



Developmental Research School
at the University of Florida

Student Progression Plan Elementary: Grades PreK-5 2026-2027

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STUDENT PROGRESSION PLAN

P.K. Yonge Developmental Research School strives to inspire strength of character and a passion for lifelong learning in all students, supporting the development of educated and caring contributors to the world.

To ensure that P.K. Yonge Developmental Research School is meeting the needs of students, and in response to legislation, we have established a comprehensive program for student progression that 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, and mathematics 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
- procedures for grade placement for English Language Learners (ELL) based on age and past educational experiences as verified by student records
- procedures for informing each student and his or her parents/guardians of the student's academic progress.
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- The P.K. Yonge Developmental Research School Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the school 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 achievement. The plan establishes procedures to achieve parent understanding, cooperation and acceptance of the student's placement. School attendance procedures as described in the school's Attendance Policy are considered part of the Student Progression Plan. The program for student progression is based upon goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommending that a student progress from one grade to another have been prescribed by the school in its plan. The Student Progression Plan is governed by state statutes and school policy. All procedures listed in the Student Progression Plan are subject to change due to legislative action. The Student Progression Plan is reviewed annually and posted on the school website. Students will be placed in programs and levels best suited to meet their academic needs and customized learning paths, with consideration given to their personal growth and physical development. Decisions regarding student promotion, retention, and special placement are primarily the responsibility of the school's professional staff. State regulations and school policies place the responsibility for decisions regarding student placement with the principal and the Student Success Team or its equivalent.

It is the responsibility of school administration to provide students with effective instructional and remedial programs that accomplish the following:

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

A student scoring/performing significantly below grade level expectations will receive support and/or be recommended for intensive supplemental programs that address the student's learning needs.

English Language Learner (ELL) Students

The education of the English Language Learner (ELL) is tailored to student needs through design, scheduling, instructional strategies, philosophy, and learning activities through the identification, assessment, and classification process. English language instruction for ELL students shall: utilize English for Speakers of Other Languages (ESOL) instructional strategies in approach; provide courses leading to English language proficiency; ensure access to appropriate ESOL instruction and to categorical programs and services; ensure qualified instructional personnel and monitoring for program compliance, equal access, and program effectiveness. (F.S. 1003.56)

ESOL Program Transfer of ELL Students

Students who are enrolled in an ELL program in another school district, whether within or outside of Florida, will be assessed for ELL services based on P.K. Yonge's admissions and enrollment documentation and criteria.

Equal Access for ELL Students

ELL students who meet program eligibility criteria shall have equal access to all programs with teachers who possess the same ELL training as that required of all other general education teachers.

Grading Procedures for ELL Students

The ELL student's date of entry into a U.S. school (DEUSS) will be used to determine the length of time for ESOL. The student's ESOL program entry date may be used if DEUSS is not available. Students are to be assessed and graded on mastery at the student's grade level placement.

Assessment and Accommodations of the state, district, or classroom tests, K-12 for ELL Students

- Instructional Content: due to PKY DRS' utilization of the inclusion model for its ESOL program, ELL students are to be provided the same instructional content as non-ELL students using ESOL strategies.
- Testing: Accommodations for ELL students will only be offered, as stated, in the standardized assessment manuals and if required by a student's individual ELL Plan.
- Academic Assistance: ELL students being served in the ELL program will qualify for academic assistance/tutorial/remediation in alignment with services offered to the general education population in any given year.

Promotion/Retention of ELL Students

- K-12 ELL Students: Promotion or retention decisions may be made for any individual student classified as ELL based on the same procedures outlined for general education students.
- K-12 ELL Students: In addition to the notification of parents through interim reporting and report cards after each nine weeks, schools will provide an opportunity for a conference involving the teacher or principal and parent for any student in grades 9 -12 not progressing appropriately toward matriculation and/or graduation. Parent conferences concerning possible retention should be documented in the student's cumulative record. ELL students will be promoted based upon the same criteria as non-ELL students, with the exception that these students must be provided with accommodations to their lessons and assignments (such as portfolios) and be delivered instruction through the use of ESOL strategies commensurate with their English language proficiency level

ELEMENTARY SCHOOL STUDENT PROGRESSION GRADES K – 5

ADMISSION, PLACEMENT, TRANSFERS and ATTENDANCE

Admission Requirements

For information, please visit the school website at <https://pkyonge.ufl.edu/admissions-process/>.

