



**ELEMENTARY
STUDENT PROGRESSION PLAN
2020-2021**

SCSB APPROVED 10/27/2020

FOREWORD

It is the intent of the Suwannee County School Board that each student's progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, mathematics, and social studies; that district school board policies facilitate student achievement; that each student and his or her parent be informed of the student's academic progress; and that students have access to educational options that provide academically challenging curriculum or accelerated instruction pursuant to F.S. [1002.3105](#).

This Suwannee County Student Progression Plan has been established to provide a comprehensive plan for student progression in order to:

- Provide standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Provide specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- Provide appropriate alternative placement for a student who has been retained 2 or more years.
- List the student eligibility and procedural requirements established by the school district for any whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to s. [1002.3105](#)(2)(b).
- Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to s. [1002.3105](#)(4)(b)2.
- Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to s. [1002.3105](#)(4)(a).
- Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. [1002.3105](#)(2)(a)1.
- Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. [1002.3105](#)(4)(b)1.

- Advise parents and students of the early graduation options under s. [1003.4281](#).
- List, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to s. [1007.271](#)(21).
- Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to ss. [1003.41](#) and [1003.4203](#) through attainment of industry certifications and other means of demonstrating credit requirements identified under ss. [1002.3105](#), [1003.4203](#), [1003.4281](#), and [1003.4282](#).

The plan has been created to ensure that the required program of study, placement, promotion, reporting, retention, and assessment procedures are equitable and comprehensive, thereby providing accountability for all students.

Various requirements have been given greater visibility in the Suwannee County School Board Policy Manual and by specific reference are included as part of this required Student Progression Plan. The policy manual and this progression plan are both available online at www.suwannee.k12.fl.us.

The Superintendent shall be responsible for preparation and annual updating of plans and procedures implementing an instructional program in the district's schools which promotes mastery of Florida Standards in reading, language arts, mathematics, science, social studies, the arts, health and physical education, and foreign language.

The Student Progression Plan provides assurance that all students within the Suwannee County School District who have not demonstrated proficiency of performance standards in reading, writing, science, and mathematics shall receive appropriate instruction, and that all students receiving a diploma shall have met and/or exceeded all the requirements mandated by the State of Florida and by the School Board.

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ELEMENTARY STUDENT PROGRESSION PLAN

I. ADMISSION, PLACEMENT, TRANSFERS, and ATTENDANCE

A. Admission

1. Admission Requirements

For information about admission requirements for Suwannee County School District (SCSD), please visit the District website: www.suwannee.k12.fl.us. An enrollment packet can be obtained from the website or by request at any school location.

2. Controlled Open Enrollment

For information on Suwannee County School District's controlled open enrollment policy, please visit the District website. The policy is available at www.suwannee.k12.fl.us.

B. Placement

1. Responsibility for Placement in Grades K-5

Florida Statute 1003.21(2) places the responsibility for the placement of students with the school district. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

2. Vertical Placement Collaboration

Administration teams from District feeder schools will assist in student placement. The feeder school will provide academic and behavioral data from the previous year for the incoming students.

3. Kindergarten Initial Placement and Admission Criteria

Prior to placement in kindergarten, a student is required to be 5 years old on or before September 1.

When a student is transferring from another state and the student does not meet the regular age requirement, that student shall be admitted under the same age requirements established in the State in which the student resided under the condition that:

- the parent must demonstrate legal residency of the state from which they are transferring,
- a record of attendance, academic information and grade placement,
- evidence of immunization against communicable diseases,
- evidence of date of birth
- evidence of medical examination completed within the last twelve (12) months. Students must satisfy all health requirements established by the School Board prior to school admission.

The statewide mandatory kindergarten screening will be administered to each kindergarten student in the district within the first 30 school days of each school year.

4. Grade 1 Initial Placement and Admission Criteria

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

- Students must be 6 years old on or before September 1,
- Students must have satisfactorily completed kindergarten,
- Students must satisfy all health requirements established by the School Board prior to school admission.

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

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

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

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

In addition, the parent must provide all the following:

- official school records which show attendance, academic information and grade placement in first grade,
- evidence of residence,
- evidence of immunization,
- evidence of date of birth,
- evidence of medical examination completed within the last twelve months.

5. Grades 2 - 5 Initial Placement

Students who meet the criteria for admission or transfer shall progress according to the district's Student Progression Plan. The Superintendent has designated the principal of the school as the final authority in the placement of students.

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

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

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

- official school records which show attendance, academic information and grade placement,
- evidence of residence,
- evidence of immunization,
- evidence of date of birth,
- evidence of medical examination completed within the last twelve months.

6. Placement of Retained Students

Students who have been retained and have received intensive instructional services shall be provided the option of being placed in a transitional instructional setting. Such setting shall be designed to produce learning gains sufficient to meet the next grade level performance standards while continuing to remediate the areas of reading. A combination class is one method of transitional setting. Students may not be retained in third grade more than one time.

7. Placement within a School

Placement of a student that involves movement within a school shall be the responsibility of the principal or his/her designee.

8. Placement for Students with Disabilities

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Specially designed instruction will be provided by an Exceptional Student Education (ESE) teacher or other service provider in the least restrictive environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers but some students with disabilities may require instruction in a separate environment for some portion of the day.

9. Placement of English Language Learners

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

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

Criteria to be utilized in making appropriate placement decisions include:

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

The Suwannee County School District ESOL Plan may be accessed under English for Speakers of Other Languages (ESOL) at: www.suwannee.k12.fl.us/title-iii-esol

When new students arrive to Suwannee County School District from other countries without appropriate educational documentation (transcripts, report cards), the student will be placed in an age appropriate setting. Placement may not be made solely upon English Language proficiency.

10. Requirements for Information Prior to Placement

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

- A final order/recommendation of expulsion shall be recorded in the records of the receiving school.
- The expelled student applying for admission to the receiving school shall be advised of the final order of expulsion.
- The superintendent or designee may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion is honored and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the

recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

Students enrolling in Suwannee County School District coming from previous special facility educational institutions may be placed in the appropriate Suwannee County School District Opportunity School if determined necessary by the School Principal, Director of Student Services, and Director of School Choice.

11. Placement for Dependent Children of Military Personnel

Florida Statute 1003.05 provides for placement of dependent children of military personnel.

Application of the Interstate Compact on Educational Opportunity for Military Children is provided to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. This section is applicable to the children of members of the uniformed services who:

- are active-duty, including members of the National Guard and Reserve on active-duty orders,
- are severely injured and medically discharged or retired -for a period of one year
- die on active duty or as a result of injuries sustained on active duty - for a period of one year after death.

This section does not apply to the children of:

- inactive members of the National Guard and military reserves
- members of the uniformed services now retired (except as stated)
- veterans of uniformed services (except as stated)
- 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.

