidence of the student’s mastery of the B.E.S.T. ELA standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and;
 - Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

These students must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

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

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student’s progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. (s. 1008.25(7), F.S., Rule 6A-1.094221, F.A.C. and Rule 6A-1.094222, F.A.C.)

Other Mid-Year Promotions of Students

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. To be eligible for mid-year promotion after November 1, a student must demonstrate mastery of reading skills consistent with the month of promotion to the current grade as presented in the learning sequence of the school district's core reading program. Tools that school districts may use in reevaluating any student retained may include nationally-normed assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. The State Board of Education shall adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade level reading skills. The student portfolio must meet the following requirements:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- Include evidence that the standards assessed by the previous grade level statewide FAST English Language Arts assessment have been met. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

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

Exemption From Retention (Good Cause)

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

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention grounded in the science of reading that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

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

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

1. Limited English proficient (EL students) who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that they are performing at a level equal to or greater than Level 2 on the statewide standardized FAST English Language Arts assessment.

5. Students with disabilities who participate in the statewide standardized FAST English Language Arts assessment and who have an individual education plan or a Section 504 Plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in pre-kindergarten, kindergarten, grade 1, grade 2, or grade 3.

6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. (Section 1008.25(6)(b), F.S.)

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

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

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

(s. 1008.25(5), F.S., 1008.25(6), F.S., and s. 1008.34(7), F.S.)

REPORTING OF STUDENT PROGRESS

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

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

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

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

Parent(s)/guardian(s) of students with disabilities enrolled in ESE must also be informed of their child's progress toward his or her annual IEP goals at least as often as each quarter period. Every child including ESE will receive a progress report in the same manner as all students.

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

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

1. School personnel will notify parent(s)/guardian(s) in writing of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form.
2. The parent(s)/guardian(s) of a student who is not making adequate progress in the standard curriculum in English language arts will be notified in writing monthly on the report card. The parent(s)/guardian(s) of any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading or any K-4 student who exhibits a substantial deficiency in mathematics must receive, in writing (e.g., MTSS progress monitoring plan, IEP, ELL Plan, mandatory retention letter), the following information [Florida Statute §1008.25(5), 1008.25(6):
 - that his or her child has been identified as having a substantial deficiency in reading and/ or math, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading and/ or math.
 - a description of the current services that are provided to the child.
 - a description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

An annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency in English language arts, science, mathematics, and social studies including results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district

assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. [Florida Statute §1008.25(8)(a)].

FREQUENCY OF PROGRESS REPORTS

All students in grades K-8 will receive a Monroe County School District Elementary School Report Card at the end of each quarter. Parent(s)/guardian(s) of students with disabilities enrolled in ESE must also be informed of their child's progress toward his or her annual IEP goals at least as often as each quarter.

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

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

GENERAL RULES OF GRADING FOR ELEMENTARY GRADES

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

- Grades are based on the quality of student performance relative to expected levels of achievement of the Florida Standards and the State Standards.
- Grades should focus on mastery and improvement toward mastery of the content using a variety of formats. Between 60-80% of the summative grade should reflect mastery of content (Examples of content mastery products are: test/ retest, quiz, discussion/ collaborative conversations using a rubric, Project Based Learning, Inquiry Lab Activities, Center/ Stations Products, Document Based Questions, Modeling Eliciting Activities)

No single summative assessment may be worth more than 20% of a student's grade (a minimum of three summative assessments per grading period). Summative assessments can take many forms and do not have to be paper/pencil tests.

- An exception may be made for Special Area teachers who see students less frequently. In these cases, one formative prior to midterm and one summative at the end of the quarter are the minimum requirements per grading period.