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 administration. Consistent with school rules and in accordance with state statute 1012.28 (5) F.S., the director may designate 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 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

In addition, the parent must provide all 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 school 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.

In addition, the parent must provide all 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 school's Student Progression Plan. Consistent with school rules and in accordance with state statute 1012.28 F.S., the director may designate 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 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.

In addition, the parent must provide all 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 of Students Retained in Grade 3:

P.K. Yonge DRS has the option of placing students who have been retained in grade 3 and have received intensive services but are still not ready for promotion in a transitional instructional setting.

Alternative Placement for Students Retained Two or More Years

An alternative instructional placement may be offered for a student who has been retained for two or more years. As a School of Choice, P.K. Yonge retains the option to recommend alternative placement outside P.K. Yonge DRS as the most appropriate placement for a student retained two or more years.

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. P.K. Yonge DRS has 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 dismissal according to the P.K. Yonge DRS 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 school shall be advised of the final order of expulsion. The director or designee may recommend that the final order of expulsion be waived, and the student be admitted to the school, or that the final order of expulsion be honored and the student not be admitted to the school.

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 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 the 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 rules and in accordance with state statute 1012.28 (5) F.S., the director may designate 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 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.

Initial Placement of Homeless Students:

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

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

P.K. Yonge Developmental Research School adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll once admitted into in P.K. Yonge DRS. They shall be provided services comparable to those offered to other students enrolled in the school. It is the responsibility of the P.K. Yonge DRS to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, P.K. Yonge DRS 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.

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.

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.

Parent or guardian and student responsibilities are:

- to be informed of school 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 an amount of time consistent with the P.K. Yonge Attendance Policy.

All students enrolled in a virtual school program are subject to compulsory attendance requirements of s.1003.21 Florida Statutes. See **Attendance for Virtual School Students**, page 11.

SPECIAL PROGRAMS

Foreign Exchange Students

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

Hospital /Homebound

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

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

Virtual Education 1001.42(23) F.S.

As stipulated by the Florida K-20 Education Code (s.1002.20) parents/guardians have the right to choose educational options for their children. Section 1002.455, F. S., states that school districts are required to provide one virtual school option. The virtual option provided by P.K. Yonge DRS during the academic year is Florida Virtual School course access. P.K. Yonge DRS may not deny access to courses offered by Florida Virtual School (FLVS) assuming that the desired online course(s) is an appropriate course placement based on the student’s academic history, grade level, age, and the course is not offered during the school day at P.K. Yonge DRS. Access to FLVS Flex courses for students shall be available after the scheduled school day. Virtual school enrollment options are available throughout the summer.

Students wishing to take courses provided by FLVS must work closely with their school counselors. Virtual School is not an option for a schedule change after school starts. Any changes may be made within the first three days of the school year. Students enrolled in an FLVS course which requires a state end-of-course assessment (EOC) are required to take the EOC.

Parents/guardians will be provided notification of the Virtual School course registration period. The PKY Virtual Instruction Agreement must be submitted with signatures no less than 90 days prior to the first day of the school year.

Virtual School Guidelines

A location on campus will be designated for students to work in their virtual courses.

It is recommended that students have a 2.0 GPA or higher or have Florida Standardized Assessment scores confirming grade level achievement unless the student has medical or behavior issues that may limit success in the traditional classroom.

Students must meet with their school counselor to determine if placement in virtual course enrollment is academically appropriate for the student based on course prerequisites, the student's academic history and age, and appropriateness of the course. ALL courses must be approved by the school counselor.

The following steps are necessary to enroll in a Virtual School course:

- The parent/guardian/student must contact a P.K. Yonge school counselor to register for virtual school.
- The P.K. Yonge school counselor approves course(s). Virtual school will assign a teacher, and this can take approximately 2-4 weeks depending upon course/teacher availability. The following guidelines will be used to approve or deny student enrollment in these courses.

