



# **Student Progression Plan 2024-2025**

**\*Adapted from the Pupil Progression Plan belonging to the Alachua County School Board**

# **STUDENT PROGRESSION PLAN**

## **FOREWORD**

The purpose of the Student Progression Plan for Boulware Springs Charter School is to describe school procedures for implementing state student progression requirements. This plan is prepared in accordance with Section 1008.25, Florida Statutes:

1. Each charter school shall establish a comprehensive program for student progression which shall be based on the student's mastery of the standards in s. 1003.41, specifically English Language Arts, mathematics, science, and social studies standards.
2. The charter program for student progression shall be based upon goals and objectives which are aligned with the state standards. Pertinent factors considered by the teacher before recommending that a student progress from one grade to another shall be prescribed by the charter in accordance with school policy.
3. All Boulware students are expected to make continuous academic progress as measured by annual progress monitoring three times a year.

Promotion, retention, and the specific assignment procedures contained in this plan are designed to ensure that students are placed in instructional programs which challenge them to make substantial academic growth and develop intellectually, emotionally, socially, and physically.

## **GENERAL PROCEDURES FOR PROMOTION**

- A. Student promotion is based on evaluation of each student's achievement in terms of established B.E.S.T. standards and state academic standards. The basis for making promotion determinations should include teacher judgment based on classroom work, daily observation, formal and informal assessments, parental input and objective data. The primary responsibility for recommending grade placement for the next year is that of professional staff members, subject to review and approval of the director.
- B. B.E.S.T. standards and state academic standards will be incorporated into charter subject area curricula and highlighted for documentation purposes. Students must receive a passing score on select state assessments as one condition toward promotion to the next grade level.
- C. It is the responsibility of teachers to identify students achieving below state standards in reading, writing, mathematics, science, and social studies. Additional diagnostic assessments of identified students will be performed to determine each student's current achievement towards grade level standards (MAP, FAST, DIBELS). Students achieving below standard should have a progress monitoring plan (PMP) written to track student improvement. Additionally, an Educational Planning Team (EPT) meeting will be held to develop the PMP and evaluate the need for specific targeted intervention. Student support will be continued until school and state expectations are met. Our school will provide

professional development to teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Parents of K-12 students will be notified when students are failing or their performance has decreased more than one letter grade since the last grading period.

- D. An annual report on the state assessments is provided to parents/guardians regarding the student's proficiency in reading, writing, math, and science.
- E. Parents will be notified when students are achieving below the expected level and when the student continues to achieve below the expected level. Teachers may suggest or parents may request suggestions for additional help for the student. Students who still do not make satisfactory progress in basic skills may be referred to special programs and/or be retained an additional year in the current grade.
- F. Any elementary student who needs to be considered for assignment to the next higher grade at the elementary school may be assigned based on reevaluation by the professional staff of the school. The director will hold a transition conference to include the parent(s) and school professionals. If the determination is made that the student is able to benefit from instruction at a higher grade, placement may occur at any time during the school year. The school director is responsible for making the final decision on assignment .
- G. All limited English proficient students will receive a recommended grade placement from the director or designee based on age and past educational experiences as verified by student records. Grade placement is not based upon English proficiency. All limited English proficiency students are offered ESOL services pursuant to parent/guardian consent.
- H. With the exception of after-school activities approved by parents, student schedules and course loads shall be appropriate to student needs and will normally be scheduled within the established instructional day.
- I. The charter recognizes the importance of a student grading system which is clearly identified and meaningful to students, parents, and school personnel. The grading system gives each student credit for assessments completed independently (with allowable accommodations through the 504 or ESE program) and are assigned based on each student's ability to complete grade level work independently.
- J. The charter recognizes the importance of Physical Education in improving the health and fitness of students. Physical Education shall be offered as a regular part of the instructional program. The expected outcomes of Physical Education programs are:
  - Improved physical fitness
  - Development of healthy eating habits
  - Development of healthy lifestyles. Students may consult their teachers individually about the benefits of physical education.
- K. Each charter must annually publish on the charter website the following information on the prior school year:
  - The provisions of the law relating to public school student progression and the charter's

policies and procedures on student retention and promotion.

- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment (1008.25).
- By grade, the number and percentage of all students retained in grades 3 through 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in 1008.25(6)(b) F.S.
- Any revisions to the charter's policy on student retention and promotion from the prior year.

## **REQUIRED INSTRUCTION**

Instructional staff members, subject to charter policy and State Board of Education rules, 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: (F.S. 1003.42).

- A. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- B. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the ten (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 history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories

of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force or from any state or nationally recognized African-American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

- I. The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
- J. The elementary principles of agriculture.
- K. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- L. Kindness to animals.
- M. The history of the State.
- N. The conservation of natural resources.
- O. Comprehensive age-appropriate and developmentally appropriate K-12 instruction on
  - 1. Health education that addresses concepts of community health, consumer health,

environmental health, and family life, including:

- a. Injury prevention and safety.
- b. Internet safety.
- c. Nutrition
- d. Personal health.
- e. Prevention and control of disease.
- f. Substance use and abuse,
- g. Prevention of child sexual abuse, exploitation, and human trafficking.

2. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decision-making.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.

3. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

P. 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 Board in fulfilling the requirements of law.

Q. The study of Hispanic contributions to the United States.

R. The study of women's contributions to the United States.

S. The nature and importance of free enterprise to the United States economy.

T. Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation.

U. In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

## **GLOSSARY OF ACRONYMS/TERMS**

**504 Plan** A written plan for students not classified in Exceptional Student Education, but who have a disability that significantly impacts a major life activity and who may need special accommodations to facilitate academic learning.

**BEST Benchmarks for Excellent Student Thinking**

Florida's Standards adopted in 2020. Implementation for English Language Arts begins in the 2021-22 school year for grades K-2.

**DIBELS Dynamic Indicators of Basic Early Literacy Skills**

is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.

**ELL English Language Learner**

Students whose native language is not English and who have not yet met state defined levels of English proficiency.

**EPT Educational Planning Team**

A team normally comprised of teachers, parents, guidance counselors, and administrators to develop the most appropriate learning environment for non Exceptional Education students.

**ESE Exceptional Student Education**

Special education and related services provided to eligible students, including students with disabilities, and gifted students.

**ESOL English for Speakers of Other Languages**

This program provides support for English language learners.

**FAST Florida Assessment of Student Thinking**

This is a progress-monitoring assessment for reading and math that will be administered for students in pre-kindergarten through 10th grade. Issued three times each school year, the exam tracks a student's progress in learning the required reading and mathematics materials within Florida's Benchmarks of Excellent Student Thinking (B.E.S.T.) Standards, according to the Florida Department of Education.

**FAPE Free Appropriate Public Education**

Special education and related services that are provided at public expense and meet the standards of the State educational agency.

**SSA Statewide Science Assessment**

State initiated test that measures student performance in Science as they apply to the benchmarks in the Next Generation Sunshine State Standards.

**H/HB Hospital Homebound**

Special education and related services provided to eligible students, including students with disabilities and gifted students.

**HRS681**

A form provided by the Health Department that exempts students from providing a health certificate based on religious grounds.

**IDEA Individuals with Disabilities Education Act**

The Individuals with Disabilities Education Act governs the provisions of special education and related services to children with disabilities.

**IEP Individual Education Plan**

Written plan for each student with a disability, which is developed, reviewed, and revised in accordance with federal and state rules and regulations.

**LEA Local Educational Agency**

A public board of education or other public authority within a state for either administrative control or direction of public elementary and secondary schools.

**MAP (Measures of Academic Progress)**

is a computerized test that 1) Adapts to each student's level based on their responses to previous questions; 2) Measures academic growth and proficiency throughout the year; 3) Uses the RIT scale to calculate scores, which is different from traditional percentage or percentile scores.

**PMP Progress Monitoring Plan**

A written plan for students working below grade level in reading, math, writing, or science.

