

Elementary Student Progression Plan

2016-2017



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

**St. Johns County School District Student Progression Plan
Introduction**

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

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

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

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

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

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

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

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

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

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

*A student scoring below grade level must receive instructional support or be retained in an intensive program that is different from the previous year's program and addresses the student's learning needs.

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ELEMENTARY SCHOOL STUDENT PROGRESSION (GRADES K-5)

I. ADMISSION, PLACEMENT, TRANSFERS and ATTENDANCE

A. Admission

Admission Requirements

For information, please visit the District website at: <http://www.stjohns.k12.fl.us/student/enrollment/>.

B. Placement

Placement: Responsibility for Placement in Grades K-5 ([1003.21](#) (2) F.S.)

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

Kindergarten Initial Placement:

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

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

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

- a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births,
- a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent or guardian,
- an insurance policy on the child's life that has been in force for at least two years,
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent or guardian,
- a passport or certificate of arrival in the United States showing the age of the child,
- a transcript stating date of birth in the child's school record of at least four years prior to application, or
- an affidavit of age sworn to by the parent or guardian, accompanied by a certificate of age signed by a public health officer, a public school physician, or by a licensed practicing physician designated by the district School Board, stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

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

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

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

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

Grade 1 Initial Placement:

Prior to placement in first grade, a student is required to meet the following criteria: [1003.21](#) 2(b) F.S.

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

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

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

- report card or transcript reflective of the child’s satisfactory completion of kindergarten 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 the following:

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

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

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

Grades 2 - 5 Initial Placement:

Students who meet the criteria for admission or transfer shall progress according to the district’s Student Progression Plan. Consistent with school board rules and in accordance with state statute [1012.28](#) (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students.

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

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

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

- official documentation that the parent(s) or guardian(s) had resident status in the state in which the child was previously enrolled in school,
- official school records which show attendance, academic information and grade placement,
- evidence of residence,

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

Placement within a School

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

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

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

Placement of English Language Learners

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

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

Criteria to be utilized in making appropriate placement decisions include:

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

The St. Johns County School District ESOL Plan may be accessed under English for Speakers of Other Languages (ESOL) on the district website: <http://www.stjohns.k12.fl.us/esol/>

Alternative Placement for Students Retained Two or More Years

An alternative placement must be offered for a student who has been retained two or more years. The alternative placement shall provide the student with intensive, differentiated instruction designed to remediate the student's academic deficiencies and shall include opportunities for the student to be placed in small group instructional settings. The alternative placement will, under most circumstances, be at the student's home zoned school but may involve placement at a district-designated site. The alternative placement may not be a placement in a regular program at a higher grade.

Requirements for Information Prior to Placement

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

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

The superintendent or designee may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student

not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

Placement of Dependent Children of Active Duty Military Personnel [1000.36 F.S.](#)

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

Placement in St. Johns Virtual School (SJVS) or Florida Virtual School (FLVS)

[1001.42 \(23\)](#), [1003.498](#) F.S, section [1003.498](#), F.S., establishes virtual school as an educational choice and an acceleration option for students.

St. Johns Virtual School (SJVS) is the provider of first choice for virtual instruction; however, for situations in which SJVS cannot fulfill the need, students may qualify to access the services of FLVS. Students with limited or no access to a specific course are given priority for enrollment. SJVS/FLVS may be appropriate for students with medical or behavior issues that may limit success in the traditional classroom, students who need single subject acceleration, or for students needing a more flexible schedule due to training or other extra-curricular endeavors. Parents should confer with the counselor to determine whether the course selected is appropriate for the student based on the student's academic history.

District students must meet at least one of the eligibility requirements designated in section [1002.455](#), F.S. to take these courses. These requirements include:

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

Eligible students may enroll in a virtual course offered by any other school district in the state if the student does not have access to the course in St. Johns County School District, pursuant to Section [1003.498](#), F.S. The law designates that the district of instruction report the student's completion of the course for funding and that the total reported FTE for both districts cannot exceed 1.0 FTE. When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course. The enrollment form is available from the Office of Guidance and Choice, 904-547-7166.

For information on students taking middle school courses through SJVS/FLVS, see—Acceleration. Section IV (B).

Principals will determine if placement in a SJVS/FLVS course is appropriate academically for the student based on course prerequisites, the student's academic history, age and appropriateness of the course for the student's Customized Learning Path (CLP). For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs. Enrollment in virtual school must be approved by the student's guidance counselor prior to the start of a new semester. The School Board shall provide students with access to enroll in courses available through the SJVS/FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and for FLVS throughout the summer. Students wishing to take courses from SJVS/FLVS must work closely with their guidance counselors to ensure that courses fit in their Customized Learning Path (CLP). Requests for virtual courses made after the start of school fall under the normal school drop/add policies for any

course. Schools shall make every effort for a student to access SJVS/FLVS coursework on site for a student whose CLP indicates that placement in an SJVS/FLVS course during the school day is appropriate. Consistent with school board rules and in accordance with state statute ([1012.28](#) (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

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, St. Johns County School District Virtual School information is available at <http://www-sjvs.stjohns.k12.fl.us>.

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. These conditions may include that the probationer or offender in community control shall:

- report to the probation and parole supervisors as directed, and
- permit such supervisors to visit him or her at his or her home or elsewhere.

Parent or Guardian Role with Placement Decisions

State law ([1012.28](#) F.S.) 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 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. However, the final placement decision is made by 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.

Placement of Home, Charter and Private Education Students

Students seeking initial elementary school placement transferring from a home school, charter school or private school shall be reviewed by the local school to determine the most appropriate grade placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it relates to Florida Standards and previous records from public and private schools and evidence from the student's portfolio of work and achievement while in home, charter, or private school. Placement is not based solely on the recommendation of the private school, charter school or home educator. Consistent with school board rules and in accordance with state statute [1012.28](#) (5) F.S., 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:

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

Prior to placement students must provide:

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

Placement of Home Education Students on a Part-Time Basis

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

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

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

A 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. For detailed information, see: <http://www.stjohns.k12.fl.us/depts/student/homeless/>.