This section provides that students who meet the above conditions are assured the following:

- A student whose parents cannot produce an official set of educational records for enrollment, the student shall enroll and be appropriately placed based on the information in unofficial records pending validation of the official records as soon as possible.
- A student who is transferring shall be provided a set of unofficial records in order to enroll under the provisions of this policy by the receiving educational agency. A student who transfers during the school year shall be placed in courses and/or programs 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. The 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 and or

programs. Such programs include, but are not limited to the gifted and talented programs and English as a second language.

- A student whose parent is transferring or pending transfer to a military installation within Florida will be considered a resident of the school district and will be provided preferential treatment in the controlled open enrollment process. 1003.05 F.S.

12. Placement in Virtual Instruction

Section 1003.498, F.S., establishes virtual school as an educational choice and an acceleration option for students.

Suwannee County School District offers Suwannee Virtual School (SVS) as the provider of first choice for virtual instruction; however, for situations in which SVS cannot fulfill the need, students may qualify to access the services of another state approved provider. Students may enroll in a virtual course offered by any other school district in the state. When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course. Enrollment guidance is available from the SVS Coordinator at 386-647-4243.

Virtual instruction may be appropriate for students with medical or behavioral issues that may limit success in the traditional classroom, for students who need single subject acceleration, or for students needing a more flexible schedule due to training or other extra-curricular endeavors. Parents should confer with their student's school counselor to determine whether the course selected is appropriate for the student based on the student's academic history.

Eligibility for participation in K-12 virtual instruction is governed by s. 1002.455. All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45 (1)(b).
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31.
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.
- Florida Virtual School instructional services authorized under s. 1002.37.

Private school participation in Suwannee County is limited to students enrolled in a private school that contracts for virtual services from the district. Also, students attending private school using a McKay Scholarship may only participate in two virtual classes per year with the school district, or they jeopardize the status of their scholarship.

Students enrolled in private school using a Family Empowerment Scholarship are not eligible to participate in virtual instruction provided by SCSD. Refer to the Florida Department of Education's document on frequently asked questions for more details.

Principals and school counselors will determine if placement in virtual instruction is appropriate academically for the student based on course prerequisites, the student's academic history, the student's age, and the appropriateness of the course for the student. Enrollment in virtual school must be approved by the student's school counselor prior to the start of a new semester. **Students that have previously enrolled in a virtual course and did not successfully complete the course with a passing grade will not be approved by their school counselor for another virtual course until the next school year.** This is to prevent students from negatively impacting their academic course history and GPA by repeatedly being unsuccessful in a virtual school environment.

Schools may not deny placement in a virtual course offered when the Principal and/or school counselor indicates that placement in a virtual course is appropriate, even if the school offers the same course. However, once a semester has begun and the regular drop period has passed a student may not withdraw from a school course to enroll in the same course online.

Students may not simultaneously be placed in the same course at a district school and a virtual school. Schools shall make every effort for a student to access virtual coursework on site before, during or after the school day.

Additional information is available in the Florida Public Virtual Schools Question and Answers, available at the FDOE Virtual Instruction webpage <http://www.fldoe.org/Schools/virtual-schools>. In addition, Suwannee Virtual School information is available at <http://www.suwannee.k12.fl.us>.

13. Placement of Students on Community Control

For information regarding procedures when students are placed on community control please refer to Florida Statute 948.101, *Terms and Conditions of Community Control* and Florida Statute 948.03, *Terms and Conditions of Probation*. Florida Statute 948.03 specifically states that the court shall determine the terms and conditions of probation. Conditions specified in this section do not require oral pronouncement at the time of sentencing and may be considered standard conditions of probation.

14. Parent or Guardian Role with Placement Decisions

Although final authority regarding placement remains with the Principal of the school, parents or guardians are encouraged to discuss any placement of concern with school officials and ask for an explanation of the placement. Parents may review the evidence the school used to make the placement decision. Suwannee County School District encourages parents to partner with school officials at any opportunity.

Florida Statue 1003.3101 provides parents with additional educational choice options. Each school in Suwannee County School District has established a transfer process for a parent to request his or her child be transferred to another classroom teacher. However, this section does not give the parent the right to choose a specific classroom teacher.

To request such a transfer, a form is located in each school's front office. The parent should return the form to the School Principal. The form must include the parent's justification for the request and be dated appropriately. The school must approve or deny the transfer within two weeks of receiving the request. When a request is denied, the school will notify the parent and specify the reasons for the denial.

State law provides the authority for placement of students with the school district. Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course.

Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. The Superintendent has designated the principal as the final authority in placement decisions. 1012.28 (5), F.S.

15. Placement of Home, Charter and Private Education Students

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

The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work.

A four to six week screening period is allowed from the time of enrollment in order to obtain the necessary data for the most appropriate placement. Attention is paid to the following: health and physical development, emotional behaviors, social interactions, independent performance, communication competence, cognitive development, previous learning records, family data, and family preference.

Until a screening is completed, children who are five or six years old are temporarily placed according to the legal requirements outlined in statute. Prior to placement students must complete and satisfy all admission paperwork and health requirements established by the Suwannee County School Board prior to school admission, as previously defined in this section.

16. Placement of Home Education Students on a Part-Time Basis

Home education students whose programs are registered with the district may request to enroll on a part-time basis at their home-zoned school for courses for which vacant seats exist

upon approval by the principal. Home education students may enroll and participate in district course offerings up to, but not more than half-time (.5 FTE).

Should a part-time home education student wish to enroll full-time at the school, grade placement shall be determined by school personnel as stipulated above.

Home school students taking courses in a public school must complete and satisfy all registration admission paperwork and health requirements.

Students enrolled in classes, even on a part-time basis, must comply with district disciplinary and attendance policies in the current Student Code of Conduct. The Student Code of Conduct is available on the district's website at www.suwannee.k12.fl.us.

17. Initial Placement of Homeless Students

A homeless student is defined as a child or youth who:

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

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

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

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

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

C. Transfers and Withdrawals

Transfer students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student

should have been placed in a different class, grade or program, the principal shall make the determination of appropriate placement based on all factors.

D. Attendance

School attendance in Florida is required by law according to Florida Statute 1003.21. All children between the ages of 6 (by February 1) and 16 are required to attend school regularly during the entire school term.

For specific information about attendance please see the Student Code of Conduct on the District website: www.suwannee.k12.fl.us/student-services

II. SPECIAL PROGRAMS

A. Home Education Student Participation in Public Schools

1006.15 F.S., 1002.41 F.S. Students registered in the home education program may participate in public school interscholastic and intra-scholastic extracurricular activities. However, public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities. Suwannee County School District allows for part-time attendance of home school students in on-campus classes when space and scheduling permits. Part-time enrollment is not available for private school students.

For more information, visit FLDOE Office of Independent and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/>

To register for home education, contact the office of Home Education in the Suwannee County School District at <http://www.suwannee.k12.fl.us/index.cfm?p=home-education-information>

B. Hospital /Homebound

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

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

Hospital/homebound students are eligible for a state assessment waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound.