Counselors will approve virtual school courses under the following circumstances:

- Credit Recovery: In situations where a student made an "F" and needs to retake the course for credit and placement in the course at P.K. Yonge is not available
- Grade Forgiveness (for high school courses): In situations where a student earned a "D" or "F" for a semester or full year. Students must earn a "C" or better to replace the "D" or "F" grade
- Academic Enrichment: If the desired online course(s) is an academically appropriate placement based on the criteria set forth by F.S. 1002.20

For example: Accelerated coursework not offered at P.K. Yonge

Counselors may determine if the course(s) is academically appropriate based on:

- Student's academic history
- If material/content of course is grade level and/or age appropriate for the student at the time
- If requested courses adhere to the recommended course progression
- If the student demonstrates the ability to be autonomous, exhibits a consistent and strong work ethic, and can be self-directed

Attendance for Virtual School Students

All students enrolled in a virtual school program are subject to compulsory attendance requirements of s.1003.21 Florida Statutes. The Florida Virtual School (FLVS) offers a learning experience that requires attendance to be recorded differently than in a traditional classroom. To record attendance and ensure completion of courses in a timely manner, student attendance can be met in the following ways:

- Student progress through coursework for a minimum of 5 hours per week per course.
- Student demonstrates adequate progress toward completion of activities each week.

Adequate progress is defined as completing a minimum of 7% of the activities per course per week. (Daily Attendance: 1 hour per course, or 1.4% of completing course work per day.)

Student must complete 20% of the first segment of the virtual course during the first two weeks of the semester or they will be rescheduled into a P.K. Yonge class

Administration reserves the right to note a Withdrawn/Failing status on the Student Transcript

The pace of all students will be monitored by the assigned teacher, guidance counselor and school administration. Students are considered truant if they fall 15% or more behind expected completion in online coursework without prior approval and will be reported as truant to the proper authorities.

Failure to complete a virtual course will require administrative approval for enrollment in future virtual courses.

CURRICULUM AND INSTRUCTION

General Program Requirements

Each elementary school student shall be placed in classes appropriate to his or her developmental level and demonstrated mastery of the state standards. The course of study in elementary school includes instruction in the core academic areas of reading, English 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 Florida state standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Required instruction is detailed in the appendix (1003.42 F.S.).

P.K. Yonge Developmental Research School has adopted a curricular program that teaches students foundational pro-social and self-regulation skills. In addition, all students are encouraged to take part in service learning/volunteer opportunities. Career awareness is provided, and the elementary school 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.

Reading Instruction

Daily Uninterrupted Elementary Reading Block Instruction

The elementary school shall provide all students daily, uninterrupted, scientifically research-based reading instruction. The daily uninterrupted reading block shall follow the FDOE 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, tiered support in reading instruction to accelerate student progress.

Instruction in the Comprehensive Core Reading Program

All K-5 students shall participate in core instruction using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall be scaffolded to meet the needs of every student. During differentiated instruction, core instruction shall be reinforced through remediation, enrichment, or acceleration.

Retention Criteria

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observation, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observation at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

Mandatory Retention for Level 1 Florida Standards Assessments - English Language Arts 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 Florida Standards Assessment-English Language Arts (FAST-ELA) must be retained unless exempted from retention for good cause. Students qualifying for one good cause exemptions may be promoted. Students promoted by Good Cause Exemption 1, 4, 5, or 6 are, however, still required to attend the third-grade summer reading program or an equivalent program.

1. Good Cause Exemption #1: Students who demonstrate an acceptable level of performance (at grade level) on an alternate standardized reading assessment approved by the State Board of Education.

Alternate Standardized Assessment - Guidelines for Use

P.K. Yonge DRS will use a research-based standardized assessment to determine promotion. For promotion, a student will have to score at or above the passing score. P.K. Yonge DRS shall administer the assessment after the completion of the Summer Reading Program for the grade 3 students or after the beginning of the new school year using appropriate norms for the day of administration.

2. Good Cause Exemption # 2: Students whose portfolios indicate they are reading on grade level as evidenced by demonstration of mastery of the Florida Assessment of Student Thinking (FAST PM3) in reading equal to at least a Level 2 performance on the statewide assessment.