Placement of Immigrant Students

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

The following process will be followed:

1. Enroll any student and do not ask about their immigration status
2. Follow SJCS D enrollment guidelines as for any student
3. Follow SJCS D documentation of residency policy
4. Follow SJCS D documented guardianship policy (if necessary). The guardianship court order should be from a U.S. court. The St. Johns County court contact regarding guardianship applications and procedures is Sandra Segura and may be reached at 827-5631 or ssegura@sjc.fl.us

Please note that if the student meets the definition of homeless, including but not limited to the following circumstances: sex trafficking, natural disaster, or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Family Services Coordinator in order to make the best decision for the student.

Parent/Guardian Request for Change in Placement

Florida Statute [1003.3101](#) gives a parent the right to request his or her child be transferred to another classroom teacher based on (1) the teacher's out-of-field certification status or (2) personal preference. This statute does not

give the parent the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website 30 days before the beginning of the semester. Parents may complete a Teacher Change Request form, which is also available on the district website and at schools. When the form is returned to the school, the parent will be contacted to schedule a conference (required). After the conference, the principal will either approve or deny the request with the rationale for the denial in writing. Schools must approve or deny the transfer within two weeks of receiving the request. Consistent with school board rules and in accordance with state statute ([1012.28](#) (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

C. Transfers

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

D. Attendance

Mandatory School Attendance [1003.21 F. S.](#)

Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to kindergarten during that school year. All students who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term. For specific information about attendance, please see the Student Code of Conduct on the district website: <http://www.stjohns.k12.fl.us/schoolservices/wp-content/uploads/sites/23/2015/06/2015-16-Student-Code-of-Conduct.pdf>

Parent or guardian and student responsibilities are:

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

II. SPECIAL PROGRAMS

A. Charter Schools

Promotion of Charter School Students

Charter schools are responsible for decisions regarding the promotion of their students. Charter schools may opt to develop their own promotion requirements or adopt local district procedures. When a student transfers from a charter school to a district school and a disagreement arises between the two schools regarding the promotion of the student, the sending and receiving schools shall meet to resolve the issues. If the dispute is not resolved between the two schools, the sending school must submit a referral to the Director for Elementary Instructional Services to review the case and make a recommendation to the Superintendent.

Retention of Charter School Students

Charter schools are responsible for decisions regarding the retention of their students with the exception of the mandatory retention in grade 3 for students with Level 1 Reading FSA scores. Charter schools may opt to develop their own retention requirements or adopt local district procedures. When a student transfers from a charter school to a district school and a disagreement arises between the two schools regarding the retention of the student, the sending and receiving schools shall meet to resolve the issues. If the dispute is not resolved between

the two schools, the sending school must retain the student or submit a referral to the Director for Elementary Instructional Services to review the case and make a recommendation.

B. Foreign Exchange Students

Admission of foreign exchange students is limited to students in grade 11.

C. Home Education [1002.41](#) F.S.

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 St. Johns County School District at <http://www.stjohns.k12.fl.us/depts/homeeducation/>.

Students entering St. Johns County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by [6A-109941](#) FAC

Home Education Student Participation in Public Schools [1006.15](#) F.S., [1002.41](#) F.S.

Although public schools are under no obligation to provide home education students access to classes programs, services, or other educational opportunities, home education students may submit a request to the school principal to participate in academic classes at their assigned school if space is available. Home education students approved for district classes are subject to school board approval. If home education students request academic classes, they will be expected to follow the Student Code of Conduct and participate in required state and district assessments, the same as regular full time students. If the student cannot attend and participate in required testing they may not be eligible for academic classes. Noncompliance may result in the withdrawal from class.

D. 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. For more information, please [see page 39](#).

E. Virtual Education [1001.42 \(23\)](#) F.S.

As stipulated by the Florida K-20 Education Code (s.[1002.20](#)) parents or guardians have the right to choose educational options such as St. Johns Virtual School (SJVS) or Florida Virtual School (FLVS) for their children. A student's full-time school may not deny access to courses offered by SJVS or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. Access to students is available during and after the normal school day. FLVS is available throughout the summer. Additional information is available at: <http://www-SJVS.stjohns.k12.fl.us>.

St. Johns Virtual School offers:

- Full time virtual instruction for students in grades K-12
- Individual online courses for students (attending a SJCS D public school, private schools and home education) in grades K-1 and 6-12
- Individual online courses for all eligible students in grades 2–5 (per 1002.455 F.S.)
- Curriculum for grades 6-12 provided by FLVS
- Curriculum for grades K-6 provided by Connections Learning.

SJVS offers two additional virtual options for district students in grades K-12 who meet eligibility requirements to enroll in full time and part time courses. Families may choose from options that include district operated (SJCS D instructors) or provider operated (contracted instruction). For more information, call 904-547-8080 or visit

<http://www.sjvs.stjohns.k12.fl.us/> or <http://www.fldoe.org/schools/school-choice/virtual-edu/dis-virtual-options.stml>. The Florida Online Course Catalog may be found at <http://www.fldoe.org/schools/school-choice/virtual-edu/fl-online-catalog.stml>.

A student is eligible to participate in virtual instruction if:

- The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys
- The student is a dependent child of a member of the U.S. Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order
- The student was enrolled during the prior school year in a virtual instruction program under s. 10002.45, the K-8 Virtual School Program under s. 1002.415, or a full-time Florida Virtual School program under s. 1002.37(8)(a)
- The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year
- The student is eligible to enter kindergarten or first grade, or
- The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school or the Florida Virtual School

III. CURRICULUM AND INSTRUCTION

A. General Program Requirements

Each elementary school student shall be placed in classes appropriate to his or her developmental level and demonstrated mastery of the Florida Standards. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science and social studies. Elementary students also receive instruction in music, art, physical education and health, media/library skills, and technology. All instruction is centered on the benchmarks of the NGSSS and 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.

St. Johns County School District has adopted the *Character Counts!* program to help students learn about trustworthiness, respect, fairness, responsibility, caring, and citizenship. All students are encouraged to take part in service learning/volunteer opportunities.

Career awareness is provided at all schools. Elementary, middle, and high schools shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students.

B. Reading Instruction

Daily Uninterrupted Elementary Reading Block Instruction

Each elementary school shall provide all students a **minimum** of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily uninterrupted reading block shall follow the DOE 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/performing below grade level will be provided daily, intensive, accelerated reading instruction. Refer to the Comprehensive Reading Plan at <http://www.stjohns.k12.fl.us/cs/crp>.