For additional information on the SCSD hospital homebound program, please contact the Office of Student Services at (386) 647-4630.

C. Virtual Instruction Programs

1002.20 F.S. Parents or guardians have the right to choose educational options such as virtual education for their children. A student's full-time school may not deny access to virtual education, assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. Access shall be available during and after the normal school day.

See – Placement in Virtual Instruction.

Additional information is available on the Suwannee Virtual School's homepage.

<http://www.suwannee.k12.fl.us>

III. CURRICULUM AND INSTRUCTION

A. General Program Requirements

The course of study in elementary school includes instruction in the core areas of language arts, writing, mathematics, science, social studies, and physical education. Elementary students may also receive instruction in music, art, health, media/library skills, and technology. All instruction is centered on the benchmarks of the Florida Standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Required instruction (1003.42 F.S.) is detailed in the appendix.

B. Reading Instruction

1. Daily Elementary Reading Block Instruction

Each elementary school shall provide all students a minimum of 90 minutes of daily, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily reading block shall follow the Florida Department of Education template which includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs. Students at risk of retention or performing below grade level will be provided daily, intensive, accelerated reading instruction. Refer to the Suwannee County Schools state approved Reading Plan located <http://www.fldoe.org/academics/standards/just-read-fl/>

2. Comprehensive Core and Supplemental Intervention Reading Programs

All K-5 students shall participate in initial instruction using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall use scaffolding to meet the needs of every student. Differentiated instruction served through the Supplemental Intervention Reading Program (SIRP) reinforces initial instruction through remediation, acceleration, or enhancement. Students whose Individual Education Plan (IEP) indicates that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials identified in the district's Comprehensive Reading Plan and specified in the student's IEP based on the rigorous reading requirements.

3. Use of Accelerated Reader (AR)

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

4. Intensive Intervention

The Intensive Intervention shall:

- be provided to all K-5 students at risk of retention as identified by the district’s assessment system utilizing screening, diagnostic, and progress monitoring instruments that measure phonemic awareness, phonics, fluency, oral language, vocabulary and comprehension,
- be provided during regular school hours in addition to the regular reading instruction, and
- include a state-identified research-based reading curriculum.

The curriculum must meet the following specifications:

- assist students whose assessment indicates a reading deficiency in developing the ability to read at grade level,
- provide skill development in phonemic awareness, phonics, fluency, oral language, vocabulary and comprehension,
- provide scientifically-based and reliable assessment,
- provide initial and ongoing analysis of each student’s reading progress,
- implemented during regular school hours, and
- based in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

K-12 Student Reading Intervention Requirements per State Board Rule 6A-6.054

Pursuant to Section 1008.25, F.S., any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations may be enrolled in intensive reading instruction immediately following the identification of the reading deficiency.

For elementary students not participating in the statewide reading assessment, substantial deficiency in reading must be defined by the district school board in the K12 Reading Plan. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Standards Assessment Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Immediate intensive intervention shall be provided daily for all students who have been identified with a reading deficiency. This intervention shall be in addition to or as an extension of the ninety-minute reading block in a smaller group size setting or one on one. The student shall continue to be provided with intensive reading instruction until the reading deficiency is remedied.

C. Third Grade Reading

1. Mandatory Retention and Good Cause Exemptions

Mandatory Retention and Good Cause Exemptions are provided for in Florida Statute 1008.25 and State Board Rule 6A-1.094221.

A grade 3 student scoring at Level 1 on the reading portion of the FSA **must** be retained unless exempted from retention for good cause. Students qualifying for one of the following six good cause exemptions may be promoted.

Requests for good cause exemptions from the retention requirement for grade 3 students (1008.25 (6)(c) F.S.) must include:

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

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

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

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

a) Good Cause Exemption # 1 – ELL Students

This exemption applies to English Language Learners (ELLs) who have had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

b) Good Cause Exemption # 2 – Florida Alternate Assessment

This exemption applies to students with disabilities whose Individual Education Plans (IEP) indicates that participation in the Florida Standards Assessment program is inappropriate, consistent with requirements of State Board of Education Rule. These students are

participating in the Florida Standards Alternate Assessment (FSAA) as outlined in the assessment criteria. (1008.212)

c) **Good Cause Exemption # 3 – Other Alternative Method of Assessment**

This exemption applies to students who demonstrate an acceptable level of performance (at grade level) on an alternate standardized reading assessment approved by the State Board of Education. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

The standardized assessment to be used by Suwannee County School District is the SAT 10 Reading Comprehension Subtest, STAR Reading or i-Ready. For promotion, a student must score at or above the 45th percentile on the SAT 10, or 50th percentile on STAR (Enterprise Version) or 50th percentile on i-Ready (Table 6 from 2016- 2017 Norms).

The earliest the alternate assessment may be administered is following the receipt of the grade 3 FSA ELA scores or during the last two weeks of school, whichever occurs first. Schools may also opt to administer the SAT 10, STAR or i-Ready after the completion of the Summer Reading Program for the grade 3 students or after the beginning of the new school year using appropriate norms for the day of administration.

d) **Good Cause Exemption # 4 - Portfolios**

This exemption applies to students whose portfolios indicate they are reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on the FSA. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

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

- be selected by the student's teacher,
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
- be an organized collection of evidence of the student's mastery of the Florida Standards Benchmarks for Language Arts that are assessed by the state assessment for grade 3 reading. For each benchmark, there must be at least **three** demonstrations of mastery at 70% or above.

e) **Good Cause Exemption # 5 – Students with IEP/504 Plans**

This exemption applies to students with disabilities who participate in the statewide, standardized English Language Arts assessment and who have an IEP or Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two (2) years but still demonstrates a deficiency in reading AND was previously retained in kindergarten or grades 1, 2 or 3. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

f) Good Cause Exemption # 6 – Previously Retained

This exemption applies to students who have received intensive intervention in reading for two or more years but still demonstrate a deficiency in reading AND were previously retained in kindergarten or grades 1, 2 or 3 for a total of two years. A student may not be retained more than once in grade 3.

Note: If promoted under this exemption, intensive reading instruction must include a modified instructional day using specialized diagnostic information and specific reading strategies that reflect a student's learning style. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

2. Assessment of Grade 3 Students Enrolling after State Assessment

Students who enroll in grade 3 after the administration of the State Assessment shall be assessed prior to the end of the year to determine if the student needs to repeat grade 3. Schools shall use i-Ready, STAR or the Reading Comprehension subtest of the SAT 10. The student must score at or above 50th percentile on STAR (Enterprise Version) or 50th percentile on i-Ready (Table 6 from 2016- 2017 Norms) or qualify for one of the six good cause exemptions to be promoted. Students who do not achieve the criterion score for promotion shall be referred to the Student Support Team to determine if the preponderance of evidence indicates that retention is warranted. Summer Reading Program attendance is expected for students who do not meet the criterion score.

3. Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading proficiency of any grade 3 student transferring into the district to determine if remediation is appropriate. If a grade 3 student transfers in time to take the Florida Standards Assessment, the ELA score will be used in determining the student's retention or promotion. If the student enters after the administration of the Florida Standards Assessment, it is up to the school to assess the student's reading proficiency using the Reading Comprehension subtest of iReady, STAR or the SAT 10. The student who scores below the 50th percentile on iReady (Table 6 from 2016- 2017 Norms), STAR (Enterprise Version) or the 45th percentile on the SAT 10 Reading Comprehension subtest will be considered for retention. Retention decisions must be based on more than a single test score. The Florida Standards Assessment is not the sole determiner of retention.

4. Required Portfolios for Students Retained in Grade 3

Each school shall prepare a reading portfolio for each student retained in grade 3 by the mandatory retention for reading requirement. The portfolio must contain evidence of mastery of benchmarks, other information to inform parent or guardian, and results of diagnostic assessments and progress monitoring. Every grade 3 student who may qualify for a promotion

for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used.

5. Parent or Guardian Notification of Student Retention in Grade 3

Each school shall provide written notification to the parent or guardian of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring a minimum Level 2 on the reading portion of the grade 3 Florida Standards Assessment, that his/her child has not met the proficiency level required for promotion, and the reason the child is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

6. Differentiated Instruction in Mathematics Students Retained in Grade 3

Students who are proficient in mathematics as evidenced by a Florida Standards Assessment mathematics score of Level 3 or higher and who are retained in grade 3 for reading deficiencies shall be provided differentiated instruction in mathematics appropriate to their instructional level.

7. Required Instruction for Retained Grade 3 Students

Students that are mandated to be retained in 3rd grade due to reading shall 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:

- Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
- Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.
- A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1.

This instruction may include:

- Integration of content-rich texts in science and social studies within the 90-minute block.
- Small group instruction.
- Reduced teacher-student ratios.
- More frequent progress monitoring.
- Tutoring or mentoring.

- Transition classes containing 3rd and 4th grade students.
- Extended school day, week, or year.

Suwannee County School District shall provide written notification to the parent of a student who is retained due to the mandatory reading requirement 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 will include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

The retained third grade student is eligible for midyear promotion if he or she can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. This will be evaluated using subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. There is more information related to mid-year promotion in section 12.

Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

Suwannee County School District will provide students who are retained due to mandatory retention, including students participating in the school district's summer reading camp under with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading.

Each elementary school will establish, 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:

- a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. The use of explicit, systematic, and multisensory reading interventions, 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.
- e. A read-at-home plan.

8. Reading Materials to be used for Students Retained in Grade 3

The core program used shall be the district adopted McGraw-Hill K-5 “Wonders” reading series for a retaineer in grade 3. All supplemental and intervention materials and programs utilized shall be from the state recommended list and among those cited in each school’s section of the district’s Comprehensive Reading Plan.

9. Instruction in Summer Reading Programs for Grade 3 Students

Summer Reading Programs shall be offered at each elementary school, or in clustered sites, when appropriate, to each student in grade 3 who scored at Level 1 on the Florida Standards Assessment. A school may open the program to other grade levels at the principal’s discretion after ensuring all eligible grade 3 students have been served.

10. Mid-Year Promotion of Retained Grade 3 Students to Grade 4

Prior to November 1

Retained grade 3 students may be considered eligible for mid-year promotion to grade 4 **prior to November 1st** if the following requirements are met:

- A score at or above the 50th Percentile on iReady Reading (Table 6 from 2016- 2017 Norms) or
- A score at or above the 50th Percentile on STAR (Enterprise Version) or
- Completion of a portfolio demonstrating reading mastery at or above State Assessment Level 2. (The portfolio must have been completed independently and must contain at least three (3) examples of each of the fourteen (14) assessed benchmarks as described in Good Cause Exemption #4.)

The portfolio items must:

- Be selected by the student’s teacher,
- Be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom,
- Include evidence that the standards assessed by the grade three statewide English Language Arts Florida Standards Assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information 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 that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.
- Be an organized collection of evidence of the student’s mastery of the Language Arts Florida Standards that are assessed by the grade three statewide English Language Arts Florida Standards Assessment. For each standard, there must be at least three (3)

examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and

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

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

After November 1

Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. [6A-1.094222](#)

All mid-year promotions of grade 3 students to grade 4 after November 1st must be examined and approved by an impartial review committee composed of the principals of the respective schools and other personnel agreed upon by the school and the district prior to a student moving to the next grade.

In every case when a mid-year promotion of a retained grade 3 student to grade 4 is considered, the parent or guardian must be included in the conversation leading to the decision. The school and parent or guardian should consider the student's demonstrated readiness for performing the work of the next grade in all core subjects before proceeding with a mid-year promotion.

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

Note: The district approved assessment may be administered at the end of Summer Reading Program and again for mid-year promotion as long as there are 30 days between administrations.

11. Review of Progress Monitoring Data of Students Retained in Grade 3

The district shall conduct an annual review of progress monitoring data of all students retained in grade 3 who did not score above Level 1 on the reading portion of the State Assessment in the most recent administration and did not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. At the same time, the district shall review the portfolios of each grade 3 student retained due to the mandatory grade 3 retention for reading.

D. Physical Education and Recess Requirements

1003.455 F.S. “Physical education” means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Physical education (K-5) shall be scheduled for 150 minutes per week and at least 30 consecutive minutes per day when provided. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school principal.

The PE requirement above shall be waived for a student who meets one of the following criteria:

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

In addition, students in grades K-5 shall be provided with 20 consecutive minutes of supervised, safe, unstructured, free-play recess per day.

E. Honor Roll

Elementary School Honor Roll, as defined by the Suwannee County School District, is comprised of students who earn the grades of A or B for a given grading period.

IV. PROMOTION, ACCELERATION and RETENTION

A. Promotion

1. Student Progression from One Grade to Another

In Suwannee County School District, decisions regarding student promotion and special placement are primarily the responsibility of professional staff members of the individual school; however, school principals shall review such recommendations with consideration for requirements within the Student Progression Plan.

Student promotion is based on evaluation of each student's achievement in terms of appropriate instructional goals. Discussions shall be based on results of progress tests, classroom assignments, daily observation, standardized tests, state assessments, ability to function at the next grade or course level and other objective data.

It is the responsibility of teachers and appropriate support personnel to identify students who appear unable to make satisfactory progress toward district objectives and who fail to meet State Student Performance Standards.

Report card grades or notations must clearly reflect each student's level of achievement and attendance. Parents will be notified when students are achieving below the expected level of proficiency.

Student progression from one grade to another is based on proficiency in reading, writing, science and math with the exception of grade 3 when students cannot progress to grade 4 if they score at Level 1 on the grade 3 FSA in reading and do not qualify for one of the seven good cause exemptions.