**Title I Federal Program**

A federally funded program which provides supplemental resources for students in schools based on the percentage of children from low income families



**Section I**  
**Elementary**  
**School Grades**  
**K-5**

# **GENERAL EDUCATION: ELEMENTARY SCHOOLS**

## **GRADES K-5**

### **A. Admission and Placement of Students**

All applicants are given an equal chance for admission through a random lottery system. This process ensures that no bias or preference, other than sibling priority as outlined in the school's charter, influences student selection. The lottery system is used when the number of applications exceeds the number of available spots, ensuring fairness and equity in admissions. Boulware Springs Charter School promotes diversity and strives to achieve racial and ethnic balance by conducting open enrollment and outreach efforts aimed at attracting a broad demographic of students from different racial and ethnic backgrounds. This is in line with the diversity reflected in the local community.

#### **1. Admissions**

- a. Evidence where the student resides Boulware Charter School school system (e.g., utility bill, bill of sale or deed for the house, lease agreement, rent receipt, homestead exemption receipt, or verification through a home visit by a school official).
- b. A birth certificate or other evidence of age is required for enrollment.
- c. Students entering school for the first time or transferring from out of state must provide an up to date immunization record (DH 680 Form) or a valid certificate of exemption (DH 681 Form).
- d. Students entering school for the first time or transferring from an out-of-state school must present a certification of a school-entry health examination (Section 1033.22, F.S.) performed within one year prior to enrollment or an exemption upon written request of the parent of the child stating objections to the examination on religious grounds.
- e. The parent or guardian must complete student emergency information when enrolling a student and will be asked to provide the student's social security number. Since a parent is not always able to be reached by phone, the number of an available emergency contact is mandatory.

#### **2. Placement**

The grade placement of any student new to Boulware Springs charter school is determined by the director and staff of the receiving school on the basis of results of tests administered by the school and other appropriate considerations. A director may request a student to present a report card or other evidence of school attendance to facilitate proper placement of a student in the school.

##### **a. Kindergarten Admission Criteria: (1003.21 F.S.)**

Regular entry age for kindergarten is five years of age on or before September 1. Each kindergarten student will be screened for school readiness strengths and weaknesses using a standardized process during the first 30 school days. Based on results, interventions will be planned and assessed throughout the school year.

##### **b. Grade 1 Admission Criteria: (1003.21 F.S.)**

Students must be 6 years old on or before September 1 and have been enrolled in a public school or satisfactorily completed the requirements for kindergarten in a nonpublic school. Students meeting these requirements may enter grade 1 at any time during the school year.

c. Enrollment

To be enrolled in school, students must register for and attend a complete schedule of classes at the school; attending a regularly scheduled class period at the charter school

**B. Student Promotion and Retention**

1. Student promotion is based on evaluation of each student's achievement in regard to the Florida's B.E.S.T. Standards and the state academic standards. Each student's progression from one grade to another is based, in part, upon proficiency in reading, writing, science, mathematics and social studies (1008.25 F.S.). All students must participate in the statewide assessments (1008.22 F.S.). The basis for making promotion decisions includes objective data and teacher judgment based on classroom performance, daily observation, formal and informal assessments, and parental input. The primary responsibility for recommending grade placement for the next year is that of professional staff members, subject to review and approval of the director.

Any student failing to attain the specified state levels of performance for student progression on designated district or state assessments in reading, writing, mathematics, and science must receive remediation or be retained. Each student who does not meet specific levels of performance as determined by the school in reading, writing, science, and mathematics 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.

The parent of any K-3 student who exhibits a substantial reading deficiency must be immediately notified of the student's deficiency with a description, understandable to the parent, of the exact nature of the deficiency and the intensive interventions which will be provided. The parent must be informed that the student will be given intensive reading instruction until the deficiency is corrected. A read at home plan that includes multisensory strategies is provided to all parents and is located on the school website. Evaluation of progress must be based on the student's class work, observations, tests, district and state assessments, and other relevant information, as provided in 1008.25 F.S. If a student is retained, it must be in an intensive program different from the previous year's setting.

Educational Planning Team conferences or Individual Educational Planning conferences will be held for students experiencing learning difficulties. Conferences will include qualified professionals knowledgeable about the student. Intervention strategies will be identified, implemented, and monitored.

Progress monitoring is required for any student who scores Level 1 or Level 2 on statewide assessments in Reading or Mathematics. RTI data from tier 2 and tier 3 intervention will be recorded and monitored to provide data driven intervention.