Instruction in the Comprehensive Core Reading Program

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

Use of Accelerated Reader (AR) and Reading Counts Materials

The purpose of Accelerated Reader and Reading Counts 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. AR and Reading Counts books may be read at a reading station during the 90-minute block, but assessments must be taken outside the reading block.

C. Third Grade/K-3 READ Initiative [1002.20 F.S.](#)

The district has established the components of the Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative is to avoid the retention of 3rd grade students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student whose assessments indicate a reading deficiency.

Under the READ Initiative schools shall do the following:

- provide intensive, accelerated reading instruction to help close the gap for K-3 students at risk of retention/performing below grade level in reading,
- provide core instructional materials (as listed in each school's section of the district's Comprehensive Reading Plan),
- provide retained grade 3 students with an experienced (not first year) highly effective teacher as determined by the teacher's performance evaluation,
- provide parent or guardian of students to be retained with at least one of the following instructional options:
 - ❖ supplemental tutoring in scientifically research-based reading services in addition to the daily reading block,
 - ❖ a "Read At Home" plan outlined in a parent or guardian contract, including participation in "Families Building Better Readers Workshops" and regular parent or guardian-guided home reading, or
 - ❖ a mentor or tutor with specialized reading training.

In addition, [Senate Bill 850](#), Section 22 (2014) amends [1008.25 F.S.](#) to specify that:

- The school must inform parents of third grade students of the portfolio option for promotion as soon as a reading deficiency is identified. A parent of a third grade student at risk of retention may request the school to immediately begin collecting evidence for a portfolio.
- Students promoted to fourth grade with good cause should be provided intensive reading instruction and intervention that includes specialized diagnostic information and strategies to meet the needs of each student.
- A student may not be retained in grade three more than once.

The READ Initiative shall: [1008.25 \(7\)\(b\) F.S.](#)

- be provided to all K-3 students at risk of retention as identified by the district's assessment system utilizing screening, diagnostic and progress monitoring instruments that measure the Big Six: phonemic awareness, phonics, fluency, oral language, vocabulary and comprehension,
- be provided during regular school hours in addition to the regular reading instruction, and
- provide a state-identified research-based reading curriculum.

The curriculum must meet the following specifications:

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

Mandatory Retention for Level 1 FSA Reading in Grade 3 and Good Cause Exemptions

[1008.25](#) (5)(b), (6)(b) F.S., [SB Rule 6A-1.094221](#) F.A.C.

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

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

Alternate Assessment - Guidelines for Use

The standardized assessment to be used is the SAT 10 Reading Comprehension Subtest. For promotion, a student must score at or above the 45th percentile on the SAT 10. The earliest the alternate assessment may be administered is following the receipt of the grade 3 reading FSA scores or during the last two weeks of school, whichever occurs first. Schools may also opt to administer the SAT 10 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.

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

Portfolio Documentation - Guidelines for Use

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

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

Portfolio to be retained at the school for three years.

5. Students with disabilities who participate in the FSA in reading and who have an IEP or 504 Plan that reflects the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3*

6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3**.
7. Students who have received intensive remediation in reading or English Language Arts, as applicable under s. 1008.22, for two or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years

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

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

Requests for good cause exemptions from the retention requirement for grade 3 students ([1008.25](#) (6)(c) 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 assessments, and
- discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing, the school principal's recommendation.

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

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

If a 3rd grade student refuses to participate or a parent refuses to allow his/her student to participate in the state required assessment program, the Reading SAT 10, and complete the portfolio assessments, it will be necessary for the student to be retained in 3rd grade.

Alternate Assessment Criteria for Grade 3 Students for Good Cause Exemption

A grade 3 student who scores at Level 1 on the grade 3 Reading FSA may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an alternate standardized reading assessment. The standardized assessment to be used is the SAT 10. See [Good Cause Exemption # 3](#).

Instruction for Students Promoted to Grade 4 by a Good Cause Exemption [1008.25](#) F.S. ([HB 850-2014](#))

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

Assessment of Grade 3 Students Enrolling after FSA

Students who enroll in grade 3 after the administration of the FSA shall be assessed prior to the end of the year to determine if the student needs to repeat grade 3. Schools shall use the Reading Comprehension subtest of the SAT 10. The student must score at or above the 45th percentile on the SAT 10 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 Intervention Team to determine if the preponderance of evidence indicates that retention is warranted. Summer Reading Program attendance is expected for students who do not meet the criterion score.

Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading proficiency of any grade 3 student transferring into the district to determine if remediation is appropriate. If a grade 3 student transfers in time to take the FSA, the Reading FSA score will be used in determining the student's retention or promotion. If the student enters after the administration of the FSA, it is up to the school to assess the student's reading proficiency using the Reading Comprehension subtest of the SAT 10. The student who scores below 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 FSA is not the sole determiner of retention.

Parent or Guardian Notification of Student Retention in Grade 3

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

Intensive Interventions for Students Retained in Grade 3 [1008.25](#) (7)(a) F.S.

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

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

*In order to opt out of this program, the parent or guardian must state their reasons in writing to the principal. For further information, please refer to the Comprehensive Reading Plan on the St. Johns County School District web site: <http://www.stjohns.k12.fl.us/cs/crp>.

Instructional Strategies for Students Retained in Grade 3 [1008.25](#) (7)(b)(2) a-g F.S.

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

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

Differentiated Instruction in Mathematics for Students Retained in 3rd Grade for Reading Deficiencies

Students who are proficient in mathematics as evidenced by an FSA 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.

Instructional Options for Retained Grade 3 Students (Mandatory Retention for Reading)

The district shall provide the parent or guardian of students retained in grade 3 by the mandatory retention for reading with at least one of the following instructional options in addition to required reading enhancement and acceleration strategies:

- supplemental tutoring in scientifically research-based reading services in addition to the 90 minute
- minimum daily uninterrupted reading block, including tutoring before and/or after school,
- a “Read At Home” plan outlined in a parent or guardian contract, including participation in “Families Building Better Readers Workshops” and regular parent or guardian-guided home reading, and
- a mentor or tutor with specialized reading training. Note: The mentor/tutor option does not require the district or a school to pay for private tutors; volunteers or school staff may be used.

Transitional Instructional Setting for Students Retained in Grade 3 (Mandatory Retention for Reading)

Every effort shall be made to provide students retained in grade 3 due to the mandatory retention for reading with a transitional instructional setting. The purpose of a transitional setting is to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate areas of reading deficiency. Combination grade 3 and grade 4 classes are considered a transitional setting.

