

# Elementary Pupil Progression Plan



2025-2026

# Pupil Progression Plan

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# Pupil Progression Plan

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## **Our VISION:**

Preparing today's students for success within and beyond the classroom.

## **Our MISSION:**

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

## **Our SHARED VALUES:**

We are **PASSIONATE** about what we do.

We make **DATA-BASED** decisions.

We are personally **ACCOUNTABLE** and have courage to hold others accountable.

We **LISTEN** and seek to understand.

We are lifelong **LEARNERS**.

We are committed to **COACHING** and **DEVELOPING** our people.

We value **HUMILITY**.

We are grounded in the **RELATIONSHIPS** we build.

### **OKALOOSA SCHOOLS**



**THE NEXT GENERATION...**



## **Pupil Progression Plan Introduction**

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

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

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

The plan establishes a partnership that includes procedures in order to increase parent knowledge and support of the student’s placement.

School attendance procedures as described in the district’s Attendance Policy are considered part of the Pupil Progression Plan.

The district program for student progression is based upon local goals and objectives that are compatible with the state’s plan for education. Okaloosa County Schools does not grant social promotions or retentions and no official committee, or school, has the authority to promote or retain a student on any basis other than academic progress. Therefore, no student may be assigned to a grade based on age or other factors that constitute social promotion. The district School Board has prescribed pertinent factors considered by the teacher before recommendation that a student progress from one grade to another in this plan.

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\*A student scoring below grade level must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need. The enrolling school must implement a Progress Monitoring Plan/System (PMP/PMS), developed in consultation with the student’s parents or legal guardian, which should assist the student in meeting state and district expectations for proficiency.

State statutes and district policy govern the Pupil Progression Plan. All procedures in the Pupil Progression Plan are subject to change due to School Board or legislative action. The Pupil Progression Plan is updated yearly and posted on the district website.

Students will be placed in programs and levels best suited to meet their academic needs with consideration given to their social, emotional, and physical development. Educators in Okaloosa County Schools have high academic expectations for all students and draw on the diverse cultural backgrounds of students to ensure that all students learn. Race and ethnicity will never be an excuse for differing expectations of performance nor a reason for discrimination or preferential treatment.

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

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

Every pupil in the School District of Okaloosa County deserves the opportunity to grow academically, culturally, emotionally, physically, and socially. The Pupil Progression Plan of this district shall set forth guidelines that, properly applied, will contribute to a growth that is continuous and healthy.

Our educational environment must assure that individual growth and development will nurture our democratic way of life.

The responsibility for progressive achievement through the various levels of students' educational experience is, first and foremost, the province of the student. Parents, the school's system, and the community share responsibility as well. Decisions affecting the welfare of the individual child will be cooperatively derived from home, school, and where appropriate, community agencies.

The purpose of the instructional program in the School District of Okaloosa County is to provide appropriate instruction and selected services to enable each student to develop individual talents at the student's ability level and to meet the community's standards for academic and career/technical proficiency.

Maximum effort will be made to keep the parent and child informed about expectations, progress, and problems. This shall include grade reports, reports of progress, parent conferences, telephone calls and notes (including electronic communications) from teacher(s), state assessment results, standardized test results, and district test results.

It is expected that a vast majority of the students will make satisfactory progress in the normal time limits. Decisions regarding retention and promotion will be on the basis of academic progress and scholastic readiness for the next grade.

# Section I

## Admissions, Placement, Transfers and Withdrawals, Attendance and Truancy

### A. Admission:

For detailed information concerning enrollment, please visit <https://www.okaloosaschools.com/schools/registration>

Any student entering the School District of Okaloosa County for the first time must present one of the following:

- A birth certificate, or an official birth registration card; or
- Certificate of baptism showing the date of birth, accompanied by an affidavit sworn by the parent; or
- Insurance policy showing the date of birth, which has been in force for at least two years of the child's life, or
- Bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn by the parent; or
- Passport or certificate of arrival in the United States showing the age of the child; or
- A transcript or record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
- If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the School Board. The certificate states that the health officer or physician has examined the child and believes that the age as states in the affidavit is substantially correct.

In addition to the listed requirements, a parent or legal guardian must also provide proof of residency.

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

***Copies of official documents such as birth certificates and Social Security cards should not be kept at the school or in a student's cumulative folder.***

All students entering OCS D for the first time must present one of the following:

- Florida Certification of Immunization, DH680, documenting the following:

**Public/Non-Public Schools Pre-K-12**

**Children entering, attending, or transferring to Florida schools for School Year 2025-2026**

*The timeline for these immunizations is provided in the appendix*

<b>Immunization</b>	<b>Pre-K Doses</b>	<b>K-12 Dose(s)</b>
Diphtheria, Tetanus, and Pertussis (DTaP)	Age-appropriate doses as indicated	5 doses or 4 if last doses given after age 4
Polio	Age-appropriate doses as indicated	3, 4, or 5 doses of polio vaccine. If the 4 <sup>th</sup> dose of the vaccine is administered prior to the 4 <sup>th</sup> birthday, a 5 <sup>th</sup> dose of polio vaccine is required for Kindergarten
Measles, Mumps, and Rubella	1 dose	2 doses
Hepatitis B	2-3 doses depending on when child started the vaccine series	2-3 doses depending on when the child started the vaccine series
Varicella	1 dose	2 doses ALL K – Grade 12 children OR documented history of Varicella disease by a healthcare provider
Tetanus Booster (Td or Tdap)	Age-appropriate doses as indicated	Grade 7-12 Tdap

**OR**

- Private health care providers may grant a Temporary Medical Exemption (TME), documented on the Form DH 680, Florida Certification of Immunization, for those who are in the process of completing any necessary immunizations. The TME requires an expiration date after which the exemption is no longer valid, and the immunizations must be completed before or at that time; or,
- A Permanent Medical Exemption, documented on the Form DH 680, can be granted if a child cannot be fully immunized due to medical reasons. In this case, the child’s physician must state in writing, the reason(s) for exemption based on valid clinical reasoning or evidence; or
- A Religious Exemption From Immunization, documented on Form DH 681, is issued if immunizations are in conflict with the religious tenets and practices of the child’s parent or guardian. This exemption is issued by a County Health Department (CHD) and based on established religious beliefs or practices only.

A written exemption issued by an authorized school official (MIS 4124) for transfer and military students, not to exceed thirty (30) school days, to permit a child who transfers into the district to attend classes until his/her records are transferred. According to the Florida Dept. of Health, the following students are eligible for a 30-day exemption: 1) Students that transfer from one Florida School District to another Florida School District; 2) Military students; 3) Students that are identified as homeless according to the McKinney-Vento Act; 4) Department of Juvenile Justice (DJJ) students. All other students, including Pre-K and Kindergarten students, must meet all immunization requirements, unless they fall into one of the above four categories, BEFORE being enrolled in a school and should be referred to their local medical provider or the Department of Health in Okaloosa County for immunization services and temporarily excluded from school until compliance is met. FS 1003.22, FAC 64D-3.046). If at

the end of the thirty-day exemption period the proper immunization certificate is not presented, the principal will temporarily exclude the student from school until the proper and current immunization certification is presented to the school. For more information concerning Florida's immunization requirements, please visit <https://www.floridahealth.gov/programs-and-services/immunization/children-and-adolescents/school-immunization-requirements/index.html>

### **Medical Physical Exams, 1003.22, F.S.**

Florida statutes require that each school aged child upon initial entrance into a Florida public school must present certification of a school entry health examination performed within the twelve (12) months prior to enrollment in school. Without such certification, a student is allowed up to 30 school days to present a certification of a school-entry health examination. If no evidence of a medical physical exam is present, the principal will exclude the student until documentation is presented.

A child shall be exempt from the requirements upon written request of the parent or guardian of such student stating objections on religious grounds. A form certifying the same may be obtained in the school office and must be entered into the child's record.

### **B. Controlled Open Enrollment**

Controlled Open Enrollment (COE) provides parents and legal guardians of children entering grades K-12 the opportunity to seek enrollment in a school other than the zoned school of attendance. Per 1002.31, F.S., parents/legal guardians currently residing in any school district in the State of Florida may select schools from a list identified by the Okaloosa County School District as having available seats based upon published guidelines.

To request a student assignment through COE, a parent/legal guardian must submit an application. The application will be available online but a parent/legal guardian who is unable to submit an application online may submit an application at their student's zoned school. For more information, please see the Okaloosa Schools Controlled Open Enrollment site: <http://www.okaloosaschools.com/content/coe>

### **C. Enrollment and Grade Level Placement**

#### **Requirements for Information Prior to Placement, 1006.07, F.S.**

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, and previous juvenile justice actions. Schools have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school, for an act which would have been grounds for expulsion according to the OCSD Code of Student Conduct, as outlined in 1006.07(1)(b) F.S.

Students under suspension and/or expulsion from schools inside or outside the district will be denied admission unless approved by the Superintendent or his/her designee.

Alternate education programs for expelled students are defined in the appendix, MIS 1501. The processes for both ESE and general education students transitioning back to the

Okaloosa County School District are also provided in the appendix, MIS 5382 and MI 5383 [Okaloosa County School Board Policy 4-32].

### **Pre-Kindergarten Placement**

- Pre-K with Disabilities (Pre-KD): Refer to the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at: <http://beess.fcim.org/sppDistrictDocSearch.aspx>.
- Summer VPK: A child must have attained the age of 4 on or before September 1 of the previous year and will attain the age of 5 on or before September 1 of the current school year. In addition, students must not have attended a VPK program during the current school year.
- School Year VPK: In accordance with HB 7029 (2016), a child must have attained the age of 4 on or before September 1 of the school year to be eligible for the Voluntary Pre-K Program during either that school year or the following school year. The child remains eligible until the beginning of the school year for which the child is eligible for admission into kindergarten in a public school or until the child is admitted to kindergarten, or unless s/he will have attained the age of 6 years by February 1 of any school year.
- For more information about Pre-K, contact Early Learning Coalition of Okaloosa & Walton Counties at (850) 833-3627.

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

- Meet age requirements for public schools from the state from which the student is transferring and
- Have academic credit that is acceptable under the rules of the School Board

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

- Official documentation that the parents or legal guardian were legal residents of the state in which the child was previously enrolled in school;
- Official letter/transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
- Evidence of immunization;
- Evidence of date of birth, and
- Evidence of medical examination completed within the last twelve months.

If a student enters public school at age 6 without evidence of kindergarten completion with an official transcript, s/he will be placed in kindergarten.

### **First Grade Initial Placement**

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

- Be six years of age on or before September 1 of the school year and

- Have satisfactorily completed a public school kindergarten, or a private kindergarten from which the district school board accepts transfer of credit, or a home-school kindergarten program.

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 from the state from which the student is transferring and
- Have academic credit that is acceptable under the rules of the School Board

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

- Official documentation that the parents or legal guardian were legal residents of the state in which the child was previously enrolled in school;
- Official letter/transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
- Evidence of immunization;
- Evidence of date of birth, and
- Evidence of medical examination completed within the last twelve months.

### **Grades 2-5 Placement**

Students who meet the criteria for admission or transfer without official transcripts may be evaluated, using assessment criteria listed in the PPP to determine appropriate grade placement. The decision for grade placement will be made by the principal, with input from the MTSS Committee. For this purpose, assessment for elementary students must be administered in an expedient manner (i.e., 3-5 days).

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

- Official documentation that the parents or legal guardian were legal residents of the state in which the child was previously enrolled in school;
- Official letter/transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
- Evidence of immunization;
- Evidence of date of birth, and
- Evidence of medical examination completed within the last twelve months.

Students transferring with official transcripts will be placed in the grade level placement of the sending school.

### **Classroom Transfers, 1003.301, F.S., 1012.42, F.S.**

The following are the guidelines for a parent to request their child be transferred to another classroom teacher:

- The transfer cannot violate maximum class-size provisions.
- Transferring student(s) will be placed in the classroom with the lowest number of students while striving to maintain a balance of gender, ethnicity, academic levels of students, and time intensive needs of the students; parents may not choose a specific teacher.

- The school is required to notify parents if their transfer request(s) are denied, along with the reason(s) of the denial within two (2) weeks of the request.

### **Placement of Students with Disabilities**

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Please see the section on Exceptional Student Education in this document for details.

### **Placement of English Language Learners (ELLs)**

Based on responses to the OCSD Home Language Survey (MIS 4025), students who may be eligible for services through the English for Speakers of Other Languages (ESOL) program shall be administered an English language acquisition assessment. If eligible, the student shall be placed in appropriate classes with supports and accommodations as outlined in the student's ELL Plan. Please see Section VIII – English for Speakers of Other Languages of this document for details.

### **Alternate Placement for Students Retained Two or More Years, F.S., 1008.25(7)(b)10**

Students who have been retained twice in the same grade, due to a lack of proficiency in ELA or math, will be required to receive intensive acceleration in a transitional instructional setting.