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 P.K. Yonge DRS,
 - 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 FAST- ELA 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 Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts assessment. For each benchmark, there must be at least three demonstrations of mastery at 70% or above.
3. Good Cause Exemption # 3: Students with disabilities who participate in the FAST-ELA and who have an IEP or 504 Plan that reflects the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading AND was previously retained in kindergarten or grades 1, 2 or 3*
 4. Good Cause Exemption # 4: Third grade students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading AND were previously retained in kindergarten or grades 1, 2 or 3 for a total of two years. Note: If promoted under this exemption, intensive reading instruction must include an altered instructional day using specialized diagnostic information and specific reading strategies that reflect a student's learning style.

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 Success Team to the principal indicating that the promotion of the student is appropriate and is based upon the student's academic record, progress monitoring data, the Individual Education Plan (IEP) if applicable, report card, and/or student portfolio, and
- discussion with the Student Success Team and 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 director. The director 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 four listed above. For instance, there is no good cause exemption for extenuating circumstances (family tragedy or similar event) for grade 3 students faced with the mandatory retention. If a student is promoted to grade 4 based on one of the good cause exemptions, that student's file shall be labeled "promotion for good cause" rather than "promoted."

Alternate Assessment Criteria for Grade 3 Students for Good Cause Exemption

A grade 3 student who scores at Level 1 on the grade 3 Reading FAST-ELA may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an alternate standardized reading assessment. See Good Cause Exemption # 2.

Assessment of Grade 3 Students Enrolling after FAST- ELA

Students who enroll in grade 3 after the administration of the FAST-ELA shall be assessed prior to the end of the year to determine if the student needs to repeat grade 3. P.K. Yonge DRS shall administer a research-based assessment, and the student must score at or above the passing score on said assessment or qualify for one of the four good cause exemptions to be promoted.

Students who do not achieve the criterion score for promotion shall be referred to the principal 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

P.K. Yonge DRS shall assess the reading proficiency of any grade 3 student transferring into the school to determine if remediation is appropriate. If a grade 3 student transfers in time to take the FAST-ELA, the score will be used in determining the student's retention or promotion. If the student enters after the administration of the FAST-ELA, it is up to the school to assess the student's reading proficiency using a research-based assessment. A student who scores below the passing cut score on said assessment will be considered for retention. Retention decisions must be based on more than a single test score. The FAST-ELA is not the sole determiner of retention.

Required Portfolios for Students Retained in Grade 3

P.K. Yonge DRS shall prepare a reading portfolio for each student retained in grade 3 by the mandatory retention for reading requirement. The portfolio must contain evidence of mastery of benchmarks, other information to inform parent or guardian, and results of diagnostic assessments and progress monitoring.

Every grade 3 student who may qualify for a promotion for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used.

Parent or Guardian Notification of Student Retention in Grade 3

P.K. Yonge DRS 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 FAST- ELA, 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 and strategies for parents to use in helping their child succeed in reading proficiency.

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.

*To opt out of this program, the parent or guardian must state their reasons in writing to the principal.

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

In addition to the daily reading block, 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
- tutoring or mentoring before, during, or after school,
- extended school day, week, or year,
- summer reading programs.

Students who are retained in third grade must be provided with a highly effective teacher as determined by the teacher's performance evaluation as specified in 1012.34 F.S. In addition, the school must provide parents of retained third grade students with at least one of the following options:

Supplemental tutoring in scientifically research-based services in addition to the reading block, including tutoring before and/or after school,

A "Read at Home" plan including participation in SAIL parent workshop

A mentor or tutor with specialized reading training (Note: The mentor/tutor option does not require the school to pay for private tutors; volunteers or school staff may be used.)

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

Students who are proficient in mathematics as evidenced by a FAST 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)

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.

Instruction in Summer Reading Programs for Grade 3 Student

The summer reading program is required for each student in grade 3 who scored at Level 1 on the FAST-ELA.

Third grade students eligible for promotion by Good Cause Exemptions 1, 3, 4, or 5 are required to attend the summer reading program.