Reading Materials to be Used for Students Retained in Grade 3 (Mandatory Retention for Reading)

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.

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 Reading FSA. 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. Third grade students promoted by Good Cause Exemptions 1, 4, 5, or 6 are required to attend the summer reading program.

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

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

- A score at or above the 45th percentile on the SAT 10 Reading Comprehension subtest using the norms consistent with the day of testing, or
- Completion of a portfolio demonstrating reading mastery at or above FSA Level 2. The portfolio must have been completed independently and must contain at least three examples of each of the 14 assessed benchmarks as described in Good Cause Exemption #4. The portfolio items must:
 - ❖ be selected by the student’s teacher,
 - ❖ be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom,
 - ❖ include evidence of mastery of grade 3 benchmarks that are assessed by the grade 3 Reading FSA. This includes multiple choice items, and passages that are approximately 60% literary text and 40% information text, and that are between 100 and 700 words with an average of 500 words. Such evidence should include items from the Secure Portfolio Items binder, selection or theme tests from
 - ❖ Florida Standards may also be used but must reflect the reading level and response expectations of the Houghton-Mifflin reading series (CCRP). Teacher-prepared assessments that are aligned with the other evidences cited.
 - ❖ include three examples of mastery as demonstrated by a grade of C/70% or better, and
 - ❖ be signed by the teacher and principal as an accurate assessment of the required reading skills.

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

Note: The SAT 10 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.

Review of Progress Monitoring Data of Students Retained in Grade 3

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

D. Physical Education Requirements

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

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

E. Replacement of Elementary School Courses

Course replacements for elementary school students will be made on a case-by-case basis upon petition to the elementary school principal. Upon completion of a possible replacement course for a previously failed elementary school course, students/parent or guardian must supply documentation consisting of the following items:

- proof of the accreditation status of the school at which the replacement course was completed,
- documentation of mastery of the appropriate grade level Florida benchmarks of the Florida Standards for the replacement course, and
- a portfolio of work representative of the content of the course.

The elementary school principal, upon receipt and verification of the required documentation of mastery, shall approve the replacement course, and the student's record shall be amended to reflect the replacement grade. In the event of insufficient verification evidence, the grade for the course failed shall remain.

F. Honor Roll

Elementary School Honor Roll, as defined by the St. Johns County School District, is comprised of students who earn the grades of A or B for a particular grading period. Students who earn Honor Roll may receive the St. Johns County School District Honor Roll Card.

IV. PROMOTION, ACCELERATION and RETENTION [1008.25](#) F.S.

A. Promotion

Student Progression from One Grade to Another

Student progression from one grade to another is based on proficiency in reading, writing, science, social studies, 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.

No Social Promotion/Administrative Placement [1008.25](#) (6)(a) F.S.

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

Promotion under Unique Circumstances

In certain, unique circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by the district and the state. Promotion may be recommended by a principal working with the Intervention Team if the student is able to demonstrate mastery of the Florida Standards through alternate assessments with the preponderance of evidence indicating that the student's achievement is equivalent to the designated levels of performance for student progression. Schools receiving students with low state standardized assessment scores in reading and math who are promoted by a "preponderance of evidence" may contact the sending school to review the evidence to (1) make the best possible instructional placement decision and (2) to plan for differentiation. This provision, however, does not apply to grade 3 students who score Level 1 on the FSA in reading.

Promotion of Late-in-the-Year Transfer Students

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

Promotion of Students in Grades K-2

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

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

Promotion of Students in Grades 3-5

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

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

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

Promotion Requirements for Third Grade Students

Clarification Florida Law, Section [1008.22\(3\)](#)-...Participation in the assessment program is mandatory for all school districts and all students attending public schools..."

- The requirement in Section [1008.25\(5\)\(b\)](#): To be promoted to grade 4, a student must score a Level 2 or higher on statewide, standardized English Language Arts assessment required under s. [1008.22](#)
- An additional option approved by the State Board of Education in Rule [6A-1.094221\(a\)](#): Scores at or above the 45th percentile on the Reading SAT-10
- Completes the state provided portfolio assessments at or above 70% mastery
- Meets a Good Cause Exemption

There are no other options approved in state law or rule for students.

If a 3rd grade student refuses to participate or a parent refuses to allow his/her student to participate in the state required assessment program, the Reading SAT 10, and complete the portfolio assessments, it will be necessary for the student to be retained in 3rd grade.

Promotion of Students with Disabilities in the Exceptional Student Education Program

Students in the Exceptional Student Education (ESE) program who are following the general education program, take the state assessment (FSA), and are working toward a standard diploma fall under the same guidelines for promotion as regular education students. Promotion of ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievement of the students' goals and objectives.

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

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

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

Promotion of Charter School Students

See Section I, Special Programs: Charter Schools.

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

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

Standards for Mid-Year Promotion of Retained Third Graders [6A-1.094222](#)

Effective with the 2004-2005 school year, district school boards are required to adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by Section [1008.25\(5\)\(b\)](#), F.S. Such mid-year promotions of retained third grade students should occur during the first semester

of the academic year.

To be eligible for mid-year promotion, a student must demonstrate that he or she:

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

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements of paragraphs (1)(a)-(c) of this rule including the mastery of third grade reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows:

- Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Florida Standards as specified subsection (4) of this rule;
- Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule [6A-1.094221](#); or
- Successful completion of portfolio elements that meet state criteria in subsection (3) of this rule.

To promote a student mid-year using a student portfolio, as provided for in paragraph (2)(c) of this rule, there must be evidence of the student's mastery of third grade English Language Arts Florida Standards. The student portfolio must meet the following requirements:

- Be selected by the school district;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- Include evidence of mastery of the standards assessed by the grade three English Language Arts Florida Standards assessment as required by Rule 6A-1.094221, F.A.C. Evidence can include successful completion of multiple choice items and text-based responses, chapter or unit tests from the district or school adopted core reading curriculum, or the state-provided third grade student portfolio. Portfolios should contain 50% literary and 50% informational texts.
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements of subsections (1)-(3) of this rule and that the student's progress is sufficient to master appropriate grade four level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade four.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years.