This setting should include:

- Reduced student-teacher ratio through actual reduction in numbers of students or the inclusion and support of resource staff
- Uninterrupted ELA/math instruction for a majority of the student's school day
- A research-based ELA/math program
- Administer the iReady three times a year for students who are retained due to reading. Reporting of progress for grade 3 twice-retained students must be made through the DOE reporting system
- Weekly progress monitoring

### **Placement of Students on Community Control, 948.03, F.S. & 1003.53, F.S.**

A juvenile on felony probation or community control who is a public school student may be required to attend a public adult education program or a dropout prevention program, which includes a second chance school or an alternative to expulsion.

If a juvenile on felony probation or community control attends a regular education school program, the identity of the juvenile, and the conditions of the felony probation or community control must be made known to each of the student's teachers.

### **Placement of Out-of-State, Out-of-County, Private School, or Home Education (School) Transfer Students 1003.433, F.S. & 1003.4282(8) F.S.**

Students transferring with official transcripts will be placed in the grade level placement of the sending school.

Without official transcripts, students transferring from a private school or a non-district operated school may be evaluated using assessment criteria listed in the PPP, to determine

grade placement. The principal will make the decision for placement with input from the MTSS committee, providing the prohibition against social promotion is not violated. See ESOL section for additional information.

**Gifted Transfer Students (6A-06.0334(4))**

Transferring students who have been found eligible for Gifted services within the state of Florida or outside the state of Florida are not required to be reevaluated for eligibility under Florida guidelines. If a student who had a gifted plan that was in effect in a previous school district in another state transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements a Florida EP that meets the applicable requirements of Rule 6A-6.030191, F.A.C. Students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.030191, F.A.C., for continued services. The new school district is not required to obtain parental consent for the initial provision of services for transferring gifted students determined eligible for services in Florida under this rule.

**Placement of Homeless Students and Notification of *In Loco Parentis*, 1003.01, F.S. & 1003.22, F.S.**

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

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

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

It is the responsibility of the enrolling school to immediately contact the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately 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 immunization records, and proof of residency or proof of age. A homeless child shall be granted a temporary exemption from entrance requirements for thirty (30) school days.

### **Notification of In Loco Parentis**

Special Power of Attorney and Certification (MIS 5243) is used for admission purposes in cases for which a student is not residing with his/her parents/legal guardian. This form designates that the adult person with whom the student resides stands in loco parentis. In special circumstances, the principal may accept a notarized statement signed by the parents/legal guardian until MIS 5243 can be obtained.

Information regarding Students in Transition Services is available at:  
<http://www.okaloosaschools.com/district/titleI>

## **D. Transfers and Withdrawals**

### **Grades for Transfer Students- see 6A-1.09941**

Grades transferred from another state may not be adjusted in any way and must be entered into FOCUS as listed on the transcript or report card. If only a numerical grade is provided and no scale is given, OCSD scale is applied to the student record. The only exception to not adjusting grades transferred from another state would be if the grade is not compatible with the OCSD grading system. For example: a student transcript lists a grade as B+, with a grade delineation indicating B+=92%. In that case, and **if** the school provides a grading scale using percentile ranges, the grade entered may reflect the OCSD equivalent grade based on the percentile designation. However, if only a letter grade (e.g., C) is provided on the transcript with no grade delineation, then the grade entered should reflect OCSD's letter grade conversion. If a numerical grade is not provided by the sending school, every effort should be made by the school to contact the sending school for a grade conversion.

Copies of a student's grades (i.e., Gradebook, Interim Progress Reports) should be sent with any student who transfers within the district. If provided, grades from the previous school will be entered in the FOCUS and Gradebook system.

Students transferring into the School District of Okaloosa County from a private school, a non-district operated school or a home schooling program may be evaluated for placement by the school's MTSS committee using assessments listed in the Pupil Progression Plan. This same process will be used if a student transfers from another school and the report card or official transcript is not received from the sending school. The final decision for promotion, retention, and placement will be made by the principal (with input from the MTSS committee), on an individual basis, providing the prohibition against social promotion is not violated.

### **Students Withdrawing to Okaloosa Online or Homeschool, 1002.41, F.S.**

The parent, as defined in s. 1000.21, who establishes and maintains a home education program shall notify the district school superintendent of the county in which the parent resides of her or his intent to establish and maintain a home education program. The notice must be in writing, signed by the parent, and include the full legal names, addresses, and birthdates of all children who shall be enrolled as students in the home education program. The notice must be filed in the district school superintendent's office within 30 days of the establishment of the home education program.

The parent shall file a written notice of termination upon completion of the home education program with the district school superintendent, along with the annual evaluation required in paragraph (f), within 30 days of termination.

The parent shall maintain a portfolio of records and materials. The portfolio must consist of the following:

1. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
2. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.
  - The parent shall determine the content of the portfolio, preserve it for 2 years, and make it available for inspection, if requested, by the district school superintendent, or the district school superintendent's agent, upon 15 days' written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.

The parent shall provide for an annual educational evaluation in which is documented the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the district school superintendent's office in the county in which the student resides. The annual educational evaluation shall consist of one of the following:

1. A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
2. The student shall take any nationally normed student achievement test administered by a certified teacher;
3. The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
4. The student shall be evaluated by an individual holding a valid, active license pursuant to the provisions of s. 490.003(7) or (8); or
5. The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parent.

The district school superintendent shall accept the results of the annual educational evaluation of the student in a home education program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in paragraph (1)(f). Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

When the parent(s)/legal guardian(s) of a student inform their school of their intent to withdraw their child from a brick and mortar school to enroll in Okaloosa Online or a Homeschool Program, the following procedures should be followed:

- Parent/legal guardian should be provided with MIS 5381, Homeschool Notification to Parent form. *MIS 5381 can be found in the Appendix.*
- The school should notify the administrator of Okaloosa Online and Homeschool Coordinator.
- Student Intervention Services will track the student to ensure enrollment in one of the programs.
- Students who have demonstrated a pattern of excessive absenteeism will be provided a copy of MIS 5380, Home School Truancy Procedures. The parent/legal guardian and the student must sign the Homeschool Truancy Procedures Form, *MIS 5380 can be found in the Appendix.*
- **No student who has been deemed as a habitual truant by the court will be allowed to enroll in Okaloosa Online or Homeschool without permission of the court.**

### **Early Withdrawal when Promotion is Probable**

Procedures based upon a parent's request or need to withdraw a student before the final ten (10) days of the school year are as follows:

- The parents/legal guardian must make their request in writing to the school principal to explain the reason for early withdrawal and give the last day the student will attend.
- All staff members working with the student will be notified to ensure the return of all materials, textbooks, etc.
- The student's grades will be analyzed and if the results show the student has made satisfactory progress academically as of the withdrawal date, the teacher(s) and principal shall write a letter stating that as of that date, all standards for promotion to the next grade level have been met and should the student have continued enrollment through the final day of the school he/she would be promoted. The teacher(s) and the principal will sign the letter. It will then be the responsibility of the receiving school to make a decision regarding promotion/retention based upon the progression criteria of that district.
- If state assessment results have not been received, the letter should state the impact those results could have on promotion with the commitment to forward all forthcoming assessment data at the receiving school's request.
- In no case shall early withdrawal be used as a method to socially promote a student by moving him/her from one school to another within Okaloosa County School District or to another school setting.

### **Early Withdrawal When Retention is Probable**

In no case shall early withdrawal be used as a contrivance to socially promote or retain a student by moving him/her from one school to another within the OCSD or to another school setting. If a parent or legal guardian requests to withdraw a student before the final ten days of the school year, the same procedures should be followed as those listed in "Early Withdrawal When Promotion is Probable".

Procedures based upon a parent's request or need to withdraw a student before the final ten (10) days of the school year are as follows:

- The parents/legal guardian must make their request in writing to the school principal to explain the reason for early withdrawal and the last day the student will attend.
- All staff members working with the student will be notified to ensure the return of all materials, textbooks, etc.
- The student's grades will be analyzed and if the grades show the student has not made satisfactory progress academically as of the withdrawal date, the teacher(s) and principal shall write a letter stating that as of that date, all standards for promotion to the next grade level have not been met and would the student have continued enrollment through the final day of school he/she would not be promoted. The teacher(s) and the principal will sign the letter. It will then be the responsibility of the receiving school to make a decisions regarding promotion/retention based upon the criteria of that district.
- If state assessment results have not been received, the letter should state the impact those results could have on promotion with the commitment to forward all forthcoming assessment data at the receiving school's request.

### **Promotion of Late-in-the-Year Transfer Students**

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

### **E. Attendance:**

Patterns of nonattendance and truancy are identified as early warning signs of academic failure. The continuum of truancy to delinquency typically includes other behaviors that result in suspension, expulsion and drop out. Students with chronic absenteeism are found to have the lowest academic achievement, which puts them at greater risk of dropping out of school.

### **Reporting an Absence**

Students will have five (5) school days, including the day they return, to bring in written verification for an excused absence. The absence will be considered unexcused if the school does not receive written verification for the excused absence within that timeframe.

### **Elementary Attendance**

Excused absences resulting from the following:

- Death in the family;
- Any reason up to 15 absences per semester;
- Illness or injury requiring medical or dental attention (physician's statement required);
- Illness, injury, or circumstances not requiring medical attention will require a parent note explaining the absences, up to 15 absences per semester;
- Appointments for medical or dental care (physician's note required);
- Appointments scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst for the treatment of autism spectrum disorder, including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy
- Religious holidays: students are permitted to be absent in observance of established religious holidays, but they must be counted absent on all school records. Absences of a

religious nature, preceded by prior parent notice, will not require written notification on the student's return to school. Review School Board Policy for additional information.

Students who place on file with OCSD legal and/or medical documentation or a permanent and total disability as defined by the U.S. Social Security Act are excused from school and eligible to make up any and all work for absences from medical care or medical conditions related to their permanent and total disability.

Unexcused absences are absences resulting from:

- Any absences not designated as excused (e.g., unverified absences)
- Truancy
- Suspension
- Expulsion
- Participation in private lessons, activities, or classes sponsored by outside agencies

Students can make up any assignment placed in the 60% category in FOCUS. Parent may request daily assignments for practice purposes only. No grade will be assigned for missed or completed daily assignments.

When a student accumulates a total of ten (10) excused or unexcused absences the student will be referred to the MTSS Committee.

**Attendance for Children/Dependents of Active Duty Military, 1000.36, Article V(E), F.S.**

S. 1000.36, Article V(E), F.S., states that "a student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, or is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the school superintendent." The additional excused absences are to allow the student to visit with the student's parent or legal guardian for the reasons specified. Notwithstanding the above, the local school superintendent or head of school may provide a maximum number of additional excused absences.

**Attendance Notification Procedure:**

- After each absence, an automated phone call from the school to the phone number on record will notify the parents/legal guardian of the absence. Additionally, all absences are reported on FOCUS.
- After the fifth (5<sup>th</sup>) unexcused absence-per semester, the parents/legal guardian will be notified of the absences. The contact will include a review of the current attendance/truancy policies. The MTSS Committee may be convened.
- On the tenth (10<sup>th</sup>) absence (excused or unexcused) per semester, a letter will be mailed, emailed, or sent via Thrillshare to the parent/legal guardian notifying them of the necessity for a parent excuse, doctor's excuse, or an excuse from an official agency in order to receive grades for make-up work. In addition, this letter will notify parents of the potential truancy concerns resulting from any additional absences.

- After the fifteenth (15<sup>th</sup>) absence per semester no make-up work will receive grades. An attendance expectation agreement may be initiated, outlining the consequences of non-attendance.
- After the fifteenth (15<sup>th</sup>) absence per semester the student's parent/legal guardian can appeal to the school's Attendance Review Committee or MTSS Committee for permission to receive grades for missed work. Pending approval of the appeal, absences after the fifteenth (15<sup>th</sup>) may be entered as an excused absence in FOCUS.

### **Make Up Work**

Students will be provided five (5) school days to complete assignments following an excused absence/school leave; the five (5) day period begins the day the student returns to school. However, if the situation warrants it, the teacher and/or principal may grant additional time for make-up work and/or assessments to be completed.

It is the parent's or student's responsibility to request make-up work for excused absences/school leave (up to 15).

Students absent for multiple days are expected to seek and work on make-up assignments, as medically appropriate and practical.

Principals will ensure that teachers provide make-up assignments upon parental or student request. Make-up work will be provided no later than 24 hours following a parental or student request.

### **Tardiness and Early Checkouts**

Parents/legal guardians will be notified when a student accumulates five (5) unexcused early checkouts and/or late arrivals within a semester. When the number of early checkouts and/or late arrivals reaches seven (7) within a semester, the parents will be requested in writing to have a conference with the principal or his/her designee.