Mid-Year Promotion of Retained Grade 3 Students to Grade 4 Prior to November 1

Retained grade 3 students may be considered eligible for mid-year promotion to grade 4 prior to November 1st if one or more of the following requirements is met:

- A score at or above passing on a research-based standardized assessment.
- Completion of a portfolio demonstrating reading mastery at or above FAST Level 2. (The portfolio must have been completed independently and must contain at least three (3) examples of each of the fourteen (14) assessed benchmarks as described in Good Cause Exemption #3.) 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 FAST-ELA. 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. Teacher-prepared assessments that are aligned with the LAFS may also be used but must reflect the reading level and response expectations of the other evidence cited.
 - three (3) 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 director. The director shall accept or reject, in writing, the school principal's recommendation. After November 1 Retained grade 3 students may also be considered eligible for mid-year promotion by portfolio to grade 4 after November 1st.

The student must have successfully mastered the grade 3 portfolio as well as a portfolio containing at least two examples of each tested benchmark consistent with the month of promotion to 4th grade.

The portfolio must include a combination of multiple choice items, short response, and extended

response items and passages that are approximately 50% literary text and 50% information text, and that are between 100 and 900 words with an average of 500 words. Such evidence should include items from the Secure Portfolio Items binder. Teacher-prepared assessments that are aligned with the LAFS may also be used but must reflect the reading level and response expectations of the other evidences cited. For each benchmark, there must be two examples of mastery as demonstrated by a grade of 70% or better.

- Retained grade 3 students may also be considered eligible for mid-year promotion by alternate testing if they achieve a score at or above the cut score for passing on a research-based standardized assessment.
- All mid-year promotions of grade 3 students to grade 4 after November 1st must be examined and approved by an impartial review committee composed of the principal and the director and other personnel agreed upon by the school prior to a student moving to the next grade.
- In every case when a mid-year promotion of a retained grade 3 student to grade 4 is considered, the parent or guardian must be included in the conversation leading to the decision. The school and parent or guardian should consider the student's demonstrated readiness for performing the work of the next grade in all core subjects before proceeding with a mid-year promotion.
- After November 1, students must demonstrate proficiency above that required to score at Level 2 on the grade 3 FAST-ELA. A portfolio review to ensure compliance with rules of the State Board of Education shall be conducted at the request of the parent. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the director. The director shall accept or reject, in writing, the school principal's recommendation.

Review of Progress Monitoring Data of Students Retained in Grade 3 and Required Portfolios

P.K. Yonge DRS 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 FAST-ELA in the most recent administration and did not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. At the same time, P.K. Yonge DRS shall review the portfolios of each grade 3 student retained due to the mandatory grade 3 retention for reading.

Section 1008.22 requires each student who does not achieve a Level 3 (satisfactory) or above on a statewide, standardized assessment be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic support to improve the student's performance. A student who is not meeting the school or district requirements for satisfactory performance must be covered by one of the following plans:

- A federally required student plan such as an individualized education plan (IEP);
- A school wide system of progress monitoring for all students, except a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal; or
- An individual progress-monitoring plan.

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.

Replacement of Elementary School Courses

Course replacements for elementary school students will be made on a case-by-case basis upon petition to the 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 State Standards for the replacement course, and
- a portfolio of work representative of the content of the course. The 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.

PROMOTION, ACCELERATION and RETENTION 1008.25 F.S.

Promotion Student Progression from One Grade to Another:

Student progression from one grade to another is based, in part, upon proficiency in reading, writing, science, mathematics, and social studies (1008.25 F.S.) with the exception of grade 3 when students cannot progress to grade 4 if they score at Level 1 on the grade 3 ELA FAST and do not qualify for one of the good cause exemptions. All students must participate in all the statewide assessments.

Any student failing to attain the specified district or state levels of performance for student progression on designated district or state assessments in reading, writing, mathematics, science, or social studies must receive remediation or be retained. Each student who does not meet specific levels of performance as determined by the district in reading, writing, science, mathematics, and social studies for each grade level, or who does not meet specific levels of performance as determined by the commission on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. If a student is retained, it must be in an intensive program different from the previous year's setting. The new setting must take into account the student's learning style.