B. Acceleration [1003.4295](#), 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.

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 District's Whole Grade Acceleration Protocol must be used for all acceleration requests; the Whole Grade Acceleration Checklist is available from the Director of Elementary Instructional Services. Consistent with school board rules and in accordance with state statute [1012.28](#) (5) F.S., 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.

Whole Grade Acceleration

Acceleration is the skipping of a grade, or part of a grade, based on exceptionally high achievement by a student. This is documented on the St. Johns County Acceleration Form, FSA 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. No student can be eligible for acceleration if he/she has ever been retained. 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 probable long-range academic, social and emotional effect of the decision shall be reviewed by the Intervention Team. The principal, with the recommendation of the Intervention 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 six 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.

Procedure for Whole Grade Acceleration

- A teacher or parent who believes a student might be a candidate for whole grade acceleration shall contact the school counselor and share classroom evidence and FSA performance or progress monitoring data in support of the student's possible assignment to the next grade level.
- The counselor shall review the classroom evidence of 80% mastery of standards in English language arts, math, science, and social studies, and discuss the long term ramifications of whole grade acceleration and review the Whole Grade Acceleration Checklist with the parent. (See Acceleration Resources on Inside St. Johns – Curriculum Services)
- If testing is authorized by the parent, the counselor shall notify the principal and obtain the appropriate assessments from the Instructional Services department.
- The counselor shall complete all required components of the Whole Grade Acceleration checklist with the assistance of the curriculum specialist for the independent reading and writing assessment and school psychologist for the Iowa Acceleration Scale Booklet.
- The principal and counselor shall sign and submit the complete acceleration packet to the Director for Elementary Instructional Services. The professional opinion of school staff will be considered as part of the criteria.
- The Director for Elementary Instructional Services will review the documentation of 80% mastery and use the preponderance of evidence to make a recommendation of whole grade acceleration and shall notify the school within five days of the decision.
- The accelerated student should be closely monitored for the first nine weeks of the new grade level placement. If acceleration is not appropriate, the student may return to the former placement.

Single Course Acceleration

In order to allow students to progress on their own customized learning paths (CLPs), the following procedures allow for demonstration of mastery and single course acceleration. It is necessary to complete the District's [Course Acceleration Checklist](#) and [Course Acceleration Request](#), both available from the school counselor. Consistent with

school board rules and in accordance with state statute [1012.28](#) (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. Grade level text must be used for all students except those students who have successfully completed the district acceleration process.

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 district and Florida Standards Assessments (FSA) at the grade level of the accelerated course. 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. The Course Acceleration Request should be completed before November 1.

Examples of single course acceleration:

- A fourth grade student who earned a level 4 or level 5 on the FSA in reading or math and demonstrates at least 80% mastery of the fourth grade level course standards as identified by district assessments is eligible to request single course acceleration to a fifth grade level course in reading or math. If the student also demonstrates 80% mastery of fifth grade level course standards and district assessments, they are eligible to take a sixth grade level course.
- A fifth grade students who earned a level 4 or level 5 on the FSA in reading and demonstrates at least 80% mastery of the fifth grade level course standards in reading and writing might advance to M/J Language Arts I Advanced, M/J World History Advanced, or M/J Science I Advanced.
- A fifth grade student who earned a level 4 or level 5 on the FSA in math and demonstrates at least 80% mastery on the fifth grade level course standards in math might advance to M/J Math I Advanced. ([1001.42](#) F.S.)
- A second grade student who can show 80% mastery of the second grade standards in math as identified by district assessments and progress monitoring assessments might advance to another classroom for third grade math or do third grade math virtually.

Students who do not have an FSA score can show 80% mastery by progress monitoring assessments and district formative Assessments.

Middle school courses are accessible only through virtual instruction and require the approval of the principal, Director of Instructional Services and the Director of Guidance and Choice.

St. Johns Virtual School (SJVS) is the provider of first choice for virtual instruction; however in situations in which SJVS cannot fulfill the need, students may qualify to access the services of Florida Virtual School (FLVS).

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 FSA 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 and complete the Course Acceleration Checklist with the parent.
- If testing is authorized by the parent on the Course Acceleration Checklist, the counselor shall notify the principal and obtain the appropriate assessments from the Instructional Services department.
- The teacher shall administer the recommended assessments and consult with the Curriculum Specialist 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 principal and counselor shall complete and submit the Course Acceleration Request to the Director for Elementary Instructional Services.
- The Director for Elementary Instructional Services will review the documentation of 80% 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 Instructional Services will send the Course Acceleration Request to the Director of Guidance and Choice 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 FSA/progress monitoring and course performance to determine appropriate placement for the student in the next school year. The student's CLP would include one of the following two scenarios in elementary school:
 - (1) 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
 - (2) the student would move to the next course in the sequence.

For example, a grade 4 student who demonstrated mastery of grade 4 math and was accelerated to grade 5 math might progress adequately through the year but be a candidate for more and differentiated instruction in grade 5 math the following year, **or** he/she might demonstrate mastery of the grade 5 math standards and be moved to the comparable course at the next level during the fifth grade school year – in this case M/J Math I Advanced through SJVS or FLVS.

C. Retention [1008.25 \(2\)\(c\) F.S.](#)

General Comments

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

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

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

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years. Senate [Bill 850](#) (2014) revised [1008.25](#) F.S. to prohibit a student being retained in grade 3 more than once. The district shall provide an appropriate alternative placement for a student who has been retained two or more years.

Guidelines for Retention of Students in Grades K-5 [1008.25 \(4\)\(c\) F.S.](#)

The following guidelines are established to assist the Intervention 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, guidance counselor, teacher(s), Exceptional Student Education personnel or special services personnel involved with the student and staff members as designated by the principal. In all retention determinations, the preponderance of evidence must support a retention decision.

Retention of Charter School Students

Charter schools are responsible for decisions regarding the retention of their students with the exception of the mandatory retention in grade 3 for students with Level 1 Reading FSA scores. Charter schools may opt to develop their own retention requirements or adopt local district procedures. When a student transfers from a charter school to a district school and a disagreement arises between the two schools regarding the retention of the student, the sending and receiving schools shall meet to resolve the issues. If the dispute is not resolved between the two schools, the sending school must retain the student or submit a referral to the Director for Elementary Instructional Services to review the case and make a recommendation.