## **F. Truancy Procedures, 984.03 F.S., 1002.41 F.S., 1003.26 F.S.**

**The Superintendent may file a truancy petition for the following situations:**

- Five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month, or;
  - After the fifth (5<sup>th</sup>) unexcused absence in a calendar month, if appropriate, the school principal or his/her designee shall refer the case to the MTSS committee. If the MTSS committee finds that a pattern on nonattendance is developing, whether the absences are excused or not, a meeting with the parent/legal guardian must be scheduled to identify potential remedies. A letter should be mailed, sent through electronic communication, or delivered by an attendance officer, informing the parent/legal guardian of the Attendance Review Committee/Administrator meeting with the parent/legal guardian.
- Ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period, or;

- After the ninth (9<sup>th</sup>) unexcused absence, if appropriate, the principal shall refer the case to the MTSS committee. If the MTSS committee finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent/legal guardian must be scheduled to identify potential remedies. A letter should be mailed, sent through electronic communication, or delivered by an attendance officer, informing the parent/legal guardian of the Attendance Review Committee/Administrator or MTSS Committee meeting and their need to attend.
- More than fifteen (15) unexcused absences in ninety (90) calendar day period
  - After the fifteenth (15<sup>th</sup>) unexcused absence in a 90-day calendar period, if the MTSS committee determines that remedial recommendations are not working, either a truancy petition may be filed by the Superintendent, or the student may be referred to an appropriate agency. Driver's License Suspension Form (MIS6265) should be sent to Student Intervention Services.

**Learnfare Program and Truancy, 414.1251 F.S.**

Florida statute requires the Department of Children and Families (DCF) to reduce the temporary cash assistance for an eligible parent's dependent child or for an eligible teenage participant who is not exempt from school attendance requirements if the eligible child or teen participating has been identified as a habitual truant or dropout. A habitual truant is a student who has accumulated fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent/legal guardian. For more information on the Learnfare Program, visit [Learnfare Program Rules](#)

# Section II

## Special Programs

### **A. Drop Out Prevention, 1003.52 F.S.**

Dropout prevention and academic intervention programs (grades 1-12) may differ from traditional educational programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students.

A student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based upon one of the following criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
- The student has a pattern of excessive absenteeism or has been identified as habitually truant.
- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct and should be referred to LEAP. For the purposes of this program, "disruptive behavior" is behavior that:
  - Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
  - Severely threatens the general welfare of students or others with whom the student comes into contact.

### **Summer Intensive Studies**

Summer Intensive Studies (SIS) is required for retained grade 3 students who do not obtain the state required minimum score on the ELA FAST assessment- Level 1 on ELA FAST (PM3) and fails to pass an alternate assessment (i.e., SAT-10 with a national percentile ranking of 45 or i-Ready with a national percentile ranking of 50). However, students will have an additional opportunity to achieve a Good Cause exemption by passing an alternate standardized assessment (i.e., FAST Summer Window with a Level 2 or above, SAT-10) at the conclusion of SIS. SIS may also be offered for students K-5, who did not meet grade level requirements.

Students attending the district SIS program are required to attend the entire session. **A principal may review an extenuating circumstance.**

## **B. Early Warning System 1001.42 F.S.**

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

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out-of-school, including Student Training Program (STP)
- Course failure in English language arts or mathematics during any grading period.
- A Level 1 score on the statewide, standardized assessments in English language arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).

The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A school-based team responsible for implementing these requirements shall monitor the data from the early warning system. The team may include a school psychologist.

\*When a student exhibits two or more of the early warning indicators, the school's team, in conjunction with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program (i.e., PMP, IEP) at the direction of the school-based, multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

## **C. Home Education and Uniform Transfer of Credit, 1002. 41 F.S**

Students entering Okaloosa County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by 6A-1.09941, F.A.C. For specific details on the Validation of Transfer Credit, see Transfers and Withdrawals on page 13, *Home Education (School) Uniform Transfer of Credit*.

For more information, visit the FLDOE office of independent and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/>

To register for home education, contact the office of Home Education in the Okaloosa County School District by phone by calling Student Services at (850) 833-3111 or visit <https://www.okaloosaschools.com/parents/home-schooling>

## **Home Education Student Participation in Public Schools, 1006.15 F.S., 1002.41 F.S.**

Students in home education programs may participate in public school interscholastic extracurricular activities. Public schools are under no obligation: however, to provide home education students access to classes, programs, services, or other educational opportunities for dual enrollment information for home education students, visit <http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/dual-enrollment.stml>

## **D. Virtual School Options, Requirements, 1002.20 F.S. & 1006.15, F.S.:**

### **Parent and Student Rights/Requirements**

Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned. For more information on Florida Public Virtual Schools, visit <http://www.fldoe.org/schools/school-choice/virtual-edu/parent-resources/>

Florida statute requires students earning a standard high school diploma to take at least one course within the 24 required credits through online learning. A school district may not require students to take the online or blended course outside the school day or in addition to a student's courses for a given semester. Okaloosa Online is the preferred provider for students choosing an online option.

### **Okaloosa Online**

Online elementary courses can be taken through Okaloosa Online.

For more information about taking courses on Okaloosa Online, please contact your school guidance counselor, Okaloosa Online at 689-2043, or visit <https://www.okaloosaschools.com/content/okaloosa-online>, whereas specific enrollment periods exist for each semester/school year.

## **E. Hospital Homebound**

According to Rule 6A-6.030202, Florida Administrative Code (F.A.C.), the possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least fifteen (15) school days while under a physician's care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent for the duration specified in the rule. There is no established waiting period that must be met when considering initiating the process. For more information, please see the section on Exceptional Student Education in this document, or call Exceptional Student Education at (850) 833-3164.

# Section III

## Curriculum and Instruction

### **A. Reading Instruction**

#### **Daily, Uninterrupted Elementary Reading Block Instruction**

Each elementary school shall provide all students a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP) as well as any other relevant instructional materials. The daily uninterrupted ELA block shall follow the District's K-12 Comprehensive Reading Plan which includes a combination of large and small group instruction, and specific instruction based on student needs. Students performing below grade level will be provided daily, intensive, accelerated reading instruction in addition to the 90 minute uninterrupted reading block. Remediation should take place three to five times a week depending upon the intensity required. It may be implemented by the classroom teacher or an intervention teacher.

#### **Use of Accelerated Reader (AR)**

The purpose of AR is to motivate students to read more books at an appropriate level of difficulty by using a point system tied to individual goals. The purpose is not to provide reading instruction, but to increase personal reading time and reading skills. At no time should AR be used for a grade in Gradebook.

### **B. Third Grade**

A Grade 3 student scoring at Level 1 on the reading portion of the FAST (PM3) must be retained unless exempted from retention for good cause.

Florida does not participate in assessment "opt out." Any grade 3 student who does not take the FAST PM3 will be provided with a Letter of Retention.

Students retained in third grade will be provided instruction from a highly effective teacher as determined by the teacher's performance evaluation system. In addition, the following actions are required for third grade retained students:

- Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district
- Integration of content-rich texts in science and social studies within the 90 minute block
- Research-based strategies such as reduced student-teacher ratio, more frequent monitoring, extended school day/week/year and tutoring/mentoring, transitional classes containing both grade 3 and grade 4 students will be provided to retained students
- Parents/legal guardians of retained students will be provided materials, resources, and training which can be used to help their child at home

### **Substantial Reading Deficiency**

Parents/guardians shall be provided information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., 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 (e.g., student's PMP) 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 (s. 1008.25(5), F.S., and s. 1008.25(7), F.S.)

### **Substantial Math Deficiency**

Parents/guardians shall be provided information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other math engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress (e.g., student's PMP) 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 (1008.25(6), F.S.).

### **Mandatory Retention for Level 1 FAST Reading in Grade 3 and Good Cause Exemptions 1008.25(5)(b) F.S., SB Rule 6A-1.094221**

A grade 3 student scoring at Level 1 on the third administration of the reading portion of the FAST PM3 must be retained unless exempted from retention for good cause. Students qualifying for one of the following six good cause exemptions may be promoted.

The Good Cause Exemptions are:

1. ESOL: English Language Learners whose Date Entered First United States School (DEUSS) is less than two years
2. ESE Placement/Special Standards: A student with disabilities of Individual Education Plan (IEP) indicates that participation in FAST is inappropriate
3. Additional Standardized Assessment: A student who is retained in elementary school and demonstrates an acceptable level of performance on an alternate standardized assessment approved by the State Board of Education may be considered for promotion
4. Portfolio: A student who demonstrates through a student portfolio, that s/he is performing at least at Level 2 on FAST reading, as applicable under F.S. 1008.22. The responsible teacher ascertains from working with the student that the results of the required assessment do not accurately reflect the student's proficiency in meeting the Florida Standards at that grade level or that the student missed taking the required final assessment (i.e., FAST) and the teacher believes the student's work is proficient and the student should be promoted.

### **Portfolio Documentation- Guidelines for Use**

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.

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

- Be selected by the student's teacher
  - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom
  - Include evidence that the standards assessed by the Grade 3 FAST ELA have been met. Evidence is to include multiple choice items and passages that are approximately 60% literary text and 40% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter/unit tests from district/state adopted core reading curriculum or teacher-prepared assessments aligned with the Florida BEST Standards
  - Be an organized collection of evidence of the student's mastery of the BEST Standards that are assessed by the grade 3 ELA FAST. For each standard, there must be at least eight (8) items of mastery as demonstrated by a grade of 70% or above on each example
  - Be signed by the teacher and principal as an accurate assessment of required reading skills
5. Students with Disabilities/Regular Standards: Students with disabilities who are participating in the general education curriculum, who take the ELA FAST as applicable under 1008.22 F.S., and who have an IEP or Section 504 Plan that reflects that the student has received intensive remediation in ELA and/or math for more than two years but still demonstrate a deficiency, and was previously retained. For elementary students, at least one previous retention must have occurred in grades K-3.
6. Prior Same Grade Retention: A student may not be retained more than once in the same grade.

Please see Section VIII- English for Speakers of Other Languages of this document for details.

### **Alternate Assessments for Promotion**

i-Ready (grade 3 ELA) and SAT-10 (grade 3), and FAST (Summer Window) will be the only assessments used as an Alternate Assessment for Promotion.

### **Assessment and Possible Retention of Grade 3 Students Enrolling After FAST**

A student who is enrolled in grade 3 after the administration of FAST PM3 shall be assessed prior to the end of the year to determine promotion/retention. The SAT-10 and/or i-Ready may be used as an alternate assessment to make decisions regarding promotion. The grade 3 score to determine promotion is specified by the state. SIS attendance is expected for students who do not meet the criterion score.

**Promotion to Grade 4 with Good Cause, 1008.25(6)(b) F.S.**

A student who is promoted to grade 4 with a Good Cause exemption shall be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student that is promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a Good Cause exemption which research has shown to be successful in improving reading among students that have reading difficulties. Senate Bill 850, Section 22 (2014) amends 1008.25 F.S. to specify that:

- Students promoted to fourth grade with good cause should be provided intensive reading instruction and intervention that includes specialized diagnostic information and strategies to meet the needs of each student
- A student may not be retained in grade three more than once

**Mid-Year Promotion of Retained Grade 3 Students to Grade 4 During the First Semester**

A Mid-Year or Before Promotion may occur using the below options:

- Mid-year promotion may be considered for retained students who have made remarkable progress. A retained Grade 3 student may be promoted to Grade 4 by obtaining the following:

- Level 2 on FAST PM1 AND
- Overall Green (for Grade 3) on i-Ready Diagnostic 1

Any Grade 3 student who obtains the above scores must have a PMP and be discussed in MTSS prior to Mid-Year or Before Promotion. Following a Mid-Year or Before Promotion, the PMP must be continued.

- The request for this action should be initiated by the school MTSS Committee and may not occur until the student has been enrolled for a minimum of nine weeks. A portfolio must be developed to document student proficiency at the level of achievement of the subsequent year. The portfolio may contain, but is not limited to, the following:
  - PMP
  - Results of assessment listed in PPP
  - Work samples for tested benchmarks
  - Learning style designation

A score of 51% or higher on the current grade level SAT-10 must be attained by the student to initiate this process. The student must also demonstrate grade level performance, at that point in time for the subsequent grade, on at least two other assessment measures. The decision for promotion will be made by the principal, with input from the Superintendent's Designee. This process must be completed by the conclusion of the first semester; mid-year promotion will not be considered after that time.

## **C. Instructional Minutes**

Listed below are the OCSD minimum instructional minutes for each elementary subject area:

- ELA (Reading and Writing): 120 minutes daily block, with a daily uninterrupted 90 minutes reading block
- Math: 90 minutes daily
- Science: Grades K-5: 40 minutes daily
- Social Studies: 60 minutes per week
- PE: 150 minutes per week

Additionally, 20 consecutive minutes of recess will be provided daily (F.S. 1003.455).