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 of the Next Generation Sunshine State Standards in reading, mathematics, science, and/or social studies. As the FAST is not the sole determiner of promotion or retention, the principal 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 the

principal working with the Student Success 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. This provision, however, does not apply to grade 3 students who score Level 1 on the FAST-ELA.

Promotion of Late-in-the-Year Transfer Students

The promotion of students transferring into P.K. Yonge DRS 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

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

The standardized Curriculum-Based Measures 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 Student Success Team for review of the student's progress and portfolio. At the end of the year, the Student Success Team shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted. The Student Success Team will make the recommendation to the principal.

Promotion of Students in Grades 3-5

A student in grades 3, 4, or 5 who scores Level 1 or Level 2 on the FAST-ELA and/or Level 1 or Level 2 on the FAST in math is considered to be below grade level. Each such student shall be referred to the school's Student Success Team for a comprehensive review of the student's academic achievement. The Student Success 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 and mathematics.

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 FAST sections and the preponderance of evidence indicates that the student is ready for the work of the next grade level.

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

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

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

Mid-year promotion is defined as promotion of a retained student in K-5 at any time during the year of retention once the student has demonstrated ability to read at or above grade level and accommodate the work of the next grade level. Mid-year promotion is permitted upon demonstration of mastery of appropriate standards, consensus recommendation of the Student Success 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 and other personnel agreed upon by the school prior to a student moving to the next grade.

Academically Challenging Curriculum to Enhance Learning (ACCEL) 1003.4295,F.S.

1. Whole-Grade Promotion:

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

- The student must be performing above grade level for the past two years on a locally determined assessment, a statewide assessment or a standardized assessment in Reading/Language Arts and Mathematics. The student must exceed standards and expectations on the K-2 report card for the previous year in English/Language Arts, Mathematics, Science, and Social Studies for each of the past two years. The student must score Level 5 on FAST-ELA and Mathematics.
- The student must meet the acceleration criteria on the C.B.M. data for the prior year.
- The student cannot skip third grade as a result of whole-grade promotion.
- The student must be recommended by the classroom teacher and the school counselor.
- All whole-grade promotions must be approved by the principal and entered appropriately in the student information system (Skyward).

2. Mid-Year Promotion

An elementary student must meet all the following criteria to be eligible for mid-year promotion.

- The student must be performing above grade level for the past two years on a locally determined assessment in Reading/Language Arts and Mathematics. The student must exceed standards and expectations on the K-2 report card for the previous year in English/Language Arts, Mathematics, Science, and Social Studies. A student in grades 3 -5 must score 90% or above on his/her report card in English/Language Arts, Mathematics, Science, and Social Studies for each of the past two years. The student must score Level 5 on FAST – ELA and Mathematics.
- The student must meet the acceleration criteria on the C.B.M. data for the prior year.

- The student must be recommended by the classroom teacher and the school counselor.
- All mid-grade promotions must be approved by the principal and take place prior to the end of the first semester and entered appropriately in the student information system (Skyward).
- Third graders must meet all the requirements in statute. Students cannot skip third grade.

3. Subject-Matter Acceleration

An elementary student is eligible for subject-matter acceleration when the student has mastered the subject standards in the prerequisite grade level course. The student must be recommended by the classroom teacher and the principal based on achievement of the learning targets and standards.

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 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 Florida Assessment of Student Thinking (FAST) is not the sole determiner of retention. An exception is the mandatory retention in grade 3 for students scoring at Level 1 on the FAST-ELA. Additional evaluations, portfolio reviews and assessments are available to assist parents or guardians and schools in knowing when a student is mastering appropriate Florida Standards.

Retention may occur when the school's instructional staff, through its Student Success Team, determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills 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. P.K. Yonge DRS shall recommend 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 Student Success Team in making retention decisions at the elementary level:

- The student's insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
- The student's needs in the areas of physical, social and emotional development support a retention decision.
- Student response to alternative remediation strategies and/or programs support a retention decision.
- Decision is made by the principal or designee, school counselor, teacher(s), and the Student Success Team. In all retention determinations, the preponderance of evidence must support a retention decision.