Retention of Students with Disabilities

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

Retention of English Language Learners (ELL)

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

V. ASSESSEMENT [1008.22 F.S.](#)

District Assessments for Elementary Students

Kindergarten and first grade students will take Discovery Education assessments in English language arts and math twice per year for progress monitoring purposes. The District Assessment Calendar can be found at <http://www.stjohns.k12.fl.us/planning/>

Second and third grade students will take Discovery Education assessments in English language arts and math twice per year for progress monitoring purposes. They will also take one combined final exam for art, music and physical education.

Fourth and fifth grade students will take one combined final exam for art, music, and physical education.

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

State Assessments for Elementary Students

Participation in the statewide testing program, which consists of Florida Standards Assessment (FSA) and alternate assessments, is mandatory for all K-12 students attending public schools. The state assessment of reading shall begin in grade 3, reading and writing in grades 4 – 10, and math in grades 3-8. The assessment of science shall be administered grades 5 and 8.

All schools shall offer supplemental learning opportunities. Student eligibility shall be based primarily on below-grade-level performance. Each student who does not meet district specific levels of performance for student

progression in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math shall be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

FSA and Promotion and Retention

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

Florida Kindergarten Readiness Survey (FLKRS) [1002.69 \(1\)](#) F.S.

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

Assessment of Reading Ability of K-3 Students [1002.20](#) 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.

Assessment of Students with Disabilities

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

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

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

Assessment of English Language Learners (ELL)

In general, all ELL students participate in statewide assessments. As part of the No Child Left Behind legislation, all ELL students shall be assessed annually in reading, writing, listening and speaking.

Assessment Opportunities for Home Education Students

Opportunities to take state assessment tests (FSA reading, writing, math and science) and standardized achievement tests (Stanford Achievement) are available to home education students. Arrangements can be made through the district's Student Services or Planning, Accountability and Assessment offices.

Assessment Opportunities for Private School Students

Private school students are not eligible for state and district level standardized assessments through the St. Johns County School District. However, Voluntary Pre-Kindergarten (VPK) graduates, currently enrolled in private kindergartens, are assessed for VPK program evaluation.

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. INSTRUCTIONAL SUPPORT AND PROGRESS MONITORING [1008.25](#) (4)(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. Instructional support shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

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

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

- a 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 its section of the district's Comprehensive Reading Plan as resources for support in reading. Any additional resources must be scientifically research-based and approved by the Curriculum Services Department prior to use. The Comprehensive Reading Plan is available at:

<http://www.stjohns.k12.fl.us/cs/crp>.

Required Instructional Support through Progress Monitoring and a Multi-Tiered System of Supports (MTSS)

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

Students who score 2.0 or lower on the FSA writing test taken in grade 4 shall receive support through a MTSS in grade 5 and beyond until they demonstrate mastery by achieving consistent scores of 3.5 or above in writing on school-administered writing prompts.

The student's proficiency shall be reassessed by district-adopted assessments at the beginning of the grade following the intensive instruction, and the student shall continue to be provided intensive support until the deficiency is remediated. Students in grades K and 1 whose individually administered reading and math progress monitoring or diagnostic assessments indicate below grade level performance shall receive instructional support through a MTSS. Schools shall monitor progress frequently and adjust interventions based on data.

Progress monitoring of students identified as having a deficiency in reading, writing, math or 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 instructional support is to be provided, and
- the monitoring and reevaluation activities to be used.

Reading Support Requirements – Progress Monitoring for Students with Reading Deficiencies in K- 5

[1008.25](#) (5)(a) F.S.

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

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

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

Content of Instructional Support

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

Duration of Instructional Support

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

Parent or Guardian Refusal of Instructional Support through Progress Monitoring and a Multi-Tiered System of Supports (MTSS)

The school district has the authority and responsibility to advise a student's course of study. 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.

If the parent or guardian refuses to participate in the support 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 principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute [1012.28](#) (5) F.S., the

Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Allocation of Instructional Support Resources [1008.25](#) (3)(a)(3)(b) F.S.

Allocation of support 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.

VII. GRADING AND REPORTING PROCEDURES [1003.33](#) F.S.

The Importance of Grading

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, 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.

St. Johns 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 St. Johns County is based on the Florida Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indication of the level of mastery as determined by summative assessments.

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

- 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.

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

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

Examples of formative/summative assessments and multiple opportunities to improve can be found in everyday life. A child falls while attempting to ride a bicycle – this is formative feedback (1) for the child, who may need to sit up straight, maintain balance or pedal faster, and (2) for the parent who is teaching the child to ride. What matters is not the number of times the child fell, but if the child is now able to ride the bicycle. Similarly, some people fail their initial test for a driver's license, but no one cares as long as they can ultimately demonstrate knowledge of the necessary driving skills by passing the test.

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

Report Cards

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

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

All schools shall use the district's approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Grades shall be issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school. Report cards for grades K-2 shall indicate if a student is working on or below grade level curriculum. Report cards for grades 3-5 shall indicate if a student is working on, above or below grade level curriculum.

Students Working on Grade Level in Grades K-5

Report card grades shall clearly reflect the student's level of achievement. The parent or guardian must be able to assume that students earning satisfactory grades in the general program are achieving within the acceptable range for the grade in which they are enrolled.

GRADING CODE for Grades 3-5

Grades	Descriptor
A = 90 -100	Outstanding Progress
B = 80 - 89	Above Average Progress
C = 70 - 79	Average Progress
D = 60 - 69	Lowest Acceptable Progress
F = 0 - 59	Failure

Students with Disabilities

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

In very limited cases where the district report card would be ineffective in communicating progress of an ESE student, an alternate to the district report card, approved by the Director for Exceptional Student Education, may be used.

District Report on Student Progress in Intensive Acceleration Class(es)

The district shall report the progress of retained grade 3 students in intensive acceleration classes at the end of the first semester through the Progress Monitoring Reporting Network (PMRN).

District Report to the State Board of Education about Intensive Reading Interventions

The district shall report to the State Board of Education in the Comprehensive Reading Plan the specific intensive reading interventions and supports implemented in intensive acceleration classes for students retained in grade 3.

Interim Progress Reports

Interim progress reports shall be issued to all students in grades 1- 5 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent or guardian conferences as well as through reporting forms. Students with disabilities must receive a report or parent conference regarding progress toward IEP goals and objectives in accordance with the interim report.