# Section IV

## Acceleration, Promotion, and Retention

### Okaloosa County School District Progression Charts

### Okaloosa District’s Kindergarten Remediation and Progression Plan

*A PMP should be created for any student of concern at any point in the school year, regardless of prior FAST/iReady assessment scores.*

<b>ELA (Basis for Retention)</b>	
Screening Criteria for All Students	<p>Step 1:</p> <ul style="list-style-type: none"> <li>• Develop a PMP for retained students</li> <li>• Administer FAST Reading to all students within 30 school days</li> <li>• Administer iReady Reading to all students</li> </ul>
Identification of Tiered Instruction Using Screening Data/Notification of Deficiency	<p>Step 2:</p> <p><b>Tier 3: FAST and iReady score below 10<sup>th</sup> percentile (substantial reading deficiency), retained students, or any other student of concern</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency, a copy of the Read at Home Plan, and New Worlds Reading Initiative (NWRI) information</li> <li>• Provide multi-sensory intervention using a blended model of instruction               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan</li> </ul> </li> <li>• Tier 2 Interventions will also be provided               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 2: FAST score below the 20<sup>th</sup> percentile or students with a scale score of 309 and below on iReady Diagnostic 1 with MTSS Committee recommendation</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Tier 2 Interventions will be provided               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 1: FAST score above the 20<sup>th</sup> percentile or with a scale score of above 309 on iReady Diagnostic 1</b></p>

	<ul style="list-style-type: none"> <li>• No PMP required</li> <li>• Student receives Core Instruction to include differentiated small group instruction</li> </ul>
End of First Quarter	<p>Step 3:</p> <ul style="list-style-type: none"> <li>• Document conference on the 1<sup>st</sup> Quarter Kindergarten Report Card Conference Form indicating a reading deficiency (FAST Scale Score of 361-454) or a substantial reading deficiency (FAST Scale Score below 360), (<b>F.S. 1008.25</b>).</li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data and/or with an L on 1<sup>st</sup> Quarter Kindergarten Report Card.</li> <li>• The parent will receive written notification of deficiency if a PMP is initiated</li> <li>• ESE teachers shall be involved in process.</li> </ul>

Progress Monitoring (FAST and iReady Diagnostic 2)	<p>Step 4:</p> <ul style="list-style-type: none"> <li>• Administer FAST Reading to all students</li> <li>• Administer the iReady Reading to all students</li> <li>• If retention is a possibility, provide written notification to parents specifying reading deficiency</li> </ul>
Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency	<p>Step 5:</p> <p><b><u>Tier 3 Progress Monitoring- Continue PMP</u></b></p> <p><b>Performance Criteria that would prompt changes to Tier 3 Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student is not making typical growth towards grade level proficiency <i>or</i></li> <li>• Student iReady scale score is not increasing</li> </ul> <p><b>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to the green level <i>or</i></li> <li>• Student is making typical growth towards grade level proficiency on the iReady Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul> <p><b><u>Tier 2 Progress Monitoring- Initiate/Continue PMP</u></b></p> <p><b>Performance Criteria to discontinue Tier 2 Intervention:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase towards grade level performance on the Reading Placement Chart (scale score of 309 and above) <i>or</i></li> </ul> <p><b>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below the current grade on the Overall Reading Placement Chart with teacher recommendation (scale score below 309)</li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.</li> </ul>

	<p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below on the iReady Overall Placement Chart (yellow) <i>or</i></li> <li>• Student is not experiencing expected grade level growth towards Typical Growth on the Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Tier 2 intervention should be started as soon as a deficiency is suspected.</li> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>
Progress Monitoring (FAST and iReady Diagnostic 3)	<p>Step 6:</p> <ul style="list-style-type: none"> <li>• Administer FAST Reading to all students</li> <li>• Administer the iReady Reading to all Tier 3 students or any student of concern</li> <li>• Develop, continue or modify a PMP (Reading), as needed.</li> </ul>
Criteria for Possible Retention Including All ESE Students	<p>Step 7:</p> <ul style="list-style-type: none"> <li>• <b>Both</b> of the following criteria must be in place for a student to be considered for retention: <ul style="list-style-type: none"> <li>○ Final grade of L in Quarter 4 “ELA” for the year</li> <li>○ A student who scores a 10<sup>th</sup> Percentile or below on <b>both</b> the iReady ELA Diagnostic 3 and FAST Progress Monitoring 3</li> </ul> </li> <li>• Student should be referred to Summer Intensive Studies</li> <li>• Students who meet this criteria are referred to the school’s MTSS Committee/IEP/ESOL team where a final determination regarding retention will be made (using MIS 6064).</li> <li>• For those students being promoted, the Principal, teacher(s), and parent/guardian may collaborate to develop a customized 1-year education plan for the student which may include, but is not limited to supplemental educational support, services, interventions, and/or summer school</li> </ul>

<b>Kindergarten Math</b>	
Screening Criteria for All Students	<p>Step 1:</p> <ul style="list-style-type: none"> <li>• Administer FAST to all students within 30 school days</li> <li>• Administer iReady Math to all students</li> </ul>
Identification of Tiered Instruction Using Screening Data/Notification of Deficiency	<p>Step 2:</p> <p><b>Tier 3: FAST and iReady score below 10<sup>th</sup> percentile (substantial math deficiency) or any other student of concern</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Provide intervention <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Tier 2 Interventions will also be provided <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 2: FAST below 35<sup>th</sup> percentile or students with a scale score of 313 and below on iReady Diagnostic 1 with MTSS Committee recommendation</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Tier 2 Interventions will be provided <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 1: FAST score above 35<sup>th</sup> percentile and above or with a scale score of above 314 on iReady Diagnostic 1</b></p> <ul style="list-style-type: none"> <li>• No PMP required</li> <li>• Student receives Core Instruction through Instructional Math Block to include differentiated small group instruction</li> </ul>
End of First Quarter	<p>Step 3:</p> <ul style="list-style-type: none"> <li>• Document conference on the 1<sup>st</sup> Quarter Kindergarten Report Card Conference Form indicating a math deficiency (FAST Scale Score below 20<sup>th</sup> percentile) or a substantial math deficiency (i-ReadyScale Score below 313 (1008.25(6), F.S.)</li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data and/or with an L on 1<sup>st</sup> Quarter Kindergarten Report Card.</li> <li>• The parent will receive written notification of deficiency if a PMP is initiated</li> <li>• ESE teachers shall be involved in process.</li> </ul>
Progress Monitoring (FAST and iReady Diagnostic 2)	<p>Step 4:</p> <ul style="list-style-type: none"> <li>• Administer FAST Math to all students</li> <li>• Administer the iReady Math to all students</li> <li>• Use iReady Math results to guide instruction for specific students</li> </ul>
Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency	<p>Step 5:</p> <p><b><u>Tier 3 Progress Monitoring- Continue PMP</u></b></p> <p><b>Performance Criteria that would prompt changes to Tier 3 Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student is not making typical growth towards grade level proficiency <i>or</i></li> <li>• Student iReady scale score is not increasing</li> </ul> <p><b>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to the green level <i>or</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Student is making typical growth towards grade level proficiency on the iReady Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul> <p><b><u>Tier 2 Progress Monitoring- Initiate/Continue PMP</u></b></p> <p><b>Performance Criteria to discontinue Tier 2 Intervention:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase towards grade level performance on the Math Placement Chart <i>or</i></li> </ul> <p><b>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below the current grade on the Overall Math Placement Chart with teacher recommendation</li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.</li> </ul> <p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below on the iReady Overall Placement Chart (yellow) <i>or</i></li> <li>• Student is not experiencing expected grade level growth towards Typical Growth on the Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Tier 2 intervention should be started as soon as a deficiency is suspected.</li> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>
<p>Progress Monitoring (FAST and iReady Diagnostic 3)</p>	<p>Step 6:</p> <ul style="list-style-type: none"> <li>• Administer FAST Math to all students</li> <li>• Administer the iReady Math to all Tier 3 students or any student of concern</li> <li>• Develop, continue or modify a PMP (Math), as needed.</li> </ul>

**Okaloosa District’s First Grade Remediation and Progression Plan**

*A PMP should be created for any student of concern at any point in the school year, regardless of prior FAST/iReady assessment scores*

<b>ELA (Basis for Retention)</b>	
Screening Criteria For All Students	<p>Step 1:</p> <ul style="list-style-type: none"> <li>• Develop a PMP at Tier 3 for students who were promoted through the MTSS Process or who were retained</li> <li>• Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year</li> <li>• Administer FAST Reading to all students</li> <li>• Administer iReady Reading to all students</li> </ul>
Identification of Tiered Instruction Using Screening Data/Notification of Deficiency	<p>Step 2:</p> <p><b>Tier 3: Students who scored the 10<sup>TH</sup> Percentile or below on <u>both</u> iReady Diagnostic 1 and FAST Progress Monitoring 1, retained students, or any other student of concern</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency and a copy of the Read at Home Plan and NWRI Information</li> <li>• Provide multi-sensory intervention using a blended model of instruction               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan</li> </ul> </li> <li>• Tier 2 Interventions will also be provided               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 2: Students who scored the 30<sup>th</sup> Percentile and below on <u>both</u> iReady Diagnostic 1 and FAST Progress Monitoring 1, with MTSS Committee recommendation</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Tier 2 Interventions will be provided               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 1: Students who scored the 31<sup>st</sup> Percentile and above on <u>both</u> iReady Diagnostic 1 and FAST Progress Monitoring 1 with teacher discretion</b></p> <ul style="list-style-type: none"> <li>• No PMP required</li> <li>• Student receives Core Instruction to include differentiated small group instruction</li> </ul>

End of First Quarter	<p>Step 3:</p> <ul style="list-style-type: none"> <li>• Develop, continue, or modify a PMP (Reading), as needed.</li> <li>• The parent will receive written notification of deficiency if a PMP is initiated</li> <li>• For ESE students, coordinate with ESE teacher (i.e., IEP review)</li> </ul>
Progress Monitor (FAST and iReady Diagnostic 2)	<p>Step 4:</p> <ul style="list-style-type: none"> <li>• Administer FAST Reading to all students</li> <li>• Administer iReady Reading to all students</li> <li>• If retention is a possibility, provide written notification to parents specifying reading deficiency</li> </ul>

<p>Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency</p>	<p>Step 5:</p> <p><b><u>Tier 3 Progress Monitoring- Continue PMP</u></b></p> <p><b>Performance Criteria that would prompt changes to Tier 3 Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student remaining on Yellow Level on iReady Placement Chart <i>or</i></li> <li>• Student is not making typical growth towards grade level proficiency <i>or</i></li> <li>• Student iReady percentile is not increasing</li> </ul> <p><b>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to the green level (early to mid) <i>or</i></li> <li>• Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul> <p><b><u>Tier 2 Progress Monitoring- Initiate/Continue PMP</u></b></p> <p><b>Performance Criteria to discontinue Tier 2 Intervention:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart (31<sup>st</sup> Percentile and above)</li> </ul> <p><b>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below the current grade on the Overall Reading Placement Chart (30<sup>th</sup> Percentile or below) with teacher recommendation</li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.</li> </ul> <p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below on the iReady Overall Placement Chart (yellow)</li> <li>• Student is not experiencing expected grade level growth towards Typical Growth on the Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p>
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	<ul style="list-style-type: none"> <li>• Tier 2 intervention should be started as soon as a deficiency is suspected.</li> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>
Progress Monitoring (FAST and iReady Diagnostic 3)	<p>Step 6:</p> <ul style="list-style-type: none"> <li>• Administer FAST Reading to all student</li> <li>• Administer the iReady Reading to all Tier 3 students or any student of concern</li> <li>• Develop, continue or modify a PMP (Reading), as needed.</li> </ul>
Criteria for Retention Including All ESE Students	<p>Step 7:</p> <ul style="list-style-type: none"> <li>• <b>Both</b> of the following criteria must be in place for a student to be considered for retention: <ul style="list-style-type: none"> <li>○ Grade of F in “ELA” for the year</li> <li>○ A student who scores a 10<sup>th</sup> Percentile or below on <b>both</b> the iReady ELA Diagnostic 3 and FAST Progress Monitoring 3</li> </ul> </li> <li>• Student should be referred to Summer Intensive Studies</li> <li>• Students who meet this criteria are referred to the school’s MTSS Committee/IEP/ESOL team where a final determination regarding retention will be made.</li> <li>• For those students being promoted, the Principal, teacher(s), and parent/guardian may collaborate to develop a customized 1-year education plan for the student which may include, but is not limited to supplemental educational support, services, interventions, and/or summer school</li> </ul>

<b>1<sup>st</sup> Grade Math</b>	
Screening Criteria For All Students	<p>Step 1:</p> <ul style="list-style-type: none"> <li>• Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year</li> <li>• Administer FAST Math to all students</li> <li>• Administer iReady Math to all students</li> <li>• Use iReady Math results to guide instruction for specific students</li> </ul>
Identification of Tiered Instruction Using Screening Data/Notification of Deficiency	<p>Step 2:</p> <p><b>Tier 3: Students who scored the 10<sup>TH</sup> Percentile or below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, retained students, or any other student of concern</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Provide hands-on interventions using a blended model of instruction <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan</li> </ul> </li> <li>• Tier 2 Interventions will also be provided</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> <p><b>Tier 2: Students who scored the 36<sup>th</sup> Percentile and below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, with MTSS Committee recommendation</b></p> <ul style="list-style-type: none"> <li>● Initiate a PMP</li> <li>● The parent will receive written notification of deficiency</li> <li>● Tier 2 Interventions will be provided <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 1: Students who scored the 36<sup>st</sup> Percentile and above on both iReady Diagnostic 1 and FAST Progress Monitoring 1 with teacher discretion</b></p> <ul style="list-style-type: none"> <li>● No PMP required</li> <li>● Student receives Core Instruction through Instructional Math Block to include differentiated small group instruction</li> </ul>
End of First Quarter	<p>Step 3:</p> <ul style="list-style-type: none"> <li>● Develop, continue, or modify a PMP (Math), as needed.</li> <li>● The parent will receive written notification of deficiency if a PMP is initiated</li> <li>● For ESE students, coordinate with ESE teacher (i.e., IEP review)</li> </ul>
Progress Monitor (FAST and iReady Diagnostic 2)	<p>Step 4:</p> <ul style="list-style-type: none"> <li>● Administer FAST Math to all students</li> <li>● Administer iReady Math to all students</li> <li>● Use iReady Math results to guide instruction for specific students</li> </ul>
Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency	<p>Step 5:</p> <p><b><u>Tier 3 Progress Monitoring- Continue PMP</u></b></p> <p><b>Performance Criteria that would prompt changes to Tier 3 Interventions:</b></p> <ul style="list-style-type: none"> <li>● Student remaining on Yellow Level on iReady Placement Chart <i>or</i></li> <li>● Student is not making typical growth towards grade level proficiency <i>or</i></li> <li>● Student iReady percentile is not increasing</li> </ul> <p><b>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>● Student has experienced a growth in placement: iReady scores increase to the green level (early to mid) <i>or</i></li> <li>● Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>● Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>