- A major project may be broken into multiple components as long as they are assessed independently of one another and able to be remediated individually as needed.
- When a student's score on a retake is less than the original score, the higher score should be used.
- Students and parents need timely and accurate feedback in order to effectively monitor learning progress.
- Quality of work will be assessed by multiple measures that include, but are not limited to:
 - assessments (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
 - alternative methods (portfolios and performance assessment);
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking and demonstrations);
 - Retest for Mastery (make-up test would provide less favorable conditions)
 - a. Retest on parts missed. Self-assess prior to the retest
 - b. Record the highest earned grade on the assessment
 - c. Use a variety of question formats (T/F, Multiple Choice, Fill In, Short Answer, Gridded response)
- A sufficient number of grades shall be recorded to justify the quarter grade. Grades shall be recorded weekly with a minimum of two grades per core subject (i.e. Science, ELA, Math and Social Studies).
- A recorded grade will not be changed without a review of the reason(s) and approval of the principal. Any grade change requires two signatures on a grade change form indicating the change and the reason for the change. If initiated by a teacher, approval of the principal must be obtained. If initiated by the principal, approval of the teacher or the superintendent or designee must be obtained. The teacher will be consulted prior to the initiation of any grade change by the principal except during those times when the teacher is not on duty. Only in justified cases may a principal change a mark without teacher consent and then only with the approval of the superintendent or designee.
- A student enrolled for fifteen (15) days or more shall receive grades for the quarter. Students enrolled less than this amount of time may receive grades at the discretion of the individual teacher.
- Homework and behavior are important to a student's academic progress. They are evaluated independently and are reported to parents in the appropriate section of the report card.
- Homework is not included in a student's academic grade.
- Homework should be an enriching experience with meaningful feedback given promptly. It is critical for students to also understand the purpose of their assignments and should not be used as a form of punishment or busy work.

- Considerations during the development of school-based homework policy: Assign the right amount of homework time. A good rule of thumb is to multiply the grade x 10 to approximate the right amount of minutes per night for students. (ex. 20 minutes for 2nd grade). Assign the right level of homework. Homework assignments should be at the independent level that matches students' skills.

ELL students should have the opportunity to earn grades that are equivalent to the grades earned by general education students. Teachers will work collaboratively with the ESOL contact in order to make instruction comprehensible to the student at his/her level of English language proficiency. ELL students will receive grades based on their progress in acquiring English skills and progress towards mastery of benchmarks and grade level standards. ELL students may not be penalized or given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified to meet their language needs. Documentation of such strategies, accommodations, and/or modifications is required.

ESE students should have the opportunity to earn grades/marks that are equivalent to the grades/marks earned by general education students. Grades should reflect what level of proficiency the student has reached. No student should be denied the opportunity to earn above-average grades/marks because of placement in an ESE program or due to accommodations as deemed appropriate for use within his or her instructional setting. ESE students must be graded on the basis of performance within the curriculum designated on their IEP plan.

DESCRIPTION AND DEFINITION OF REPORT CARD MARKS

Performance Level Indicators for Particular Subjects

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

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

DESCRIPTION AND DEFINITION OF REPORT CARD MARKS

A: Outstanding Progress (90-100%)

B: Commendable Progress (80-89%)

C: Average Progress (70-79%)

D: Lowest Acceptable Progress (60-69%)

F: Failure (0-59%)

Grade of I: Incomplete* (0 %)

A grade of I (Incomplete*) Indicates a problem that causes the student's work to be incomplete. For example:

- Student has not been enrolled in a class long enough to determine a grade;
- Transfer student's grades from previous school have not been received;
- A grade of I indicates that a student has entered into an agreement for credit retrieval.

A grade of I, unless changed, will revert to the original assigned grade.

Calculation of Final Grades

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

Kindergarten Grading

Grading in subject areas such as science, social studies follow the grading scale below:

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

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

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

Kindergarten grading will be issuing standards based grades. Standards-based grading focuses on the effectiveness of instruction and the mastery of skills or benchmarks for a specific subject. Grades in English language arts, Math, Science/Health and Social Studies will be reported using the scale below:

3- Meets Standard: Proficiency of grade level concepts and skills with accuracy, quality, and independence.