Homework

The book Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering and Pollick (2001) identifies nine instructional strategies that have a probability of enhancing student achievement at all levels. The following strategies are in the order of effect sizes:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing efforts and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers

As homework is a proven strategy in improving student achievement, it is important to look at the recommendations from the research. The research study identifies four areas to guide teachers in assigning homework: (1) the effect size of homework on student achievement, (2) purposes for homework, (3) the importance of providing feedback to students and (4) parental involvement. Assigning homework from elementary school to middle school and from middle school to high school should follow a normal predictable progression.

Homework Recommendations for Elementary Schools

1. Amount

The amount of homework given has a smaller effect size on student achievement in elementary school versus middle school or high school, with a gain of about six percentile points (Marzano, 2001). Homework helps younger students develop study skills and become responsible for their learning at home and school. The St. Johns School District Office for Instructional Services recommends that the amount of homework should be 10 minutes per grade level: first grade - 10 minutes of homework each day, second grade - 20 minutes of homework, etc. The amount of homework assigned should be non-negotiable and monitored by teachers, parents and administration.

2. Purpose

Homework should have a specific purpose, be familiar and connected to the standards being studied, and be relevant. The purpose could be for students to (1) *practice or rehearse*, to begin (2) *preparation for the introduction of new content*, or to (3) *deepen knowledge and understanding* (Marzano, 2001). Homework assignments can be differentiated; that is, teachers could assign some high cognitive level work for the students who understand and can apply new concepts readily. This helps students to think more critically and creatively on a much broader and deeper scale. Assigned homework for an elementary student could typically be reading each night and 3-5 math problems *differentiated* (Marzano, The Art and Science of Teaching, "Chunking Content into Digestible Bites", 2007).

3. Grading

When homework is given, there should be verbal affirmation that homework was completed and responses were correct or incorrect (data gathering, reteach as necessary). According to Marzano (2007), grades should not be given for completion of homework, but success and effort should be celebrated. If schools choose to make homework a grade to encourage effort and completion, the weight should be 5% or less, so it does not distort the mastery of standards reported to parents on report cards. Procedures for checking homework should be communicated to students and parents at the beginning of the school year. School homework policy could be posted on the website, and included in the parent handbook and/or newsletters.

Annual Reporting of Student Progress in Local Newspaper [1008.25](#) (8)(b) F.S.

The district shall publish annually in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

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

Parent or Guardian Notification of Student's Annual Progress [1008.25](#) (8)(a) F.S.

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

Parent or Guardian Notification of Student Retention

The parent or guardian shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept, and an acknowledgment of such notification shall be obtained. Ongoing communication with the parent or guardian shall be maintained.

Parent or Guardian Notification of Remediation

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

Parent or Guardian Notification of Reading Deficiency in Grades K-3 and Remediation Plan [1008.25](#) (5)(c) F.S.

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

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

- if the student's reading deficiency is not remediated by the end of grade 3, as evidenced by a score of Level 2 or above on the grade 3 Reading FSA, the student must be retained unless exempted from mandatory retention for good cause, and
- the district's specific criteria and policies for mid-year promotion.

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

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

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

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

Teacher Notification of Students on Community Control

If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense shall be made known to the teacher and appropriate staff.

VIII. EXCEPTIONAL STUDENT EDUCATION

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

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

If you suspect your child has a disability, contact your child's school. The school will gather information that may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the student. Students are screened for vision, hearing, speech, and academic achievement at the initial step in the process of identifying a suspected disability. If your child is recommended for further testing, you will be asked to provide written consent prior to the evaluation.

A. Admission and Placement of Students with Disabilities

Eligibility for Exceptional Student Education (ESE)

All students having difficulty meeting promotional requirements shall be monitored carefully by the school's Intervention Team. An Exceptional Student Education evaluation may be considered upon completion of appropriate interventions and activities using a multi-tiered system of supports (MTSS). State law requires that

students with learning problems in reading and/or math, language, or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. St. Johns County has defined the reasonable length of time as a minimum of 45 school days for most students. Exceptions do apply in extreme/emergency situations, and when sensory impairments exist. Initial evaluation must be completed within 60 calendar days. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

Placement for Students with Disabilities

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

School to School Placement

All students new to the district, should enroll at their home zoned school. An IEP team will review the current IEP to determine if the services can be provided at the home zoned school. If the services required cannot be provided at the home zoned school, the school's Local Education Agency representative will contact transportation to see which school is the closest school to the home zoned school that can provide the level and intensity of services that the student requires. The LEA will also contact the receiving school to facilitate an IEP meeting to discuss the appropriate placement.

For students who have been receiving services in the district, but an IEP team has determined that the level and intensity of services required can no longer be provided at the home zoned school, the LEA will work with the ESE District Review Committee (DRC) to review the current placement and services being provided. The DRC will provide input to the IEP team about possible instruction/interventions that may be implemented to determine whether the student's needs can continue to be met in the home zoned school, or the DRC may indicate that the resources at the current/home zoned school have been exhausted. The LEA at the student's current/home zoned school will work with the district ESE staff to identify the closest school that provides the programming that the student may need. The LEA will then contact the receiving school to schedule an IEP meeting to discuss appropriate placement. Decisions on student placement, i.e. the ESE services that a student needs, are made by the IEP team. Decision regarding the location of that placement are the responsibility of the district/school administrators and their designees.

Parents/guardians are invited to attend any meeting discussing school-to-school placement. The admission and placement procedures for the enrollment of students into Exceptional Student Education (ESE) are documented in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

B. Curriculum and Instruction

Instructional Accommodations for Students with Disabilities

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

Most students with disabilities can achieve general state content standards pursuant to rule [6A-1.09401](#), F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Exceptional education students who are using general state content standards to attain a standard diploma will have to meet the same requirements as do regular education students. The student's Individual Educational Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate. The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students.

Students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of foundation skills that are clearly linked to the general education content. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

ESE students 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 instructed on Florida Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Access Points and assessed with the Florida Standards Alternate Assessment (FSAA) based on criteria outlined in Rule [6A-1.0943](#)(4), Florida Administrative Code (F.A.C.) For more information regarding the decision-making process, see the section of this document on Statewide Assessment – Assessment of Students with Disabilities Enrolled in Exceptional Student Education. Parents must sign consent for their student to receive instruction on Access Points and be assessed using the FSAA.