	<p><b>Tier 2 Progress Monitoring- Initiate/Continue PMP</b></p> <p><b>Performance Criteria to discontinue Tier 2 Intervention:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to grade level performance on the Math Placement Chart</li> </ul> <p><b>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below the current grade on the Overall Math Placement Chart with teacher recommendation</li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.</li> </ul> <p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below on the iReady Overall Placement Chart (yellow)</li> <li>• Student is not experiencing expected grade level growth towards Typical Growth on the Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Tier 2 intervention should be started as soon as a deficiency is suspected.</li> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>
<p>Progress Monitoring (FAST and iReady Diagnostic 3)</p>	<p>Step 6:</p> <ul style="list-style-type: none"> <li>• Administer FAST Math to all student</li> <li>• Administer the iReady Math to all Tier 3 students or any student of concern</li> <li>• Develop, continue or modify a PMP (Math), as needed.</li> </ul>

- ❖ Each school is responsible for keeping records of numbers of retained students, by grade level, and numbers of students promoted through Administrative Promotion.
- ❖ Monitoring and remediation should be provided for math and science as needed.

**Okaloosa District’s Second Grade Remediation and Progression Plan**

*A PMP should be created for any student of concern at any point in the school year, regardless of prior FAST/iReady assessment scores*

<b>ELA (Basis for Retention)</b>	
Screening Criteria For All Students	<p>Step 1:</p> <ul style="list-style-type: none"> <li>• Develop a PMP at Tier 3 for students who were promoted through the MTSS Process or who were retained</li> <li>• Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year</li> <li>• Administer FAST Reading to all students</li> <li>• Administer iReady Reading to all students</li> </ul>
Identification of Tiered Instruction Using Screening Data/Notification of Deficiency	<p>Step 2:</p> <p><b>Tier 3: Students who scored both in the Red Zone on iReady Diagnostic 1 and the 10<sup>th</sup> Percentile on FAST Reading, retained students, or any other student of concern</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency and a copy of the Read at Home Plan and NWRI Information</li> <li>• Provide multi-sensory intervention using a blended model of instruction               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan</li> </ul> </li> <li>• Tier 2 Interventions will also be provided               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 2: Students who scored the 30<sup>th</sup> Percentile and below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, with MTSS Committee recommendation</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Tier 2 Interventions will be provided               <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 1: Students who scored the 31<sup>st</sup> Percentile and above on both iReady Diagnostic 1 and FAST Progress Monitoring 1 with teacher discretion</b></p> <ul style="list-style-type: none"> <li>• No PMP required</li> </ul>

	<ul style="list-style-type: none"> <li>• Student receives Core Instruction to include differentiated small group instruction</li> </ul>
End of First Quarter	<p>Step 3:</p> <ul style="list-style-type: none"> <li>• Develop, continue, or modify a PMP (Reading), as needed.</li> <li>• The parent will receive written notification of deficiency if a PMP is initiated</li> <li>• For ESE students, coordinate with ESE teacher (i.e., IEP review)</li> </ul>
Progress Monitor (FAST and iReady Diagnostic 2)	<p>Step 4:</p> <ul style="list-style-type: none"> <li>• Administer FAST Reading to all students</li> <li>• Administer iReady Reading to all students</li> <li>• If retention is a possibility, provide written notification to parents specifying reading deficiency</li> </ul>

<p>Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency</p>	<p>Step 5:</p> <p><b><u>Tier 3 Progress Monitoring- Continue PMP</u></b></p> <p><b>Performance Criteria that would prompt changes to Tier 3 Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student remaining on Red Level on iReady Placement Chart <i>or</i></li> <li>• Student is not making typical growth towards grade level proficiency <i>or</i></li> <li>• Student iReady percentile is not increasing</li> </ul> <p><b>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to the yellow level (one year below) <i>or</i></li> <li>• Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul> <p><b><u>Tier 2 Progress Monitoring- Initiate/Continue PMP</u></b></p> <p><b>Performance Criteria to discontinue Tier 2 Intervention:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart (23<sup>rd</sup> Percentile and above)</li> </ul> <p><b>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below the current grade on the Overall Reading Placement Chart (22<sup>nd</sup> percentile or below) with teacher recommendation</li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.</li> </ul> <p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p> <ul style="list-style-type: none"> <li>• Student placed one or more years below on the iReady Overall Placement Chart (red) <i>or</i></li> <li>• Student is not experiencing expected grade level growth towards Stretch Growth on the Diagnostic Growth Report</li> </ul>
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	<p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Tier 2 intervention should be started as soon as a deficiency is suspected.</li> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>
Progress Monitoring (FAST and iReady Diagnostic 3)	<p>Step 6:</p> <ul style="list-style-type: none"> <li>• Administer FAST Reading and FAST Math to all students</li> <li>• Administer the iReady Reading and iReady Math to all Tier 3 students or any student of concern</li> <li>• Develop, continue or modify a PMP (Reading), as needed.</li> </ul>
Criteria for Retention Including All ESE Students	<p>Step 7:</p> <ul style="list-style-type: none"> <li>• <b>Both</b> criteria must be in place for a student to be <b>considered for retention</b>: <ul style="list-style-type: none"> <li>○ Grade of F in “ELA” for the year</li> <li>○ A student who scores a 10<sup>th</sup> Percentile or below on <b>both</b> the iReady ELA Diagnostic 3 and FAST Progress Monitoring 3</li> </ul> </li> <li>• Student should be referred to Summer Intensive Studies</li> <li>• Students who meet this criteria are referred to the school’s MTSS Committee/IEP/ESOL team where a final determination regarding retention will be made.</li> <li>• For those students being promoted, the Principal, teacher(s), and parent/guardian may collaborate to develop a customized 1-year education plan for the student which may include, but is not limited to supplemental educational support, services, interventions, and/or summer school</li> </ul>

<b>2<sup>nd</sup> Grade Math</b>	
Screening Criteria For All Students	<p>Step 1:</p> <ul style="list-style-type: none"> <li>• Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year</li> <li>• Administer FAST Math to all students</li> <li>• Administer iReady Math to all students</li> <li>• Use iReady Math results to guide instruction for specific students</li> </ul>
Identification of Tiered Instruction Using Screening Data/Notification of Deficiency	<p>Step 2:</p> <p><b>Tier 3: Students who scored both in the 10<sup>th</sup> percentile on iReady Diagnostic 1 and a 5<sup>th</sup> percentile on FAST Math or any other student of concern</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Provide intervention <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Tier 2 Interventions will also be provided <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 2: Students who scored the 38<sup>th</sup> Percentile and below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, with MTSS Committee recommendation</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Tier 2 Interventions will be provided <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 1: Students who scored the 38<sup>st</sup> Percentile and above on both iReady Diagnostic 1 and FAST Progress Monitoring 1 with teacher discretion</b></p> <ul style="list-style-type: none"> <li>• No PMP required</li> <li>• Student receives Core Instruction through Instructional Math Block to include differentiated small group instruction</li> </ul>
End of First Quarter	<p>Step 3:</p> <ul style="list-style-type: none"> <li>• Develop, continue, or modify a PMP (Math), as needed.</li> <li>• The parent will receive written notification of deficiency if a PMP is initiated</li> <li>• For ESE students, coordinate with ESE teacher (i.e., IEP review)</li> </ul>
Progress Monitor (FAST and iReady Diagnostic 2)	<p>Step 4:</p> <ul style="list-style-type: none"> <li>• Administer FAST Math to all students</li> <li>• Administer iReady Math to all students. Use iReady Math results to guide instruction for specific students</li> </ul>
Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency	<p>Step 5:</p> <p><b><u>Tier 3 Progress Monitoring- Continue PMP</u></b></p> <p><b>Performance Criteria that would prompt changes to Tier 3 Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student remaining on Red Level on iReady Placement Chart <i>or</i></li> <li>• Student is not making typical growth towards grade level proficiency <i>or</i></li> <li>• Student iReady percentile is not increasing</li> </ul> <p><b>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to the yellow level (one year below) <i>or</i></li> <li>• Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>

	<p><b>Tier 2 Progress Monitoring- Initiate/Continue PMP</b></p> <p><b>Performance Criteria to discontinue Tier 2 Intervention:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to grade level performance on the Math Placement Chart</li> </ul> <p><b>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below the current grade on the Overall Math Placement with teacher recommendation</li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.</li> </ul> <p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p> <ul style="list-style-type: none"> <li>• Student placed one or more years below on the iReady Overall Placement Chart (red) <i>or</i></li> <li>• Student is not experiencing expected grade level growth towards Stretch Growth on the Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Tier 2 intervention should be started as soon as a deficiency is suspected.</li> </ul> <p>Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</p>
<p>Progress Monitoring (FAST and iReady Diagnostic 3)</p>	<p>Step 6:</p> <ul style="list-style-type: none"> <li>• Administer FAST Math to all students</li> <li>• Administer the iReady Math to all Tier 3 students or any student of concern</li> <li>• Develop, continue or modify a PMP (Math), as needed.</li> </ul>

❖ Monitoring and remediation should be provided for math and science as needed.

**Okaloosa District’s Third-Fifth Grade Remediation and Progression Plan**

*A PMP should be created for any student of concern at any point in the school year, regardless of prior FSA/iReady assessment scores*

<b>ELA (Basis for Retention)</b>	
Screening Criteria For All Students	<p>Step 1:</p> <ul style="list-style-type: none"> <li>• Develop a PMP at Tier 3 for students who were promoted through the MTSS Process or who were retained</li> <li>• Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year</li> <li>• Administer FAST Reading to all students</li> <li>• Administer iReady Reading to all students</li> </ul>
Identification of Tiered Instruction Using Screening Data/Notification of Deficiency	<p>Step 2:</p> <p><b>Tier 3: Students who scored:</b></p> <ul style="list-style-type: none"> <li>• <b>FAST PM 1: Level 1 AND</b></li> <li>• <b>I-Ready Diagnostic 1: 3+ Grade Levels Below</b></li> <li>• <b>Retained students</b></li> <li>• <b>MTSS Promoted students OR</b></li> <li>• <b>Any other student of concern not meeting the above criteria</b></li> </ul> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency and a copy of the Read at Home Plan and NWRI information</li> <li>• As soon as a student in Grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first, the MTSS Committee will require collecting evidence for a portfolio.</li> <li>• Provide multi-sensory intervention using a blended model of instruction (Tier 3 Instruction: <b>UFLI</b> for a deficiency in phonics and/or phonemic awareness) <ul style="list-style-type: none"> <li>o <b>Frequency:</b> individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week</li> <li>o <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan</li> </ul> </li> <li>• Tier 2 Interventions will also be provided <ul style="list-style-type: none"> <li>o <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>o <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 2: Students who scored:</b></p> <ul style="list-style-type: none"> <li>• <b>FAST PM 1: Level 1 or Level 2 AND</b></li> <li>• <b>I-Ready Diagnostic 1: 2 Grade Levels Below OR</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b><u>I-Ready Diagnostic 1: One Grade Level Below with Teacher Recommendation</u></b></li> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• As soon as a student in Grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first, the MTSS Committee will require collecting evidence for a portfolio.</li> <li>• Tier 2 Interventions will be provided <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 1: Students who scored:</b></p> <ul style="list-style-type: none"> <li>• <b>FAST PM 1: Level 3 and above AND</b></li> <li>• <b>I-Ready Diagnostic 1: One Grade Level Below OR</b></li> <li>• <b>I-Ready Diagnostic 1: Early On Grade Level or above</b></li> <li>• No PMP required</li> <li>• Student receives Core Instruction to include differentiated small group instruction</li> </ul>
End of First Quarter	<p>Step 3:</p> <ul style="list-style-type: none"> <li>• Develop, continue, or modify a PMP (Reading), as needed.</li> <li>• The parent will receive written notification of deficiency if a PMP is initiated</li> <li>• For ESE students, coordinate with ESE teacher (i.e., IEP review)</li> </ul>
Progress Monitor (FAST and iReady Diagnostic 2)	<p>Step 4:</p> <ul style="list-style-type: none"> <li>• Administer FAST Reading to all students</li> <li>• Administer iReady Reading to all students</li> <li>• If retention is a possibility, provide written notification to parents specifying reading deficiency</li> </ul>
Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency	<p>Step 5:</p> <p><b><u>Tier 3 Progress Monitoring- Continue PMP</u></b></p> <p><b>Performance Criteria that would prompt changes to Tier 3 Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student remaining 3 Grade Levels or Below on iReady Placement Chart</li> </ul> <p><b>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to the 2 Grade Levels or Below</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul> <p><b><u>Tier 2 Progress Monitoring- Initiate/Continue PMP</u></b></p> <p><b>Performance Criteria to discontinue Tier 2 Intervention:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart</li> </ul> <p><b>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</b></p>