A student who is not meeting proficiency in reading and/or mathematics shall be covered by one or more of the following plans to target instruction and identify ways to improve his/her academic achievement:

- a federally required plan such as an IEP or 504 plan
- a school-wide system of progress monitoring for all students
- an individualized progress monitoring plan (PMP)

Indicators of the student's proficiency include teacher assessment, norm-referenced tests, criterion referenced tests, diagnostic assessments, statewide tests, and the student's instructional level in reading, mathematics, writing, and/or science.

If the student has been identified as having a deficiency in reading, the charter Reading Plan shall include instructional and support services to meet the desired levels of proficiency.

Upon subsequent evaluation, if the documented deficiency has not been remediated the student may be retained. (1008.25 (4) (b) F.S.)

## 2. Reading Deficiency and Parental Notification

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation is conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The parent of any student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, must be notified in writing of the following:

- a. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- b. A description of the current services that are provided to the child.
- c. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- d. If the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

- e. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- f. The statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the charter in knowing when a child is reading at or above grade level and ready for grade promotion.
- g. The charter's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
- h. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
- i. Information about the student's eligibility for the New Worlds Reading Initiative and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

### 3. 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 observations, 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.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring a Level 2 or higher on statewide assessments in Reading, the student must be retained, unless the student meets specific guidelines for good cause promotion.

The school must provide written notification to the parent of any third grade retained student explaining that the child has not met the proficiency levels required for promotion and the reasons that the child is not eligible for a good cause promotion.

The notification must comply with the provisions of 1008.25(5) and include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation, and the teacher must also be certified or endorsed in reading.

Retained students must be provided with intensive interventions in reading to

address the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment.

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Intensive intervention must include:

- Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies aligned with the Science of Reading
- Participation in a district facilitated summer reading camp at the student's zoned Alachua County school, which incorporates the strategies listed above

The school must review the progress monitoring plans of each retained third grade student. The review must address the additional supports and services needed to remediate the identified areas of reading deficiency.

The school must provide retained third grade students with intensive instructional services and supports to remediate identified areas of reading deficiency including a minimum of 90 minutes of daily uninterrupted reading instruction using a scientifically research-based program, and other strategies aligned with the Science of Reading prescribed by the school district which may include, but are not limited to:

- Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;
- Targeted small group instruction;
- Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback;
- Reduced teacher-student ratios;
- More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;
- Tutoring or mentoring;
- Extended school day, week, or year; or
- After school, or both, supplemental evidence-based reading interventions

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 regular reading instruction
- A Read-at-Home plan

5. Promotion/retention decisions are made at the end of the regular 180-day school year.

The options for each K-5 student are as follows:

a. Promote to next grade level.

b. Promote for good cause as specified by law and remediate during the following year with more intensive intervention and remediation strategies (Good cause promotions apply to third grade students only.)

c. Retain and remediate in a different program.

6. Promotion for Good Cause. The district school board may only exempt students from mandatory retentions, as provided in 1008.25 (6) (b) F.S. for good cause. Good Cause exemptions shall be limited to the following:
- a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
  - b. A student with disabilities whose individual education plan (IEP) indicates that participation in the Florida Standards Alternate Assessment is more appropriate, consistent with the requirements of State Board of Education rule.
  - c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
  - d. Students who demonstrate, through a student assessment portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida State Standards in reading equal to at least a Level 2 performance on the statewide assessment.
  - e. Students with disabilities who participate in the statewide assessment and who have an individual education plan (IEP) or a Section 504 plan that reflects that, although the student still demonstrates a deficiency in reading, he/she has received intensive remediation as required in reading for more than 2 years and was previously retained in grades K-3.
  - f. Students who have received the intensive remediation in reading as required but still demonstrate a deficiency in reading and who were previously retained in grades K-3 for a total of 2 years. A student may not be retained more than once in third grade. Intensive reading instruction for students so promoted must include an altered instructional day based upon a progress monitoring plan that includes specialized diagnostic information and specific reading strategies for each student. (1008.25(6) (b) 6 F.S.)