2. No Social Promotion/Administrative Placement

Florida statute 1008.25(6)(a) prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment.

As the FSA is not the sole determiner of promotion or retention, the principal shall base a promotion or retention decision on the evidence reviewed.

3. Promotion under Unique Circumstances

In certain, unique circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by the district and the state. Promotion may be recommended by a principal working with the Student Support Team if the student is able to demonstrate mastery of the Florida Standards through alternate assessments with the evidence indicating that the student's achievement is equivalent to the designated levels of performance for student progression. This provision, however, does not apply to grade 3 students who score Level 1 on the Reading FSA.

4. Promotion of Late-in-the-Year Transfer Students

The promotion of students in grades K-5 transferring into Suwannee County School District during the last grading period shall be determined primarily by the grades and records received from the sending school.

5. Promotion of Students in Grades K-2

Promotion in grades K-2 is based primarily on progress in reading. Students in grades K, 1, and 2 must make satisfactory Florida Standards benchmark progress in reading to be promoted. Students' reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

The District progress monitoring assessment will be administered to all kindergarten through second grade students to determine which students are in need of additional instruction in reading. Each student shall be referred to the school's Student Support Team for review of the student's progress and portfolio. At the end of the year, the Student Support Team shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

6. Promotion of Students in Grades 3-5

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

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

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

7. Promotion of Students with Disabilities in the Exceptional Student Education Program

Students in the Exceptional Student Education (ESE) program who are following the general education program, take the state assessment (FSA), and are working toward a standard diploma fall under the same guidelines for promotion as regular education students.

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

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

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

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

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

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

B. Acceleration

1002.3105 F.S. Each school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program.

1. Promotion by Acceleration in Grades K-5

When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parent or guardian in a conference with the principal (or designee), and a written confirmation of the decision shall be furnished to the parent or guardian. In the event that a conference is not possible, written communication to the parent

or guardian is deemed sufficient. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

The acceleration process does not supersede initial placement age criteria provided in Florida Statute 1003.21:

- for kindergarten, the student must be 5 years on or before September 1 of the school year.
- for first grade, the student must be 6 years old on or before September 1 of the school year.

2. Whole Grade Acceleration

Acceleration is the skipping of a grade, or part of a grade, based on exceptionally high achievement by a student demonstrated by state assessment Level 4 or 5 in reading and mathematics, evidence that the student will benefit from the instructional program at the advanced grade level and that acceleration is appropriate. Requests for Whole Grade Acceleration should be completed before November 1.

When such administrative assignment of a student involves two schools, an agreement between the two principals is required. The long-range academic, social and emotional effect of the decision shall be reviewed by the Student Support Team. The principal, with the recommendation of the Student Support Team and with the approval of the superintendent or designee, has the responsibility for making such assignments. However, a student shall not be accelerated without parent or guardian consent. Student progress shall be reviewed to maintain continuous advanced placement. The student should be monitored for the first nine weeks of the change of placement to assess progress. If acceleration is not appropriate for the student, the student may return to the former placement.

The student's cumulative guidance record and report card shall be noted to indicate "accelerated grade placement" and the major reasons for the acceleration. In the cumulative record, the name of the principal making the assignment is indicated. Parents or guardians must be notified formally in writing that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification must also be filed in the cumulative folder.

3. Single Course Acceleration

In order to allow students to progress on their own customized learning paths, the following procedures allow for demonstration of mastery and single course acceleration. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Students in all grades are eligible for single course acceleration after demonstrating mastery of the current grade level course standards. When a student is accelerated, they are still responsible for mastering all standards in the current grade level courses and will be required to take all state and district assessments.

Integrated curriculum standards such as literacy and social studies may be missed through acceleration yet included on future assessments required for middle school promotion. In addition, math and science topics are presented only once rather than being repeated year after year. Therefore, the parent should consider carefully the full academic and social ramifications of acceleration and confer with the school counselor to determine if single course acceleration is appropriate for the student based on the student's academic history, teacher recommendation, ability to work independently and the long range academic, social and emotional effect of acceleration. Written notice of a Course Acceleration Request should be completed and presented to the principal before November 1.

Students who do not have a state assessment score can show 80% mastery by progress monitoring assessments and district formative assessments.

Middle school courses for students in grade 5 are accessible only through virtual instruction and require the approval of the Principal, Director of Curriculum and Instruction and the notification of the Coordinator of Suwannee Virtual School.

Suwannee Virtual School (SVS) is the provider of first choice for virtual instruction; however in situations in which SVS cannot fulfill the need, students may qualify to access the services of other state approved virtual providers.

4. Procedure for Course Acceleration

- A teacher or parent who believes a student might be a candidate for course acceleration shall contact the school counselor and share classroom evidence and state assessment performance or progress monitoring data in support of the student's possible assignment to the next grade level course.
- The counselor shall review the classroom evidence of potential course mastery.
- If testing is authorized by the parent, the counselor shall notify the principal and obtain the appropriate assessments.
- The teacher shall administer the recommended assessments and consult with the Director of Curriculum and Instruction to determine if the student demonstrates mastery, defined as 80% or better.
- If the student achieves a mastery score of 80% or above, the teacher shall note the areas that the student has not yet mastered and instruct the student in those areas prior to or while the student is taking the next course in the sequence.
- The Director of Curriculum and Instruction will review the documentation of mastery and make a final determination of single course acceleration and shall notify the school within five days of the decision.
- If virtual school is required for the next course level, the Director of Curriculum and Instruction will notify the SVS Coordinator for registration.
- If the acceleration is to a virtual school, the progress of the student in the new course shall be monitored by the virtual teacher.
- If the acceleration is to another teacher's classroom, the sending teacher shall monitor the student's mastery of the items not mastered on the assessments and keep the

teacher of the accelerated course apprised of the student's progress on the missed items.

- At the end of the accelerated course, the classroom teacher(s) and a school administrator shall review progress monitoring and course performance to determine appropriate placement for the student in the next school year. The student's continued learning progression would include one of the following two scenarios in elementary school:
 - ✓ the student would remain in the same grade level course the following year with differentiated instruction to expand the student's knowledge and skills, or
 - ✓ the student would move to the next course in the sequence.

C. Retention

General Comments

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

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

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

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years. The district shall provide an appropriate alternative placement for a student who has been retained two or more years.

1. Guidelines for Retention of Students in Grades K-5

The following guidelines are established to assist the Student Support Team in making retention decisions at the elementary or middle school level:

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

The team consists of the principal or designee, school counselor, teacher(s), Director of Student Services or support services personnel involved with the student and staff members as designated by the principal. In all retention determinations, the evidence must support a retention decision.

2. Retention of Students with Disabilities enrolled in Exceptional Student Education

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

3. Retention of English Language Learners (ELL)

Retention of an ELL student is based on unsatisfactory performance in reading, writing, mathematics, and/or science as determined by the Student Support Team in conjunction with the ELL Committee. Students cannot fail a course, or be retained solely based on English language acquisition.