	<ul style="list-style-type: none"> <li>• Student placed 2 Grade Levels Below on the Overall Reading Placement Chart with teacher recommendation <i>or</i></li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.</li> </ul> <p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p> <ul style="list-style-type: none"> <li>• Student placed 3+ Grade Levels Below on the iReady Overall Placement Chart</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Tier 2 intervention should be started as soon as a deficiency is suspected.</li> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>
Progress Monitoring (FAST and iReady Diagnostic 3)	<p>Step 6:</p> <ul style="list-style-type: none"> <li>• Administer FAST Reading to all students</li> <li>• Administer the iReady Reading to all Tier 3 students or any student of concern</li> <li>• Develop, continue or modify a PMP (Reading), as needed.</li> </ul>
Criteria for Retention Including All ESE Students	<p>Step 7:</p> <ul style="list-style-type: none"> <li>• <b>Grade 3:</b> The following criteria must be in place for a 3<sup>rd</sup> grade student to be retained. If the criteria is met, move to Steps 8 and 9: <ul style="list-style-type: none"> <li>○ Level 1 on FAST ELA (<b>F.S. 1008.25(5)(b)</b>)</li> <li>○ If the retention criteria are met, move to Step 8</li> </ul> </li> <li>• <b>Grades 4 and 5: All three</b> criteria must be in place for a student to be referred for retention by the MTSS Committee: <ul style="list-style-type: none"> <li>○ FAST PM 3: Level 1 <b>AND</b></li> <li>○ I-Ready Diagnostic 3: 10<sup>th</sup> Percentile or below <b>AND</b></li> <li>○ Grade of F in “ELA” for the year</li> <li>○ Student should be referred to Summer Intensive Studies</li> <li>○ Students who meet this criteria are referred to the school’s MTSS Committee/IEP/ESOL team where a final determination regarding retention will be made.</li> <li>○ For those students being promoted, the Principal, teacher(s), and parent/guardian may collaborate to develop a customized 1-year education plan for the student which may include, but is not limited to supplemental educational support, services, interventions, and/or summer school</li> </ul> </li> </ul>
Grade 3 Good Cause	<p>Step 8:</p> <ul style="list-style-type: none"> <li>• If a student meets criteria for retention, the 3<sup>rd</sup> Grade student may be Good Cause Promoted by: <ul style="list-style-type: none"> <li>○ Students who score a 50<sup>th</sup> Percentile on iReady Diagnostic 3</li> <li>○ Administer SAT 10 before the end of school. If the student scores at or above the 45<sup>th</sup> percentile, s/he qualifies for Good Cause Promotion</li> <li>○ Without a score at or above the 45<sup>th</sup> percentile, retained students who attend Summer Intensive Studies will be administered the SAT 10 for a second time. A national percentile ranking of 45 in Reading Comprehension must be achieved to consider Good Cause.</li> </ul> </li> </ul>

<b>Grades 3-5 Math (Basis for Retention)</b>	
Screening Criteria For All Students	<p>Step 1:</p> <ul style="list-style-type: none"> <li>• Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year</li> <li>• Administer FAST Math to all students</li> <li>• Administer iReady Math to all students</li> </ul>
Develop of Remediation Plan (PMP) (IEP)	<p>Step 2:</p> <p><b>Tier 3: Students who scored below the 10th percentile on iReady Diagnostic 1 and a Level 1 on FAST Progress Monitoring 1 or any other student of concern</b></p> <ul style="list-style-type: none"> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Provide differentiated intervention using a blended model of instruction <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan</li> </ul> </li> <li>• Tier 2 Interventions will also be provided <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 2: FAST PM 1: Level 1 or Level 2 AND</b></p> <ul style="list-style-type: none"> <li>• <b>i-Ready Diagnostic 1: 2 Grade Levels Below OR</b></li> <li>• <b>i-Ready Diagnostic 1: One Grade Level Below <u>with Teacher Recommendation</u></b></li> <li>• Initiate a PMP</li> <li>• The parent will receive written notification of deficiency</li> <li>• Tier 2 Interventions will be provided <ul style="list-style-type: none"> <li>○ <b>Frequency:</b> individualized interventions are provided at a frequency of approximately 2-3 days per week</li> <li>○ <b>Number of minutes per intervention session:</b> interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan</li> </ul> </li> </ul> <p><b>Tier 1: FAST PM 1: Level 3 and above AND</b></p> <ul style="list-style-type: none"> <li>• <b>I-Ready Diagnostic 1: One Grade Level Below OR</b></li> <li>• <b>I-Ready Diagnostic 1: Early On Grade Level or above</b></li> <li>• No PMP required</li> <li>• Student receives Core Instruction through Instructional Math Block to include differentiated small group instruction</li> </ul>

<p>Progress Monitor (FAST and iReady Diagnostic 2)</p>	<p>Step 3:</p> <ul style="list-style-type: none"> <li>• Develop, continue, or modify a PMP (Math), as needed.</li> <li>• The parent will receive written notification of deficiency if a PMP is initiated <ul style="list-style-type: none"> <li>○ A student who scores a Level 1 on i-Ready Math Diagnostic 2 <b>and</b></li> <li>○ A Level 1 on FAST Progress Monitoring 2</li> </ul> </li> <li>• For ESE students, coordinate with ESE teacher (i.e., IEP review)</li> </ul>
<p>Progress Monitor (FAST and iReady Diagnostic 3)</p>	<p>Step 4:</p> <ul style="list-style-type: none"> <li>• Administer FAST Math to all students</li> <li>• Administer iReady Math to Tier 3 students or any student of concern</li> <li>• If retention is a possibility, provide written notification to parents specifying math deficiency <ul style="list-style-type: none"> <li>○ Grade of F in “Math” for the year <b>and</b></li> <li>○ A student who scores a Level 1 on i-Ready Math Diagnostic 3 <b>and</b></li> <li>○ A Level 1 on FAST Progress Monitoring 3</li> </ul> </li> </ul>
<p>Criteria For Retention Including All ESE Students</p>	<p>Step 5:</p> <p><b><u>Tier 3 Progress Monitoring- Continue PMP</u></b>  <b>Performance Criteria that would prompt changes to Tier 3 Interventions:</b></p> <ul style="list-style-type: none"> <li>• Student remaining on Red Level on iReady Placement Chart <i>or</i></li> <li>• Student is not making stretch growth towards grade level proficiency <i>or</i></li> <li>• Student iReady percentile is not increasing</li> </ul> <p><b>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to the yellow level (one year below) <i>or</i></li> <li>• Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul> <p><b><u>Tier 2 Progress Monitoring- Initiate/Continue PMP</u></b>  <b>Performance Criteria to discontinue Tier 2 Intervention:</b></p> <ul style="list-style-type: none"> <li>• Student has experienced a growth in placement: iReady scores increase to grade level performance</li> </ul> <p><b>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</b></p> <ul style="list-style-type: none"> <li>• Student placed one year below the current grade on the Overall Math Placement Chart with teacher recommendation <i>or</i></li> <li>• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.</li> </ul> <p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p> <ul style="list-style-type: none"> <li>• Student placed one or more years below on the iReady Overall Placement Chart (red) <i>or</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Student is not experiencing expected grade level growth towards Stretch Growth on the Diagnostic Growth Report</li> </ul> <p><b>Assessment &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>• Tier 2 intervention should be started as soon as a deficiency is suspected.</li> <li>• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</li> </ul>
	<p>Step 6:</p> <ul style="list-style-type: none"> <li>• Administer FAST Math to all students</li> <li>• Administer the iReady Math to all Tier 3 students or any student of concern</li> </ul> <p>Develop, continue or modify a PMP (Math), as needed.</p>
Criteria for Retention Including All ESE Students	<p>Step 7:</p> <ul style="list-style-type: none"> <li>• <b>Grades 3, 4 and 5: ALL three</b> criteria must be in place for a student to be considered for retention: <ul style="list-style-type: none"> <li>○ Grade of F in “Math” for the year <b>and</b></li> <li>○ A student who scores a <b>Level 1</b> on iReady Math Diagnostic 3 <b>and</b></li> <li>○ A Level 1 on FAST Progress Monitoring 3</li> </ul> </li> <li>• Student should be referred to Summer Intensive Studies</li> <li>• Students who meet this criteria are referred to the school’s MTSS Committee/IEP/ESOL team where a final determination regarding retention will be made.</li> </ul> <p>For those students being promoted, the Principal, teacher(s), and parent/guardian may collaborate to develop a customized 1-year education plan for the student which may include, but is not limited to supplemental educational support, services, interventions, and/or summer school</p>

- ❖ Each school is responsible for keeping records of numbers of retained students, by grade level, and numbers of students promoted through the MTSS Committee.

Monitoring and remediation should be provided for students who are below proficiency in any other subjects not addressed above at the conclusion of the first semester and/or receive an F at the conclusion of any quarter

## **A. Promotion**

### **Student Progression from One Grade to Another**

Student progression from one grade to another is based on proficiency in ELA (reading and writing) and math (grades 2-5) with the exception of grade 3 when students cannot progress to grade 4 if they score a Level 1 on the grade 3 FAST in reading and do not qualify for one of the six Good Cause exemptions.

### **No Social Promotion or Retention/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/retention or administrative assignment. In extreme circumstance, refer to Superintendent's Designee for additional discussion.

### **Promotion of Incoming Transfer Students**

Students transferring into OCSD from a private school, a non-district operated school, or home school program may be evaluated for placement by the school's MTSS Committee using an assessment listed in the PPP. This same process will be used if a student transfers from another school and the report card/official transcript is not received from the sending school. The final decision for promotion/retention will be made by the principal (with input from the MTSS Committee), on an individual basis, providing the prohibition against social promotion is not violated.

### **Mid-Year Promotion for Retained K-4 Students**

Refer to page 25 in the Grade 3 Section for mid-year promotion requirements.

### **Promotion of Students Who Transfer After FAST**

Students who enroll in grade 3-8 after the administration of the FAST shall be assessed prior to the end of the year to determine promotion/retention. The SAT-10 may be used as an alternate assessment to make decisions regarding promotion. To be considered for promotion, a score of 45% or above is required for grades 3-5. SIS attendance is expected for students who do not meet the criterion score.

Because the final grade would be based on a limited number of instructional weeks, one other district-approved assessment must be administered to support the final decision regarding promotion/retention. Such assessments may include instruments used for screening, diagnostic and monitoring purposes, either defined in the PPP progression charts, and/or recommended by the MTSS Committee. Retention decisions must be based on more than a single test score.

## **B. Acceleration 1003.4295 F.S.**

### **Accelerated Promotion**

Accelerated Promotion may be considered when a student is achieving two years or more above grade level, based on standardized test scores and classroom performance, in ELA, science, and math. The principal will review input from the classroom teacher, the MTSS Committee, parents, and staffing specialist before making a decision regarding Accelerated Promotion.

The Accelerated Promotion process should be completed prior to the beginning of the fourth nine weeks. Accelerated Promotion is not considered for kindergarten students, as these students must be 6 years old to be enrolled in first grade.

In the case where a 2<sup>nd</sup> grade student is seeking Accelerated Promotion, it is recommended the Accelerated Promotion checklist be completed prior to FAST testing.

The following criteria will be used for the decision making process:

- Cumulative record folder reflects a record of above-average academic progress
- A minimum number of absences and/or transfers
- Reports from previous years indicating above average academic progress
- Written reports from special services personnel, including psychological evaluation, which supports a decision for Accelerated Promotion
- Samples of student's daily work in ELA, math, and science which indicate superior performance
- Using core curriculum results, a student demonstrates mastery of ELA (including a writing sample scored using the appropriate BEST rubric), math, and science two years beyond his/her current grade level
- Standardized test scores and authentic assessments indicating both academic aptitude and achievement two or more years above grade level
- Demonstrate both academic aptitude and achievement on assessments that are two or more years above their current grade level
- The student's own desires will be considered and noted

During the first semester following Accelerated Promotion, the student will be monitored for academic success. If the acceleration is determined not be appropriate, the student will be returned to their former placement.

### **Single Class Acceleration**

If a student consistently performs above grade level expectation, the principal and teacher(s) are expected to provide differentiated instruction reflecting the student's ability level.

The principal, with input for the MTSS Committee, will make the recommendation for retention/promotion in May for grades K-5.

### **Alternate Assessment for Promotion**

SAT-10, i-Ready (grade 3) and FAST (grades 3) will be the only assessments used as an Alternate Assessment for Promotion.