Documentation for Good Cause Promotions:

Requests for good cause exemptions for students from the mandatory retention requirements shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school director that indicates the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, student portfolio, ELL Plan, or Standardized Achievement Test Score;
- The school director shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained; and
- If the school director determines that the student should be promoted.

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) Florida Statutes. Such mid-year promotions of retained third grade students should occur during the first semester of the academic year.

- a. To be eligible for mid-year promotion, a student must demonstrate that he / she:
  - 1) Is a successful and independent reader as demonstrated by reading at or above grade level;
  - 2) Has progressed sufficiently to master appropriate fourth-grade reading skills; and
  - 3) Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the District School Board.
- b. Standards that provide a reasonable expectation that the student has met the requirements for mid-year promotion are:
  - 1) Successful completion of portfolio elements that meet state criteria, or
  - 2) Satisfactory performance on a locally-selected standardized assessment.
- c. To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third-grade Language Arts Florida Standards and beginning mastery of the Florida Standards for fourth grade. The student portfolio must meet the following requirements:
  - 1) Be selected by the student's teacher;
  - 2) Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
  - 3) Include evidence of mastery of the benchmarks assessed by the grade 3 Reading statewide assessment, as required by Rule 6A-1.094221, FAC;
  - 4) Include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading statewide assessment. This includes multiple choice items, and passages that are approximately 60% literary text and 40% information text, and that are between 100 words with an average of 500 words. Such evidence could include chapter, unit, or benchmark tests from the charter's adopted core reading curriculum or teacher prepared assessments that are aligned with the Florida Standards. For each benchmark, there must be three examples of mastery as demonstrated by a score of 70% or better; and
  - 5) Signed by the teacher and the director as an accurate assessment of the required reading skills.
- d. To promote a student mid-year using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score on Level 2 on the grade 3 statewide assessment in Reading, as determined by the State Board of Education.
- e. The progress monitoring plan, PMP, 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.

f. Schools shall review the progress monitoring plans for all students who scored Level 1 on the statewide assessment in reading and were not promoted for good cause. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student. Districts shall provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional setting designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

7. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

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

- Students who are deficient in reading by the end of grade 3
  - Students who fail to meet performance levels required for promotion consistent with the charter’s plan for student progression. (1008.25 F.S.)

Charter shall report to the District, who will report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school level. The Commissioner of Education shall annually prescribe the required components of requested reports.

### **C. Grading System for K-5**

The charter 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 completed independently after high quality instruction has been provided. It does not compare their progress with others. Grades shall be assigned as follows:

#### **Grading Scale**

<b><u>Grades K-2</u></b>	<b><u>Grades 3-5</u></b>
E = Excellent	<b><u>Percent Achievement Grade Points Progress Level</u></b>
S+ = Above Satisfactory	A = 90-100 4.0 Outstanding
S = Satisfactory	B+ = 87-89 3.0
N = Needs Improvement	B = 80 – 86 3.0 Above Average
U = Unsatisfactory	C+ = 77-79 2.0
	C = 70-76 2.0 Average
	D+ = 67-69 1.0
	D = 60-66 1.0 Lowest Acceptable
	* F = 0-59 0.0 Failure

Grades for English language learner students will be based upon their demonstrated knowledge of the appropriate subject area regardless of their level of English proficiency.

No national origin minority or English language learner student shall be subjected to any disciplinary action solely because of their use of a language other than English. This does not abrogate any rules, standards, or guidelines as specified in the School Board of Alachua County Code of Student Conduct.

\*Lowest acceptable is equivalent to the lowest acceptable passing grade for credit.

### **Reporting to Parents**

Parents or guardians will be notified annually regarding the student's progress toward achieving state and district expectations for proficiency in English Language Arts, mathematics, and science. The charter must report to the parent the student's result on each statewide assessment test. Progress reporting must be provided to the parent in writing in a format adapted by the charter. The charter shall use district-adopted report cards to report grades at ten-week intervals in elementary schools. Interval grades shall be based upon assignments and tests and other activities. Grades shall be supported by records which indicate how the teacher arrived at the evaluation.

The final report card for a school year shall indicate end-of-year status regarding performance or non-performance at grade level, and attendance, and promotion or non promotion. (1003.33 (1) F.S.)