V. ASSESSEMENT

A. State Assessments for Elementary Students

1008.22 F.S. requires ALL students must participate in the statewide assessments at designated grade levels.

For elementary grades K-5:

The state reading assessment shall be administered annually in grades 3-5.

The state reading assessment includes a writing subtest annually in grades 4-5.

The assessment of math shall be administered annually in grades 3-5.

The state science assessment is given in grade 5.

Each student who does not meet the specific levels of performance in reading, writing, science, and/or mathematics for each grade level or who scores below Level 3 in reading or math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need according to the state requirements.

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

B. State Assessment and Promotion and Retention

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

C. Florida Kindergarten Readiness Survey (FLKRS)

1002.69 F.S. Each kindergarten student in the district shall participate in statewide kindergarten screening within the first 30 days of the school year. The statewide screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards.

D. Assessment of Reading Ability of K-3 Students

1002.20 (11) F.S. Each elementary school shall assess regularly the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, as defined by performing below

grade level, the parent or guardian shall be notified of the student's deficiency with a description and explanation of the exact nature of the student's difficulty in learning. The parent or guardian shall be consulted in the development of a progress monitoring plan and shall be informed that the student will be provided intensive reading instruction until the deficiency is corrected.

E. Assessment of Students with Disabilities

All students, including students with disabilities, must participate in the state's assessment and accountability system. Students with disabilities who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the **Statewide Science Assessment (SSA)** and the **Florida Standards Assessment (FSA)**.

If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Students with significant disabilities who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the **Florida Standards Alternate Assessment (FSAA)**.

IEP Teams are responsible for determining whether students with disabilities will be assessed with the SSA/FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.)

The IEP team should be knowledgeable of SSA/FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, the student must have a significant cognitive disability.

F. Assessment of English Language Learners (ELL)

All ELL students participate in statewide assessments. As part of federal legislation, all ELL students shall be assessed annually in reading, writing, listening and speaking. In addition to taking the SSA/FSA, students in the ELL program will also be assessed using the Access for ELLs Assessment on an annual basis. For ELL students that qualify for the FSAA, there is an Alternate Access for ELLs, as well.

G. Assessment Opportunities for Home Education Students

Opportunities to take state assessments are available to home education students. Arrangements can be made through the district's Assessment Coordinator.

H. Assessment Opportunities for Private School Students

Private school students are not eligible for state and district level standardized assessments through the Suwannee County School District. Private schools are eligible to enroll in the state assessment system through application with Florida Department of Education directly. This enables private school students to take the state assessments at their private school site. Voluntary Pre-Kindergarten (VPK) graduates, currently enrolled in private kindergartens, are assessed for VPK program evaluation.

I. Assessment of New Students

Students transferring into the district once the school year has begun, especially students in grade 3, shall be assessed in reading and math to determine reading and math proficiency and to ensure proper course and remedial instruction placement.

VI. REMEDIATION AND PROGRESS MONITORING

1008.25(40(b) F.S. Each student who does not meet specific levels of performance in reading, writing, science and/or mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need. Remedial instruction shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

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

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

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

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

- the specific diagnosed academic need(s) to be remediated,
- 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.

Each school shall use the materials listed in the district's K12 Reading Plan as resources for remediation in reading. Any additional resources must be scientifically research-based and approved by the Director of Curriculum and Instruction prior to use. The K12 Reading Plan is available at: <http://www.fldoe.org/core/fileparse.php/7539/urlt/Suwannee1920-K12RP.pdf>

A. Progress Monitoring and Multi-Tiered System of Supports (MTSS)

Students in grades K-5 who score at Level 1 or Level 2 on state assessments or below grade level on progress monitoring assessments in reading, and/or mathematics require remediation through the MTSS process in the appropriate subject(s).

The student's proficiency shall be reassessed by district assessments at the beginning of the grade following the intensive instruction, and the student shall continue to be provided intensive instruction until the deficiency is remediated.

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

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

B. Reading Remediation Requirements

1008.25 (5)(a) F.S. Progress Monitoring for Students with Reading Deficiencies

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency.

A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions.

The student’s reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

1. Content of Remedial Instruction

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

2. Duration of Remediation

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

3. Parent or Guardian Refusal for Remediation

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

If the parent or guardian refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent or guardian may appeal to the Principal. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. For more specific requirements, refer to the District's Reading Plan located at www.justreadflorida.com.

4. Allocation of Remedial Resources

Florida Statute 1008.25(3)(a)(b) Allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

- students who are deficient in reading by end of grade 3, then
- students who fail to meet performance levels required for promotion. The school in which the student is enrolled must implement the District Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency. The plan includes the provision of intensive remedial instruction in the area(s) of diagnosed weakness.

5. Parent Notification of a Student's Deficiency in Reading

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading, 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.
- A description of the current services that are being 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.
- 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.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and

assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

- The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. (A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.)
- The district's specific criteria and policies for midyear promotion. Midyear 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.

VII. GRADING AND REPORTING PROCEDURES

A. The Importance of Grading

1003.33 F.S. Grading practices can vary greatly, according to research by Reeves, Marzano, and others. Grading inconsistencies can result in honor roll or high GPA students scoring Level I on the FSA/SSA, students failing for non-completion of homework, students passing courses and moving grade to grade with inflated averages due to participation, homework, effort or extra credit grades.

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

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

Proficiency and promotion shall be based upon district student performance grade-level guidelines and/or by passing the course in which standards are included, or by meeting course requirements for graduation. Teachers are responsible for assessing proficiency as part of the regular course testing activities.

B. Summative Assessments

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

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

C. Formative Assessments

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

- guided and independent practice activities – classwork and homework
- workbook exercises as a direct follow-up to instruction
- quizzes to spot check for understanding

- observations of students at work and noting progress or need for re-teaching
- communication in the classroom about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction).

D. Grading Scale

The Suwannee County School Board recognizes the importance of a student grading system which is clearly identified and meaningful to students, parents, and school personnel. Grades shall be assigned as follows:

Grade	Grade Definition	Grade-Point Value	Grade Scale
A	Outstanding Progress	4	90-100
B	Above Average Progress	3	80-89
C	Average Progress	2	70-79
D	Lowest Acceptable Progress	1	60-69
F	Failure	0	0-59
I	Incomplete	0	
E	Excellent		
S	Satisfactory		
N	Needs Improvement		
U	Unsatisfactory		
√	Check for skill accomplishment		

E. Attendance Grades and Incentives

According to Florida Statute 1003.33, 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.

F. Reporting Student Progress to Parents

Schools shall use district-adopted report cards to report grades at nine-week intervals. These report cards will clearly depict and grade:

- the student’s academic performance in each class or course in Grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria;
- 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
- promotion or non-promotion.

Grades shall be supported by records which indicate how the teacher arrived at the evaluation.