# Section V

## Assessment and Instructional Support, 1008.22 F.S.

### **District Assessments for Elementary Students**

Kindergarten through fifth grade students will take the state assessment Florida Assessment of Student Thinking (FAST) and i-Ready Assessment for progress monitoring purposes as well as assisting teachers in determining which students need to be placed on a PMP. Refer to the Appendix for specific i-Ready testing windows. i-Ready, which is aligned to Florida Standards, was designed to:

- Evaluate progress towards end-of-year benchmarks/learning goals
- Diagnose learning needs
- Set instructional goals
- Monitor instructional progress
- Provide parent information

i-Ready is administered two or three times a year, depending on grade/course, in a pre-mid-post setting. Progress monitoring occurs at frequent intervals and will be used to differentiate instruction. The iReady assessment will also assist teachers in supporting students at all tiers in the MTSS process.

### **State Assessments Elementary Students**

Participation in the statewide testing program, which consists of the FAST and alternate assessments, is mandatory for all 3-12 students attending public school. The state assessment of reading shall begin in grade 3, reading and writing in grades 4-10, and math in grades 3-8. The assessment of science shall be administered in grades 5 and 8.

### **FAST 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/legal guardian, schools, and district in determining when a student is achieving at or above grade level and is ready for promotion.

Florida does not participate in assessment “opt out.” Any student who does not take the FAST will be provided with a Letter of Retention.

### **Assessment Opportunities for Home Education Students**

Opportunities to take state assessment tests (FAST reading, writing, math, and SSA science) are available to home education students. Students will take state assessments at a district designated testing site. Arrangements can be made through the District Home School Coordinator.

### **Assessment of Virtual Students**

Students enrolled in an OCSD/FLVS course which require a state End-of-Course assessment (EOC) are required to take the EOC in a district designated testing site.

### **Pre-K D, School-Year VPK, and Title I Pre-K Assessment**

Schools that have a district-approved Pre-K program, program specific assessment reports are used to communicate student progress two (2) times per year, at the end of the first and second semester.

- Pre-K D: Teaching Strategies Gold
- VPK: Bright Beginnings, Brigrance
- VPK: FAST
- A developmental assessment is administered upon entry. A Child Outcomes Summary (COS) process is completed upon entry and exit from the Pre-K D program

### **Assessment of New Students**

Students transferring into OCSD once the school year has begun, especially 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.

### **Instructional Support**

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

### **Programs of Remediation, 1008.25(4)(b), F.S.**

Programs of remediation shall be the responsibility of the District School Board through their schools. This remediation shall be documented in a single plan (PMP, IEP), provide enrichment through improvement of any basic skills in which students are deficient and assist students in achieving grade level/course expectations in order to move from one grade level to another.

Parents or legal guardians are formally notified of an academic deficiency as soon as the deficiency is identified. Parents/legal guardians will be notified in writing (i.e., parent letter) prior to initiating a PMP in ELA and/or math. At this time, a request for a conference with the parent will also be initiated. If not signed and returned, a copy of the letter should be signed at the parent/legal guardian teacher conference to indicate receipt. If no response is received (attempts to contact parent/legal guardian should continue) the development of the PMP should not be delayed.

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

- That his/her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student’s difficulty in learning and lack of achievement in reading.
- A description of current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he/she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his/her child succeed in reading.
- That the statewide, standardized ELA assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and reading for grade promotion.
- Criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida’s academic standards for ELA.
- The district’s specific criteria and policies for midyear promotion of a retained student.

Parents or legal guardians should be notified at the end of the first semester, if the student exhibits substantial difficulty in learning and is in danger of failing. Written notification should be provided in person at a parent/teacher conference, by mail with return acknowledgement receipt, or by certified mail. In the case of a student who transfers to a district school at a later date, a “possible retention” letter may be sent any time a deficiency is identified. **1008.25(5)(c)1-6, F.S.**

**Progress Monitoring Plan (PMP) Definition**

A PMP outlines remediation procedures and identifies:

- The specific academic skill(s) which require remediation,
- The evidence-based strategies to be used for remediation,
- How, when, how often, by whom, and for how long intensive remedial instruction is to be provided and
- The monitoring and reevaluation activities to be employed.
  - The expectation is that formative assessments will occur, at a minimum, three times a year.
  - Assessment results are used for revision of the PMP and the instructional program.
  - Tier 2 and 3 interventions will require more frequent progress monitoring to determine the effectiveness of targeted strategies and should be discussed with the school’s MTSS team.

Collaboration between school and parent or legal guardian, classroom teacher and remedial teacher are important in the development, implementation, and monitoring of effectiveness of the PMP. Each school will establish a system to ensure there is collaboration and monitoring of student progress. The Tier 2 and Tier 3 interventions should be aligned with the area of deficiency and at the student's instructional level. All teachers who teach students with PMPs will be an active member of the problem-solving team.

### **PMP Implementation Criteria**

A PMP should be created for any student of concern at any point in the school year, regardless of prior FAST assessments scores. The PMP must be developed as soon as the deficiency is identified; the prescribed program of remediation must be in addition to the core instructional component and include research-based strategies. Final outcomes, supported by a system of formative and frequent assessments, will be established to monitor student progress and identify when grade level proficiency is met. Revisions shall be made to the PMP based on analysis of assessment results. Remediation will continue until grade level proficiency is consistently demonstrated. **1008.25(4)(b)**

A PMP shall be developed for the following students:

- Kindergarten- Grade 5: Refer to Progression Charts
  - A PMP should be developed for any retained kindergarten students new to OCSD. Additionally, retained kindergarten students should continue a PMP for monitoring purposes.
- ELL- An ELL student can have a PMP and an ELL Plan if the student is having academic difficulties that are not related to English language proficiency, but rather are due to academic difficulties in their Heritage language and/or lack of academic progress when compared to other ELLs with similar DEUSS dates. A PMP does not replace the required ELL Plan. Parent notifications and compliance procedures outlined in the ESOL Manual must be followed.

For more information, please refer to the MTSS Manual :

<https://www.okaloosaschools.com/page/student-intervention-services>

### **Students Meeting Tier 3 ELA Criteria (PMP, IEP, ELL)**

After the initial notification of substantial reading deficiency, the school will apprise the parent at least monthly in writing of:

- The student's response to the intensive interventions and supports
- 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. When an English Language Learner (ELL) requires Tier 3 academic intervention, it is best practice to include a language development goal aligned to the student's most recent WIDA ACCESS or language acquisition assessment score to ensure interventions address both language proficiency and academic needs.

### **Students with Substantial Reading Deficiency (K-3)**

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 was having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation 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 licensed under Chapter 490, F.S., 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:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district'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.
8. 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.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., 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. Additionally, each school district shall provide written

notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (s. 1008.25(5), F.S., and s. 1008.25(7), F.S.)

#### **Students with Substantial Math Deficiency (K-4)**

Immediately following the identification of a mathematics deficiency, a student in kindergarten through grade 4 must be provided systematic and explicit mathematics instruction to address his or her specific deficiencies. Instruction must be through either daily targeted small group mathematics interventions based on student need or supplemental, evidence-based mathematics interventions before or after school, or both, and delivered by a highly qualified teacher of mathematics or a trained tutor. Additionally, any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or characteristics of dyscalculia must be provided with a federally required student plan, such as an IEP or an individualized progress monitoring plan, or both, as necessary. The plan must include, at a minimum:

- the student's specific, identified mathematics skill deficiency;
- goals and benchmarks for student growth in mathematics;
- a description of the specific measures that will be used to evaluate and monitor the student's progress;
- strategies, resources, and materials that will be provided to the student's parent to support the student's progress; and
- any additional services the student's teacher deems available and appropriate to accelerate the student's mathematics skill development.

#### **Plan of Care (POC)**

The allocation of POC funds will be determined on an annual basis, with consideration given to specific needs of students and practices proven most effective in accelerating student learning.

#### **Parent Refusal for Support through Progress Monitoring and a Multi-Tiered System of Supports**

The school district has the authority and responsibility to advise a student's course of study. Schools are held responsible for developing intervention through MTSS in consultation with the parent, but parental approval is not required, nor can parents veto a student being discussed with the MTSS team. The school is held accountable for the student's success and may implement targeted intervention through MTSS without a parent's approval. Students whose progress monitoring is an IEP, however, must have parental consent at initial eligibility.

If the parent refuses to participate in the support strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in

accordance with state statute [1012.28(5) F.S.], the Superintendent has designated the principal of school as the final authority in the placement of students in programs or classes.

# Section VI

## Grading and Notification Procedures

### **A. Reporting Student Progress Report Cards, 1003.33 F.S.**

Report cards provide the student and the student’s parents with an objective evaluation of scholastic achievement with indicators of progress. Report cards shall clearly depict and evaluate the following:

- The student’s academic performance in each class or course in grade K through 12 based on examinations as well as other appropriate academic performance items,
- The student’s performance at his or her grade level,
- The student’s conduct and behavior, and
- The student’s attendance, including absences and tardies.

#### **Academic Grading and Gradebook**

Academic grades shall be based solely on scholastic proficiency in meeting the BEST Standards (ELA and math) and Florida’s State Academic Standards (science and social studies), as applied to the course or grade in which the student is enrolled. Classroom assignments, teacher observations, examinations, and achievement on district assessments are used to determine grade. In no case shall a disciplinary penalty be exacted in terms of a diminished academic grade. Grades should be clear, undiluted indicators of what students know and are able to do at the conclusion of a learning sequence. The evaluation of behavior/conduct shall be recorded and reported accurately and separately from all academic grades. **1003.33(2) F.S.**

Students who are found cheating on an academic assignment may receive an academic consequence on the assignment at the discretion of the teacher.

Without exception, all teachers will use FOCUS as the avenue for maintaining and communicating student grades. In general, the expectation is that a minimum of one grade per subject per week will be entered in FOCUS, with the understanding that occasionally a two-week period may occur between grades. A longer period that two weeks should be approved by the principal, with notification provided to parents as to the specific reason/situation.

#### **Elementary Grading Scale (1-5)**

Grade, Percent	Grade Definition
A= 90-100	Outstanding Progress
B = 80-89	Above Average Progress
C = 70-79	Average Progress
D = 60-69	Lowest Acceptable Progress/In Danger of Failing
F = 0-59	Failing

### **Grading Scale for Conduct: Grades 1-12**

Students will receive a conduct number, based on the following:

- 1 = Satisfactory
- 2 = Needs Improvement
- 3 = Unsatisfactory

The conduct number used by elementary teachers will be placed by the subject area of ELA and serve for all other subject areas, except for those subjects taught by a different teachers (i.e., math, music, PE).

### **Grade Level Performance (used to determine the GLP code)**

Florida law requires that the report card be used to notify parent(s)/legal guardian(s) when a student is working at a skill level below that of his/her assigned grade placement. As such, one of the following codes will be used in every class/course, each nine-week grading period, to identify at/above or below grade level performance for Grade 1-12 students. One of the GLP codes will be used each quarter to reflect performance in Reading **only** for Kindergarten students. **1008.22 F.S., 1008.34 F.S., 1001.11 F.S.**

**Assigning preventative strategies, re-teaching, limiting number of practice problems, alternative assessment strategies for course content and/or reduced written requirements are not in themselves indications of “operating below grade level.” They are good instructional strategies for matching curriculum to the child’s academic needs.**

Students will be assigned one of the following GLP codes based on their performance:

- S = performance is at or above grade level
- U = performance is below grade level or performance is below course expectations in the case of weighted course

A student is considered to be operating below grade level in a class or course when either one of the following have occurred:

- The student receives a D or F in any course (Grades 1-12)
- The Kindergarten student receives an average of a “L” in Reading
- The concepts on which the student is assessed are not taught at the current grade level and are taken from instructional materials, adopted CCRP, or benchmarks from a lower grade level
- The conditions under which the student is assessed and/or leading to the assessment, vary to a large degree from other students (i.e., extensive accommodations, support, modifications).
- If a student’s performance on an assessment included in the Progression Charts is consistently below minimum standards, report card grades should commensurate.

### **Comment Codes, Grades 1-8**

- Serves to qualify or support a specific grade
- Serves as one of many avenues which can be used to request a conference

- A maximum of five (5) codes may be used each reporting period for each subject area

### **Kindergarten Report Card**

Kindergarten teachers will use the Kindergarten Report Card to determine grades for ELA and math. For further information, refer to the Kindergarten Report Card Teacher Guidance Document. **The Quarter 4 ELA grade will serve as the final ELA grade.**

### **Definitions of performance levels that are used on the report card:**

4	The student has an advanced understanding and exceeds end of year grade level standard proficiency. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
3*	The student demonstrates proficiency on end of year grade level standard proficiency. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is approaching <i>end of year</i> grade level standard proficiency. A student receiving a 2 understands basic skills and concepts, but is not yet independent. The student is applying concepts and skills with increasing success.
1	The student is beginning progress towards <i>end of year</i> grade level standard proficiency. A student receiving a 1 benefits from additional support.
L	The student has limited progress towards <i>end of year</i> , grade level standard proficiency.
	The standard is not assessed during this quarter.