C. Reporting Student Progress

Notification of IEP Goals

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

Report Cards and Grading

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

D. Statewide Assessment - Assessment of Students with Disabilities

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

ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule [6A-1.0943](#)(4), Florida Administrative Code (F.A.C.) The IEP team should consider the student's present level of

educational performance in reference to the Florida State Standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, the following criteria must be met:

- The student has a significant cognitive disability.
- The student is unable to master the grade-level general state content standards.
- The student is participating in a curriculum based on the state standards access points, generalize, and transfer skills across settings.
- Parents must sign consent for a student to participate in the FSAA

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

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

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

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

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

- inform the parent in writing, and
- obtain parent consent to utilize classroom accommodations not allowed on state-wide assessments, and
- provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.

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

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

Promotion and Retention of Students with Disabilities

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

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

F. Additional Programs

Extended School Year

Extended School Year is specially designed instruction and related services beyond the normal school year of the district. These services are provided to a student with a disability who the IEP team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting

medical problem, which confines the student to home or hospital and restricts activities for an extended period of time. The medical diagnosis shall be made by a licensed physician.

A licensed physician is defined in [Chapter 458](#) and [Chapter 459](#), F.S., as one who is qualified to assess the student's physical or psychiatric condition.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student who is homebound or hospitalized if the following criteria are met:

1. A licensed physician must certify:
 - a. That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively;
 - b. That the student is confined to home or hospital; and
 - c. That the student will be able to participate in and benefit from an instructional program.
2. The student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature.
3. The student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
4. The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services, unless the student meets criteria for eligibility under Rules [6A-6.03011](#), [6A-6.03012](#), [6A-6.03013](#), [6A-6.03014](#), [6A-6.030151](#), [6A-6.030152](#), [6A-6.030153](#), [6A-6.03016](#), [6A-6.03018](#), [6A-6.03022](#), [6A-6.03023](#), and [6A-6.03027](#), F.A.C.
5. A parent, guardian, or primary caregiver signs parental agreement concerning homebound or hospitalized policies and parental cooperation.
6. The student demonstrates a need for special education.

Student Evaluation

The minimum evaluation for determining eligibility shall include:

1. An annual medical statement from a Florida physician(s) (i.e., licensed in accordance with [Chapter 458](#) and [Chapter 459](#), F.S.) that includes a description of the disabling condition or diagnosis with any medical implications for instruction. This report must state that the student is unable to attend school, describe the plan of treatment, provide recommendations regarding school re-entry, and give an estimated duration of condition or prognosis. The team determining eligibility may require additional evaluation data. This additional evaluation data must be provided at no cost to the parent.
2. A physical reexamination and a medical report by a licensed physician(s) may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than required in this rule, and may be required if the student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule.

Procedures for Providing an Individual Educational Plan (IEP)

1. The IEP shall be developed or revised prior to assignment to the homebound or hospitalized program placement.
2. A student may be alternatively assigned to the homebound or hospitalized program and to a school-based program due to an acute, chronic or intermittent condition as certified by a licensed physician.
3. This decision shall be made by the IEP team in accordance with the requirements of Rule [6A-6.03028](#), F.A.C.

Instructional Services

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

1. Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean, well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present;

and establish a schedule for student study between teacher visits that takes into account the student's medical condition and the requirements of the student's coursework.

2. Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.
3. Instruction through telecommunications or computer devices. When the IEP team determines that instruction is by telecommunications or computer devices, an open, uninterrupted telecommunication link shall be provided, at no additional cost to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.

IX. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

Placement

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, social studies and computer literacy.

The ELL Committee, which is composed of the principal or designee; the district ESOL teacher when necessary and/or feasible; the primary 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 ELLs. Parents or guardians of students being reviewed shall be invited to participate in the meetings.

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

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

The St. Johns County School District ELL Plan may be accessed under English for Speakers of Other Languages (ESOL) at the district website: <http://www.stjohns.k12.fl.us/esol/>

Assessment

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). In general, all ELLs participate in the state's assessment and accountability system. As part of the Every Student Succeeds Act (ESSA), all ELLs shall be assessed annually in reading, writing, listening and speaking.

Promotion

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

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

Retention

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

Third grade Mandatory Retention

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

ELL students with **two years or more** in an ESOL program must meet grade level performance standards as provided in section [1008.25\(6\)\(b\)](#), Florida Statute, and are eligible for all other exceptions, including alternative assessments and student portfolio. Promotion of an ELL student in third grade with **two years or more** in an ESOL program is to be based on the student's performance in English. The ELL Committee is to be convened for those students recommended for retention only to review each student's progress and to make recommendations for remediation activities. For these students the above mentioned Florida Statute supersedes the authority of the ELL Committee. Students who are retained must have a Progress Monitoring Plan (PMP) implemented if not meeting standards.

X. APPENDIX: REQUIRED INSTRUCTION

Introduction

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

Based on State Standards

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

Equity in Classroom Instruction and Extra-Curricular Activities

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

Federally Required Instruction

Constitution Day and Citizenship Day ([Federal TITLE 36.1.A.1 § 106](#))

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

State Required Instruction K-12 [1003.42](#) F.S.

- (1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.
- (2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government
 - To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school

district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.

- To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."
 - Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
 - Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. [1003.421](#)F.S.
- (b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government
- (c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers
- (d) Flag education, including proper flag display and flag salute
- (e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts
- (f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence
- (g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions
- (h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society
- (i) The elementary principles of agriculture
- (j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind
- (k) Kindness to animals
- (l) The history of the state
- (m) The conservation of natural resources

- (n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; substance use and abuse; dating violence in grades 9 – 12; and Internet safety
 - (o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law
 - (p) The study of Hispanic contributions to the United States
 - (q) The study of women's contributions to the United States
 - (r) The nature and importance of free enterprise to the United States economy
 - (s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation
 - (t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable
- (3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.
- (4) Instruction shall expand each student's knowledge, the understanding and the awareness of individuals with disabilities, the history of disabilities and the disability rights movement ([1003.4205](#), F.S.).
- (5) Senate Bill 1096, the Justice Sandra Day O'Connor Civics Education Act, passed by the 2010 Florida Legislature includes revisions to section [1003.41](#), F.S. This legislation states that beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics education content for all grade levels. The intent of this new legislation is that selected civics benchmarks be taught in the English language arts curriculum, not separately, but naturally woven in to fit whatever reading topics are taking place in the classroom.