2- Approaching Standard: Progress towards grade level concepts and skills given support and assistance.

1- Beginning demonstration of standard: Beginning to understand grade level concepts and skills given support and assistance.

NE- Not Evident: Not yet demonstrating understanding of grade level concepts.

EL- English Language Learner

Awards and Recognition

Students who earn all A's for the entire year will be recognized with the Superintendent's Award. Students may also earn awards for Honor Roll, Attendance, Specials, Citizenship, and other achievements throughout the school year based on school discretion.

REPORTING STUDENT CONDUCT AND BEHAVIOR

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

MULTI-TIERED SYSTEMS OF SUPPORT PROGRESS MONITORING PLAN PROCESS

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

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

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

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

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

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

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

Diagnostic assessments may include:

- STAR data;
 - student portfolio;
 - teacher assessment;
 - text/placement tests;
 - diagnostic software results
2. The MTSS progress monitoring plan for a student who has been identified as deficient in literacy must identify:
 - the student's deficiencies in one (or more) of the following:
 - basic reading: phonemic awareness, phonics, word recognition
 - fluency
 - vocabulary
 - comprehension
 - listening comprehension
 - oral expression
 - written expression
 - the desired levels of performance in these areas;

- the instructional and support services to be provided to meet the desired levels of performance.
- Explicit, Systematic, and multi-sensory reading intervention strategies to be used with the student beyond the 90-minute reading block.

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

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

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

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

4. It is the responsibility of the teacher, the grade chair and the principal to ensure that the MTSS progress monitoring plan is substantive and that the outlined instructional and support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)]. The MTSS progress monitoring plan must clearly identify:

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

EL Students

When an EL student is determined to be performing below grade level in ELA, math, science, and social studies, an LEP committee, inviting parents or guardians, must convene to implement a progress monitoring plan. Page 33 of the MCSD ESOL Program Handbook (found on MCSD staff SharePoint) clarifies guidelines for monitoring academic and linguistic progression.

Students with Disabilities

Students under IDEA that are working toward a standard diploma and performing below grade level should also receive progress monitoring. The IEP is reviewed annually or as needed to

determine if programmatic changes are required. Promotion and grading of students with disabilities must take into account the impact of the student's disability. Each student with an IEP is entitled to specific Accommodations and/or Modifications as prescribed in the IEP.

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

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

504 Students

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

Gifted Students

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

DISTRICT/STATE ASSESSMENT PROGRAM

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

ACCOMMODATIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

EL Students

EL students are required to participate in the statewide and district assessment program. However, all active (LY) ELL students are eligible to receive accommodations during testing. Permissible accommodations include:

- flexible setting,
- flexible scheduling,
- flexible timing,
- state-approved electronic Heritage Language Dictionary, and
- assistance in the heritage language.

However, EL students must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELL students in an instructional setting. When a student is in both the ELL and ESE programs, all accommodations listed on their IEP as well as their ELL Plan must be offered. Parents/guardians are notified in writing of all accommodations offered to their child.

Students with Disabilities

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

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

504 Students

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

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

EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

EL Students

EL students are required to participate in FAST ASSESSMENT based on Florida Department of Education guidance for administration of statewide assessments. All students classified as limited English proficient (LEP or EL) must participate in the statewide assessment program, prescribed in Section 229.57, Florida Statutes.

There is no categorical exemption from participation in the statewide assessment program for EL students. However, ELL students are eligible for exemption to mandatory retention according to F.S. 1008.25

Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial Date of Entry into a school in the United States (DEUSS).

No promotion or retention decision may be made for any individual student classified as EL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an EL student may be made through action of a LEP committee.

Students with Disabilities

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

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

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

504 Students

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

ANNUAL REPORT

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

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

EQUITY POLICY

MONROE COUNTY SCHOOL BOARD

NON-DISCRIMINATION POLICY

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

District Equity Contact for Student & Educational/Activities:

Director of Exceptional Student Education and Equity

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