Retention of Students with Disabilities Enrolled in Exceptional Student Education

Exceptional Student Education (ESE) students who are following the general education program, take the state assessment (FAST), and are pursuing a standard diploma are affected by the same guidelines for retention as are students in general education. ESE students may be exempted from the mandatory retention in grade 3 for good cause as outlined in statute.

ASSESSMENT 1008.25 (4) (a) F.S.

State Assessments for Elementary Students

Participation in the statewide testing program, which consists of FAST assessments, standardized end of course assessments, and curriculum-based measurements (CBMs), is mandatory for all K-5 students attending P.K. Yonge DRS. The assessment of reading shall be administered annually in grades 3 – 5, the assessment of math shall be administered annually in grades 3-5. The writing assessment is given annually beginning in grade 4, and the science assessment is given in grade 5.

P.K. Yonge DRS 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, mathematics, and social studies for each grade level, or who scores below Level 2 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.

Florida Standards Assessment and Promotion and Retention

The FAST 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.

Assessment of Reading Ability of K-3 Students 1002.20 F.S.

P.K. Yonge DRS shall regularly assess 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 tiered reading instruction.

Assessment of Students with Disabilities enrolled in Exceptional Student Education

All students, including Exceptional Student Education (ESE) students, must participate in the state's assessment and accountability system. ESE students who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida Assessment of Student Thinking (FAST). 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 procedure's manual for each specific assessment.

Assessment of New Students

Students transferring into P.K. Yonge DRS 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.

REMEDIATION AND PROGRESS MONITORING 1008.25 (4) (b) F.S.

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

One of three types of progress monitoring shall be developed in consultation with the parent or guardian for any student not meeting school or state proficiency levels in reading, writing, 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. P.K. Yonge DRS shall use the materials listed in its section of the Comprehensive Reading Plan as resources for remediation in reading. The Comprehensive Reading Plan is available at: https://app1.fl DOE.org/Reading_Plans/.

Required Remediation 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 FAST tests or below criterion on progress monitoring assessments in reading, and/or mathematics shall require remediation through a Multi-tiered System of Supports (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 remediation through a MTSS in the appropriate subject(s).

Students who score level 2 or lower on the FAST writing test taken in grades 4 and 5 shall receive remediation through a MTSS in grade 5 and beyond until they demonstrate mastery by achieving passing scores or above in writing on school-administered writing prompts.

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

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

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

Reading Remediation 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. P.K. Yonge DRS shall provide tri-annual or quarterly monitoring of the student's progress in meeting the desired levels of performance using the school's identified progress monitoring assessments in fluency and silent reading comprehension. Intensive instruction in reading shall be continued until a student's reading deficiency is remediated 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 Remedial Instruction

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

Duration of Remediation

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

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

P.K. Yonge DRS has the authority and responsibility to advise a student's course of study. Statute requires P.K. Yonge DRS to develop an 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 an MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's or guardian's approval. Students whose MTSS is an IEP, however, must have parent or guardian approval of the plan.

If the parent or guardian refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent or guardian may appeal to the principal. Consistent with and in accordance with state statute 1012.28 (5) F.S., the director has designated the principal of the school as the final authority in the placement of students in programs or classes.

Allocation of Remedial Resources 1008.25 (3) (a) (3) (b) F.S.

Allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

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

GRADING AND REPORTING PROCEDURES 1003.33 F.S.

P.K. Yonge DRS recognizes the importance of a student achievement grading system that is meaningful to students, parents, and school personnel. This grading system gives students credit for actual work they have done. It does not compare their progress with others. Grades will be assigned as follows.

Grading Scale

These grade marks will be used during quarter 1, 2, and 3 to indicate student progress towards the standards. These grade marks will not be included on a student's transcript.

Formative (forming/working towards goals) (Quarters 1 – 3)

Report Card Categories	Meeting Benchmark	On Track	Below Benchmark	Not Meeting Benchmark	Not Assessed
Category Definitions	The student is showing evidence of meeting the end-of-school year standard.	The student is on track with showing evidence of meeting the end-of-school year standard.	The student is showing some evidence of meeting the end-of-school year standard.	The student is not showing evidence of meeting the expectations of the end-of-school year standard.	The standard is not yet assessed.
Goal Progress	Above	On Track	Below	Significantly Below	N/A
Support Needed	No additional support needed	No additional support needed	Intervention	Intensive Intervention	N/A

Quarter 4 Report Cards

The grade marks for Quarters 4 will be included on student transcripts. The grades that you will see on your student's report card and transcript will be categorized as:

- **Meeting**
- **Approaching**
- **Beginning**
- **Not Meeting**

These grade marks will be used during quarter 4 to indicate student final performance in relationship towards the standards. These grade marks will be included on a student's transcript.