### **D. Instructional Program Requirements**

The B.E.S.T. Standards in English Language Arts and Math and the statewide academic standards in all other subjects will be taught in grades Kindergarten through Fifth.

Instruction will include age-appropriate study of 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.

Instruction will also include the United States Constitution, flag education (proper flag display and flag salute), elements of civil government, the history of the Holocaust, African– American history, the history of the state, the study of Hispanic contributions to the United States, the study of women's contributions to the United States, character education, Veteran's Day, free enterprise and consumer education the requirements of Celebrate Freedom Week, and civics education as established by the Sandra Day O'Connor Act.

### **Additional Information:**

1. Students may not be exempted from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (1003.33 (2) F.S.)
2. Participation in statewide assessments is mandatory for all students attending public school, except as otherwise prescribed by the Commissioner of Education. Each student must participate in the statewide assessment tests required by 1008.22 F.S. If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. Accommodations may be provided, but

modifications will not be made in the student's instruction. Universal Design for Learning strategies will be implemented at the curriculum planning stages to support all learners and additional accommodations for specific students in accordance with their PMP, IEP, or 504 plan, will be provided. Parents will be informed if accommodations are not permitted on the statewide assessment by the charter teacher. A parent must provide signed consent for a student to receive accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. (1008.22(3)(c) 3b F.S.)

Each public school is prohibited from suspending a regular program of curricula for purposes of administering practice tests or engaging in other test-preparation activities for statewide assessments. However, schools may engage in the following test-preparation activities:

- Distributing to students the sample test books and answer keys published by the Department of Education.
- Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of statewide assessments.
- Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of statewide assessments or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skills assessed.
- Incorporating test-taking exercises and strategies into curricula for intensive reading and intensive mathematics intervention courses.
- Administering a practice test or engaging in other test-preparation activities for statewide assessments which are determined necessary to familiarize students with the organization of the assessments the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessments as set forth in State Board of Education rule.

#### **E. Extended School Year**

The charter may sponsor an extended school year program if funding is provided through Title 1.

## **Exceptional Student Education** **Elementary School**

The school ensures that students with disabilities and those in English Language Learner (ELL) programs have the same opportunities as all other students. We provide appropriate accommodations and services for these students as required by law, making sure they can access and participate fully in the educational program.

### **A. Student Rights for Instruction**

The Individuals with Disabilities Education Improvement Act of 2004 states that students with disabilities have access to the general curriculum to the maximum extent possible. Modifications to the general curriculum occur only when the nature or severity of the disability of a child is such that mastery of the general curriculum with the use of supplementary aids and services cannot be achieved satisfactorily. In addition, IDEA ensures that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. The needs and services of the student are documented on the student's Individual Education Plan (IEP).

### **B. Promotion and Placement**

Grade placement for students with disabilities is first determined by the same criteria for promotion and placement as for all students, with some additional considerations. A student with a disability who does not meet criteria for promotion may be exempted from mandatory retention after considering the procedures for good cause exemption that apply to all students with the following additional options.

- Students with disabilities whose IEP indicates participation in the Florida Standards Alternate Assessment is more appropriate, may be considered for good cause exemption from mandatory retention when all state criteria for good cause for students enrolled in access courses is met
- Students with disabilities who take statewide assessments and have an IEP that reflects that the student has received intensive remediation in reading for more than 2 years but still has a deficiency in reading and was previously retained in kindergarten, first, second, or third grade may be considered for good cause exemption from mandatory retention.

### **C. Reporting Student Progress**

#### **1. Report Cards/Grading Procedures**

Report card grades for students with disabilities are first determined by the same criteria as grades for all students, with some additional considerations. Students with disabilities may receive report card grades in special education classes that are based on instructional level rather than grade placement if determined appropriate by the IEP team. Accommodations to the general curriculum are documented on the student's IEP as appropriate.

#### **2. Parent Notification of Student Progress**

Parents of students with disabilities will be regularly informed as to their child's measured progress toward the annual goals of the IEP and the extent to which the progress is sufficient to enable the student to achieve the goals by the end of the annual IEP year. Progress towards goals and likelihood of attainment is sent home with the report card or at a more frequent interval that is designated on the annual goal(s) of the IEP.