Classroom grades will be posted within five (5) days to provide current assessment of student progress.

In addition, written mid-nine weeks progress reports shall be issued for all students.

Schools will report annually to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. Progress must be provided to the parent or legal guardian in writing using a district adopted format.

The school must report to the parent or legal guardian the student’s results on each statewide assessment.

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:

1. 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.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the Florida Standards Assessment.
3. By grade, the number and percentage of all students retained in grades 3 through 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board’s policy on student retention and promotion from the prior year.

VIII. VIRTUAL INSTRUCTION PROGRAM

A. Virtual Enrollment Part-time

Participation is outlined through SVS guidelines and the following points:

- For more information on virtual enrollment, call the SVS Coordinator at 386-647-4243.

B. Virtual Enrollment Full-time

- Students requesting to take a virtual course must have school administrative and parental approval. Completing the SVS Registration Checklist through the guidance office is required prior to course participation.
- A one-credit course should be completed within one school year; a half-credit course should be completed within one semester. Students may extend the duration of a SVS course for one semester with school administrative and school counselor approval if permitted by SVS guidelines.
- Devices may be provided by the district when appropriate, if student meets free lunch status. Students/Parents are liable for all lost, damaged or inappropriate use of materials or services.
- Student participation requirements include:
 - a. Comply with compulsory attendance requirements
 - b. Take state assessment tests
 - c. Comply with all district and state promotion/graduation requirements
 - d. Follows the district adopted instructional calendar for course duration.

IX. STUDENTS IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS

A. Eligibility and Programs

Suwannee County School District actively seeks to locate students with needs for exceptional student education. The term “exceptional student” includes, but is not limited to, students participating in the following programs:

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed
- Dual-Sensory Impaired
- Emotional/Behavioral Disability
- Gifted
- Hospital/Homebound
- Language Impaired
- Orthopedically Impaired
- Other Health Impaired
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired
- Intellectual Disability

State Board Rule determines the requirements for eligibility for a program as provided in the district Exceptional Student Education Policies and Procedures manual (SP&P). A copy of each school district’s SP&P can be found at the following link:

<https://beessgsw.org/spp/institution/public>

B. Student Performance Goals and Objectives

All students having difficulty meeting promotional requirements shall be monitored by the Multi-Tiered System of Supports (MTSS) Team or its equivalent. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and activities.

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

C. Curriculum and Instruction

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

Most students with disabilities can achieve general state content standard mastery pursuant to rule 6A-1.09401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Students in exceptional student education programs who are using general state content standards to attain a standard diploma will have to meet the same requirements. The student's Individual Education Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and Intensive instructional supports as appropriate.

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

Students with disabilities who are receiving instruction based on the access point standards for students with significant cognitive disabilities will participate in the Florida Standards Alternate Assessment. IEP teams are responsible for determining whether a student with a disability will be instructed on the general Florida Standards and assessed with the FCAT/FSA/EOC assessments or the Access Points Standards and assessed with the Florida Standards Alternate Assessment (FSAA) as outlined in Rule 6A-1.0943(4), Florida Administrative Code.

D. Reporting Student Progress

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

Report Cards and Grading

- A student's placement in an Exceptional Student Education Program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- Students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- A student with a disability shall not be penalized with a lower grade for using accommodations.

E. Assessment of Student Performance

1. State and Local Assessment

State Board rule 6A-1.0943, FAC provides the basis for accommodations to Florida's statewide assessment system for students with disabilities who have an IEP.

The Division of Public Schools shall develop the modified test instruments required herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures.

Each school board shall implement appropriate modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma.

The modifications are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional student and has a current individual educational plan, or who has been determined to be a disabled person pursuant to Rule 6A-19.001(6), FAC. Students classified solely as gifted shall not receive any special test modifications. Satisfaction of the requirements by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

In no case shall the modifications/ accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

Accommodations should facilitate an accurate demonstration of what the student knows or can do.

Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; the underlying skills that are being measured by the test must not be changed.

Accommodations must be the same or nearly the same as adaptations used by the student in completing classroom instruction and assessment activities.

Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

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

Legislation provides for a waiver of the FSA as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments. The individual education plan team may request a waiver of the FSA requirement for a standard high school diploma for those students identified in the Enhanced New Needed Opportunity for a Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.4282. Students with disabilities with Section 504 plans are not eligible for a waiver.

2. Alternate Assessment Guidelines

The use of an alternate assessment is an individual decision for students who have been excluded from taking the general statewide or district assessments and have cognitive disabilities that limit their ability to achieve the State Performance Standards. Alternate assessment for students in exceptional education will mirror the assessments of students participating in district and state assessment programs at each grade level by subject area. The standards assessed at the appropriate grade levels will be based on the State Performance Standards Access Points for students with significant cognitive disabilities.

The Statewide Alternate Assessment for students in grades 3-11 that addresses the State Performance Standards Access Points for students with significant cognitive disabilities will be utilized to determine the appropriate level of the student. For kindergarten-grade 2 students, an approved alternate assessment or combination of alternate assessments will be given.

The alternate assessment will include scoring criteria that clearly identifies how the student's performance is to be judged.

Documentation of the alternate assessment will include: student name, date of assessment, person conducting assessment, and score received by the student or descriptions(s) of behavior observed and description of activities and scoring criteria used to judge student performance.

The alternate assessment results will be reported to the parent around the same time period as other state assessment reports. Alternate assessment results will also be used to plan the student's IEP, report progress toward mastery of annual goals, and plan the instructional program for the next year.

3. State Board of Education Exemption

Upon receipt of a written request from the superintendent, the Commissioner may exempt an exceptional student or one who has been determined to be a person with a disability with an IEP from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievements, but rather reflect the student's impaired sensory, manual, speaking or psychological process skills. The written request must document the specific extraordinary circumstances, which prevents the students from meeting the requirements, and it must be completed annually.

F. Standards and Promotion Criteria

For students enrolled in exceptional student education programs, promotion or movement between grades and levels (primary, intermediate, secondary) will be a reflection of successful completion of IEP goals and objectives, mastery of State Performance Standards, State Performance Standards for Special Diploma or Community Employment competencies, (whichever is applicable), chronological age, or social-emotional maturity.

1. Decisions regarding the promotion/retention of 3rd grade students with disabilities must be based on provision of S.1008.25 (5) (b), Florida Statutes. A small number of students with disabilities may be promoted if they meet requirements for good cause.
2. Decisions to promote are made by the principal based on the recommendation of the IEP Team. Participation in the regular state assessment program shall be available to all exceptional students. Articulation staffing meetings shall be held for students moving from school to school (ex. PK-K, Elementary-Middle, Middle-High).

G. Graduation Requirements - Standard Diploma

A standard high school diploma will be awarded to students who meet the requirements as referenced in the secondary education section of this Student Progression Plan, demonstrate mastery of the State Performance Standards that apply, and pass such

demonstrated test. School boards shall provide accommodations to basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure exceptional students the opportunity to meet graduation requirements for a standard or a special diploma.

1. Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit, must be specified on the student's individual educational plan.
2. Accommodations to basic or vocational courses may include any of the following:
 - a. Instructional time may be increased or decreased.
 - b. Instructional methodology may be varied.
 - c. Special communications systems may be used by the teacher or the student.
 - d. Classroom and district test administration procedures and other evaluation procedures may be adjusted to accommodate the student's disability.
3. When making accommodations to basic courses, the school board shall use one of the following strategies:
 - a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students, or
 - b. Assignment of the exceptional student to a basic education class for instruction which accommodates the student's exceptionality.
4. The IEP team shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's Individual Educational Plan. Course accommodations will be used to facilitate student participation in the general curriculum to the extent possible. At least one regular education teacher will be involved in IEP development and the determination of course accommodations.
5. Exceptional students enrolled in basic courses shall be counted as exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.
6. Students failing the FSA will be remediated and/or retested at the time designated by the state during the eleventh or twelfth grade. Seniors not passing the FSA, but having successfully completed courses that meet standard diploma graduation requirements and whose abilities cannot be accurately measured by the statewide assessment test, may meet waiver options as a requirement for a standard high school diploma. Waiver requirements include students:
 - a. who are currently in high school with an Individual Educational Plan (IEP),

- b.** who have met the graduation requirement with a cumulative 2.0 or better grade point average (GPA) and any other district requirements,
- c.** who have taken the FSA at least once in the 10th grade and once in the 11th grade, but have not attained a passing score, and
- d.** for whom the Individual Educational Plan (IEP) team determines that the FSA cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

X. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, and social studies. Upon enrollment, and ELL student must have verification of the DEUSS (date entered US Schools).

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

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

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

A. Assessment

In general, all ELLs participate in the state's assessment and accountability system. As part of the federal legislation, all ELLs shall be assessed annually in reading, writing, listening and speaking. The state assessment for English Language Learners in Florida is the Access for ELLs.

B. Retention

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

APPENDIX: Required instruction (1003.42 F.S.)

[Florida Statute, 1003.42](#), provides for required courses and instruction to ensure that students meet State Board of Education adopted standards. Most specifically, members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.

State Board of Education Rule 6A-1.09412 Course Requirements - Grades K-12 Basic and Adult Secondary Programs reads: A course description directs district personnel by providing the essential content and course requirements for each course in grades K-12 contained in the "Course Code Directory and Instructional Personnel Assignments" adopted by Rule 6A-1.09441, [F.A.C. Course requirements approved by the State Board of Education](#) and are (available) online.

The Course of Study for the Suwannee County School System shall consist of subjects and courses selected from the current edition of the [Course Code Directory and Instructional Personnel Assignments](#) (CCD) published annually by the State of Florida, Department of Education.

Student schedules may reflect course code numbers by subject or as self-contained as appropriate. Regardless of scheduling techniques, minimum time requirements for instruction shall be met as outlined above and include courses from a District Course of Study approved annually.

The required program of study for elementary grades in the Suwannee County School District reflects state and local requirements for elementary education. All grades shall emphasize Florida Standards in reading, writing, mathematics, social studies, and science.

The following areas of study are required for each grade K-5:

- reading/language arts
- writing
- handwriting
- mathematics
- science
- physical education
- music

- social studies (integrated in grades K, 1 and 2 through the Florida Standards in reading, writing, math, and science)
- health (integrated through the Florida Standards in reading, writing, math, and science)

All classes will provide appropriate instruction designed to ensure that students meet Florida Standards. Careers and vocational awareness will be integrated into the curriculum. Technology will be an integral tool in the elementary instructional program. Students will understand and utilize technology as a source of information and an application of data for problem-solving. Members of the elementary instructional staff shall use approved materials and resources to teach the following:

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

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

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

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

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

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

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the

ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

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

(i) The elementary principles of agriculture.

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

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

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

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

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

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

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

(s) A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval. The character development curriculum shall stress the

qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

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

A character development program that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraphs (s) and (t).

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

In addition, to the required instruction above, the following instruction will be provided in grades K-5:

American Founders' Month

Florida Statute 683.1455

The month of September of each year has been designated as "American Founders' Month". This allows the governor to issue a proclamation recognizing "America Founders' Month" and urging various groups, including public and private educational institutions, to recognize and observe the month, inviting state, county and local governmental officials to participate.

Patriotic Programs

Florida Statute 1003.44

Suwannee County School District shall require:

- programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state.
- When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes.
- The pledge of allegiance to the flag, “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all,” shall be rendered by students standing with the right hand over the heart.
- The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state.

Any teacher or administrator is permitted to read, or to post in a public school building or classroom or at any school-related event, any excerpt or portion of the following historic material: the national motto; the national anthem; the pledge of allegiance; the Constitution of the State of Florida, including the Preamble; the Constitution of the United States, including the Preamble; the Bill of Rights; the Declaration of Independence; the Mayflower Compact; the Emancipation Proclamation; the writings, speeches, documents, and proclamations of the presidents of the United States, the signers of the Constitution of the United States and the Declaration of Independence, and civil rights leaders; and decisions of the United States Supreme Court.

However, any material that is read, posted, or taught pursuant to this provision may be presented only from a historical perspective and in a nonproselytizing manner.

When less than an entire document is used, the excerpt or portion must include as much material as is reasonably necessary to reflect the sentiment of the entire document and avoid expressing statements out of the context in which they were originally made.

If the material refers to laws or judicial decisions that have been superseded, the material must be accompanied by a statement indicating that such law or decision is no longer the law of the land.

No material shall be selected to advance a particular religious, political, or sectarian purpose.

Human Trafficking

Suwannee County School District will annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness. The District's implementation plan shall be posted on the website annually by December 1.

6A-1.094123 Child Trafficking Prevention Education.

- (1) It is the intent of the State Board of Education that every school in Florida be a "Child Trafficking Free Zone."
- (2) School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.
- (3) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.
- (4) Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:
 - (a) Recognition of signs of human trafficking;
 - (b) Awareness of resources, including national, state and local resources;
 - (c) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
 - (d) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
 - (e) Information on how social media and mobile device applications are used for human trafficking.
- (5) In order to assist with instruction, the department will maintain a human trafficking webpage, located at <http://www.fldoe.org/schools/healthy-schools/human-trafficking.stml>, with information about the education described in this rule; resources on abuse, including sexual abuse, and human trafficking prevention for professional learning purposes; and materials for parents, guardians, and other caretakers of students.

Substance Use and Abuse

6A-1.094122 Substance Use and Abuse Health Education.

- (1) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.
- (2) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

NONDISCRIMINATION STATEMENT

The Suwannee County School Board does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Malcolm Hines, Equity Coordinator

1740 Ohio Ave. South, Live Oak, FL 32064

(386) 647-4644