Summative (summary/final assessment of goals) (Quarter 4)

Report Card Categories	Meeting	Approaching	Beginning	Not Meeting
Category Definitions	The student is showing evidence of meeting the end-of-school year standard. On Grade Level	The student is showing some evidence of meeting the end-of-school year standard. Approaching Grade Level	The student is beginning to show evidence of meeting the end-of-school year standard. Not on grade level	The student is not showing evidence of meeting the expectations of the end-of-school year standard. Not on grade level
Goal Progress	Likely to excel in the next grade/course	May need additional support for the next grade/course	Likely to need substantial support for the next grade/course	Highly likely to need substantial support for the next grade/course
Correlating Traditional Grade	A/B	B/C	D	F

Reporting to Parents or Guardians

Parents or guardians will be notified annually through a student's final report card regarding the student's progress toward achieving state and district expectations for proficiency in reading, mathematics, science, and writing, and attendance, and promotion or non-promotion (s.1003.33(1) F.S). P.K. Yonge DRS reports to parents the student's results on each statewide assessment test through Family Access on the learning management system.

Progress reporting must be provided to the parents in writing. P.K. Yonge DRS reports progress grades at 9-week intervals (via report cards). Interval grades shall be based upon assignments and tests, class participation, research, and other activities. Grades shall be reported by records that indicate how the teacher arrived at the evaluation.

The school reserves the right to issue report cards digitally.

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

Each year, P.K. Yonge DRS 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, mathematics, and social studies, 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 available 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. The school reserves the right to issue report cards digitally.

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 need for additional support in reading shall be notified in writing of the following:

- the student has been identified as exhibiting the need for substantial support in reading,
- the FAST 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 current services being provided to the student,
- a description of the proposed necessary supplemental instructional services and supports for the student in reading,
- 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 FAST-ELA, the student must be retained unless exempted from mandatory retention for good cause, and
- P.K. Yonge DRS' 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 standardized assessments

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.

EXCEPTIONAL STUDENT EDUCATION

P.K. Yonge DRS actively seeks to identify 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 disorders
- students who have specific learning disabilities
- students who are gifted
- students who have autistic spectrum disorders
- students who are developmentally delayed

Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the child. Information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies.

Students are screened periodically for vision, hearing, speech, and academic achievement at the initial step in the process of identifying those students with suspected exceptionalities. If a child is recommended for further testing, the parent/guardian will be notified of the content of the evaluation and the procedural safeguards made available.

Eligibility for Exceptional Student Education (ESE)

All students having difficulty meeting promotional requirements shall be monitored carefully by the school's Student Success Team. An Exceptional Student Education evaluation may be considered upon completion of appropriate interventions and activities using a MTSS. State law requires that students with learning problems in reading and/or math must have been on an intervention plan for a reasonable amount of time as a general education intervention prior to beginning the referral process for Exceptional Student Education. P.K. Yonge DRS has defined the reasonable length of time as a minimum of 45 school days for most students.

Exceptions do apply in extreme/emergency situations, sensory impairments and interventions already in place before the start of a new school year do apply toward the 45 days. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria.

APPENDIX: REQUIRED INSTRUCTION

The requirements for instruction are designed to reflect the vision, mission, and objectives of P.K. Yonge DRS. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of P.K. Yonge DRS students.

Based on State Standards

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in school. These standards are incorporated into appropriate courses in all subject areas in grades K- 12 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 extracurricular activities. No student shall be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities.

Federally Required Instruction

- Constitution Day and Citizenship Day (TITLE 36.1.A.1 § 106)
- 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 that 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 P.K. Yonge DRS 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, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in Kindergarten through grade 12. P.K. Yonge DRS 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) 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.