#### **D. Guidelines for Determining Appropriate Accommodations for Students With Disabilities**

##### **1. Accommodations to the General Curriculum**

Consistent with the accountability requirements of *Every Student Succeeds Act (ESSA)* and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the vast majority of students with disabilities in Florida are expected to: demonstrate mastery of the Florida's B.E.S.T. and state academic Standards, participate in statewide assessments, and graduate high school with a standard diploma. In order to achieve these expectations, students with disabilities must be provided access to the general curriculum to the maximum extent possible with appropriately designed instruction and accommodations. Accommodations are intended for those students who would be denied meaningful participation in instruction and assessment because of their disability. Accommodations allow a student with a disability the same access to instruction and assessment as students without disabilities. Accommodations for instruction and assessment are determined at IEP meetings and indicated on the student's IEP.

Appropriate accommodations for state and district assessments are determined for each student at the IEP meeting.

The following guidelines will be considered when making individual accommodation decisions:

- Accommodations are adjustments made to the way skills and concepts are taught and assessed but do not affect the expected outcomes in relation to Florida's B.E.S.T. and state academic standards.
- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should remove or neutralize the limiting effects of the student's disability by altering the presentation, response, schedule, setting, use of assistive devices, or test administration in appropriate ways.
- Accommodations should not change the intent of the test; i.e., the educational goal or skill measured by the test.
  - Accommodations should not be used to compensate for lack of achievement.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of the test. They must not change the underlying skills that are being measured by the test.
- Test accommodations must be the same or nearly the same as accommodations used by the student in completing the classroom instructional and assessment

activities.

- Accommodations must be necessary to allow the student to demonstrate knowledge, ability, skill, or mastery required by the assessment.

## 2. Testing Accommodations

Rule [6A-1.0943, FAC] permits test accommodations for any student with a disability who has a current IEP or 504 Plan. Expanded accommodations on state/district assessments are authorized for students with disabilities through executive order. Allowable accommodations are detailed in the test administration manuals under the following categories:

- Flexible Presentation
- Flexible Responding
- Flexible Scheduling
- Flexible Setting
- Use of Assistive Technology

## 3. Parent Notification of Testing Accommodations

A parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.

# **E. Guidelines for Participation of Selected Students in the Florida Standards**

## **Alternate Assessment**

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will be assessed with the general statewide assessment or with the Florida Standards Alternate Assessment. The IEP team should consider the student's present level of educational performance and the eligibility requirements for participation in access courses as outlined in Florida Statute (6A-1.0943), or as outlined in the DOE approved district specific procedures for extraordinary circumstances. The general state content standards are the foundation of curriculum, instruction, and assessment for all students. Students with the most 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 intent of the standards that apply to all students in the same grade level, but at a reduced level of complexity.

In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining the appropriate assessment:

- Does the student receive exceptional student education services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternative achievement standards for two consecutive full-time equivalent reporting periods prior to the assessment?
- Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modification to the general education curriculum standards?

- Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards?
- Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards?
- Was the assessment instrument used to measure the student's global level of cognitive functioning selected to limit the adverse impact of already identified limitations and impairment (e.g. language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities, distractibility)?
- Does the student have a most significant cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired, or traumatic brain injury or syndrome that is verified as outlined in Rule 6A1 0943(5)(c)11. F.A.C.?

For students currently on General Standards, questions must be answered by the IEP team as outlined in Rule 6A-1.0943(5)(c) F.A.C.

A student may not participate in the access courses or the Florida Alternate Assessment if they meet any of the descriptions below.

- Is the student identified as a student with a specific learning disability or as gifted?
- Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, or an orthopedic impairment?
- Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)?

## **F. Extended School Year**

The need for extended school year services is determined by an IEP committee.

For students eligible for Exceptional Student Education, the need for Extended School Year (ESY) services is determined at an Individual Educational Plan (IEP) conference and documented on the IEP. Multiple criteria for eligibility for ESY services, as defined by DOE, may include but are not limited to: consideration of the likelihood of regression/recoupment, critical points of instruction, emerging skills, nature or severity of disability, interfering behaviors, rate of progress, or special circumstances.