***\*The 3 is the grade level expectation and is what all students should meet by the END OF THE YEAR.***

Social studies, science, and electives (e.g., art, physical education, music) will be graded using the following codes:

- S- Satisfactorily working on grade level expectations
- N- Needs Improvement working on grade level expectations

### **Parent Notification and Grading**

On an annual basis, the district will report to the parent/legal guardian of each student their progress toward achieving state and district expectations in ELA, math, and science. This reporting system will include two (2) documents: the end-of-year report card (identifying whether the student will be promoted or retained) and the grade level statewide assessment parent report (i.e., FAST).

### **Progress Reporting**

Grades K-12 students will receive a computerized report card every nine-week grading period. Other teacher/parent or legal guardian communication such as conferences, letter, telephone conversations, and email are recommended. Mid-quarter progress reports remain a school decision, with the exception of Grade K.

Students with a Progress Monitoring Plan (PMP) or on a Progress Monitoring System (PMS) will be assessed a minimum of two times per year (see appropriate grade-level charts); results of the assessment will be formally communicated to parents following each

assessment event. At a minimum, a PMP must be reviewed at the conclusion of the first semester to document student progress and determine whether adjustments to the instructional program are appropriate.

For students with IEPs, grades will be given in all subject areas and general behavior. Student progress is reported each nine weeks, in accordance with the report card schedule. Further communication of progress will be provided through the ESE Annual Goal Progress Report. Progress on annual goals must be reported as often as progress is reported for non-disabled peers.

### **Review and Monitoring of Progress Reports**

Administration will review progress report guidelines with teachers early in the first nine-week period. In addition, administration will monitor report cards each grading period to ensure guidelines are followed and grades are based on a student's proficiency in meeting all State Board of Education's adopted standards.

## **B. Elementary Grading System**

### **Grade 1-5 Grading System**

The grading system for grades K-5 is based on two categories of tasks, each with a different total weighting of the final grade. **In general, the expectation is that a minimum of one grade per subject per week will be entered in the electronic Gradebook, with the understanding that occasionally a two-week period may occur between grades.** The description of the system is as follows:

- **Category 1 (Yellow; Short Term = 40% of the grade):** Daily and/or weekly grades.
- **Category 2 (Green; Standards-based Assessments/Projects = 60% of the grade):** Assessments over increments of time to determine the progression of the mastery of the standards. A minimum of four (4) Standards-based Assessments/Projects are required each quarter.

There should be a minimum of 4 grades per quarter in Social Studies.

### **Below Grade Level Performance**

Any student who is having academic difficulties, which results in below grade level performance, the grade for that subject may be no higher than a D depending on the grade level.

### **Transfer Students**

Report cards are not required for any transfer student enrolled less than 15 days. If provided, grades from the previous school will be entered in FOCUS.

### **Suspended Curriculum**

A student who has an extensive academic need that is not met by current remediation strategies may have a suspended curriculum (with the exception of ELA, math, science, and/or 150 minute PE requirement per week) to provide immersion in the deficit area. The parents/legal guardian of any student for whom this strategy is used must be consulted and given every reasonable opportunity to have input on the PMP or IEP. The specific

suspension of curriculum will be documented on the PMP or IEP and coded on the comment section of the report card.

## **C. Parent/Student/Teacher Notifications and Public Reporting** **1003.429(3) F.S.**

### **Parent Notification of Student's Annual Progress 1008.25(1)(8)(a) F.S.**

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

### **Parent Notification of Student Retention**

Parents shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept, and an acknowledgement of such notification shall be obtained. Ongoing communication with the parents shall be maintained.

### **Parent Notification of Remediation**

Parent notification shall be documented when a student is being remediated in ELA and/or math and is being considered for retention. Parents shall be informed of student progress via progress reports and conferences as deemed necessary by the school.

### **Teacher Notification of Students on Community Control**

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

# **Section VII**

## **Exceptional Student Education 1003.57 F.S.**

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

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

### **A. Admission and Placement:**

Eligibility for Exceptional Student Education (ESE) Services

Okaloosa County School District has adopted the Multi-Tiered Systems of Support (MTSS) model to provide academic and behavioral support in the classroom with the goal of preventing students from falling behind through early intervention. Identified students having difficulty meeting promotional requirements shall be monitored by the Multi-Tiered System of Supports (MTSS) Intervention Team, or its equivalent. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and evaluations. State law requires that students with academic or behavioral needs that impact involvement in the general education environment have an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. Once consent for formal evaluations is obtained, initial evaluations must be completed within 60 days from the date the parent signs consent and that the student is in attendance. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the Exceptional Student Education Policies and Procedures (P&P) located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>

Gifted Students enrolled in Exceptional Student Education (ESE)

Florida's plan for K-12 gifted education is intended to set a path for districts to ensure high expectations and achievement for gifted learners. The strengths of the student determine the programming options to guide rigorous and differentiated instruction.

An Educational Plan (EP) will be developed for any student qualifying for gifted services.

The state recommended duration for EPs are as follows: K-2, 3-5, 6-8, and 9-12. EPs must be reviewed at transition years: 2<sup>nd</sup> to 3<sup>rd</sup> grade, 5<sup>th</sup> to 6<sup>th</sup> grade, and 8<sup>th</sup> grade to 9<sup>th</sup> grade. EPs should also be reviewed any time the level of gifted services changes.

### **Procedures for Gifted Plan B Matrix**

A student must have a received a minimum of 120 on the screening assessment and have a need for services beyond what the general education curriculum can provide. Needs Justification section must be complete to move forward.

#### **Demographic Information:**

The referral coordinator will complete the top demographic portion of the Gifted Plan B Matrix with verified information from FOCUS.

#### **Special Considerations:**

The data clerk can assist with determining if a student qualifies as an underrepresented population: Low SES (Low Socio-economic Status) or a Limited English Proficient. Check all appropriate boxes.

#### **Needs Justification:**

This section needs to be completed before any other consideration will be given.

Components:

- I. Gifted Characteristics will be assigned to characteristics of giftedness identified on the Gifted Characteristics Checklist. 4 points will be given for scores between 72-80, 3 points will be given for scores between 62-71,
- II. Academic Performance points will be assigned based on FAST scores OR District Progress Monitoring Assessment scores. FAST scores to be used when available. Use most current assessment or end of year assessment for District Progress Monitoring Assessment (i.e.iReady) 4 points will be given for scores Above proficiency.
- III. If the Referral Coordinator identifies four points or more combines total for Components I and II and the candidate has a screening score of 120 or greater, a request will be made to Psychological Services to begin the referral process.

#### **Plan B Matrix Outcomes:**

Mark the appropriate points if applicable.

**With a cumulative total of less than four points for Components I and II the Referral Coordinator will inform the parent that the student did not pass the screening assessments necessary for eligibility consideration.**

**Eligibility Determination:**

If a student identified as a member of an underrepresented population receives a psychological assessment with a score of 120-129, a staffing committee will be convened to make an eligibility determination.

In the event a student identified as a member of an underrepresented population receives a psychological assessment under the Plan A criteria and scores between 120-129, he/she will be considered under the Gifted Plan B Matrix.

Students with Disabilities enrolled in Exceptional Student Education

Students made eligible for exceptional student education services will receive services outlined in their individualized education plan (IEP). The IEP team must be developed to support students in their least restrictive environment. Florida Department of Education adopted the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, for measuring student development. These rigorous standards, which heavily focus on mathematics and English language arts skills, are designed to prepare students for success in college and beyond. Students identified with disabilities will participate in Florida’s B.E.S.T Standards unless determined otherwise by the IEP team for students with significant cognitive deficits. An IEP team must consider the extent to which the student’s disability adversely impacts the student’s potential for learning or rate of learning. The IEP team must then decide if the student should participate in general education with accommodations that lead to the mastery of the Florida B.E.S.T. Standards and Florida’s Assessment of Student Thinking, or participate in a ACCESS Points curriculum that leads to the mastery of the Florida Access Points Standards and the Florida Alternate Assessment (FAA).

**B. Curriculum and Instruction**

**Accommodations for Students with Disabilities**

Accommodations are changes in how students are instructed and/or assessed (i.e., instructional materials, learning environment, presentation, and time demands).

Accommodations **must** be provided as outlined in the student’s IEP and must be documented for:

- Appropriate courses and settings
- Classroom and statewide assessments

**Reporting Student Progress Notification of IEP Goals**

All parents will be notified of their child’s achievement during the school year with at least the same frequency as that of a non-disabled peer enrolled in the same school.

Progress toward IEP goals will be reported to the parent at the frequency designated on the IEP.

### **Report Cards and Grading**

1. A student's placement in an ESE program may not be designated on the report card due to FERPA.
2. Students with IEPs must receive a district report card as well as a progress report noting progress toward IEP goals. The final report card for the year shall contain a statement indicating end-of-the- year status or performance, or non-performance, at grade level, acceptable or unacceptable behavior and attendance and promotion or non-promotion.
3. Students may not be discriminated against in grading because of their disability.
4. A grade of F can be assigned when sufficient and appropriate IEP accommodations/modifications have been implemented and the student demonstrates a lack of progress. A student's lack of progress should be addressed through the IEP process to develop appropriate interventions to remedy the lack of progress, whether toward mastery of IEP goals or reflected by failing grades.
5. When a student also receives supplementary instruction from a special area teacher, the teachers will work collaboratively to give the student a single grade.
6. Students with IEPs shall not be penalized with a lower grade for using accommodations.

### **C. Statewide Assessment**

#### **Assessment of Students with Disabilities**

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

Florida Statute [1008.22\(3\)\(c\)2](#) states that students with disabilities may be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and standard high school diploma. To be considered for a waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in [S.1007.02,F.S.](#): The term "student with disability" means a student who is

documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including but not limited to, dyslexia, dyscalculia, or developmental aphasia.

2. The student must have an individual education plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate, allowable accommodations at least once.
4. In accordance with [S.1008.22\(3\)\(c\)2,F.S.](#), the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.
5. The IEP team must meet to determine whether the statewide assessment results should be waived.

The Florida Alternate Assessment (FAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Alternate Assessment measures student academic performance on the Florida Standards Access Points (FS-AP) in English language arts, mathematics, science, and social studies. Access Points are written specifically for students with significant cognitive disabilities and reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

IEP Teams are responsible for determining whether students with disabilities will be assessed with the FAST or with the FAA based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.) The IEP Team should consider the student's present level of educational performance in reference to the Florida standards. The IEP Team should also be knowledgeable of FAST guidelines and the use of appropriate testing accommodations. Only students with the most significant cognitive disabilities are eligible to participate in the FAA.

Most significant cognitive disability means a global 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 and is verified by either:

1. A statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of sixty-seven (67) or under); or
2. In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education.

If the IEP Team determines that a student is eligible to participate in the FAA, the

parent/legal guardian will be notified and provided information regarding the implications of this decision by receipt of Parental Consent Form: Instruction in State Standards Access Points Curriculum and Florida Alternate Assessment administration.

### **Extraordinary Exemption from Statewide Assessments**

A student with a disability who has a circumstance or condition that leads to results that reflect the student's impaired sensory, manual or speaking skills rather than the student's achievement of the benchmarks assessed by a statewide standardized assessment may be allowed an extraordinary exemption from participating in the assessment per S. 1008.212, F.S. The IEP Team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent. The request for exemption must be approved by the OCSD Superintendent and the Commissioner of Education. A specific process and timeline must be followed as outlined in Rule 6A-1.0943(5)F.A.C.

### **Exemption for Students with Medical Complexity**

A student with a disability may be allowed an exemption from participation in statewide standardized assessments because of the student's medical complexity per s. 1008.22(10), F.S. Medical complexity is defined to mean a student who is medically fragile and needs intensive care because of a condition such as a congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The IEP Team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent's designee. The request for exemption must be approved by the OCSD Superintendent and the Commissioner of Education.

### **Auditory Presentation of FAST English Language Arts Passages for Students with Severe Decoding Deficits**

The accommodation of auditory presentation of the FAST English Language Arts (ELA) passages is considered a unique accommodation and may be requested by school districts in accordance with Rule 6A- 1.0943, Florida Administrative Code (F.A.C.), for eligible students with disabilities. This applies to students in grades 3 and higher with an IEP. Unique accommodations must be approved by the Commissioner of Education and requested annually by the school district.

For students found eligible for auditory presentation of the FAST ELA passages, text will be read aloud to the student via embedded text-to-speech technology or by a human reader. The accommodation of auditory presentation of the ELA passages is appropriate for a small number of students with a severe decoding deficit.

### **Criteria from FLDOE**

To be eligible for this accommodation, the student must have a current IEP and **must** meet the following criteria:

- The student must have a documented **severe** deficit in decoding based on a diagnostic assessment.
- The student must be receiving evidence-based intervention in addition to core instruction at the time the accommodation decision is made.
- The student must receive accommodations in Tier 1 and Tier 2 daily instruction to access printed text in classroom assignments and tests (accessible instructional/educational materials through Bookshare, Learning Ally, text-to-speech applications, or other similar accommodations).
- There must be data to support the student’s effective use of reader, audio recordings or text-to-speech through a reading accommodation assessment such as, but not limited to, Protocol for Accommodations in Reading (PAR).
- The student must show proficient scores in daily instruction, to include formative and summative assessments, when the accommodation is used. **The result of a student having reduced ELA scores and/or a low listening comprehension or receptive language score would not be criteria to receive the accommodation.**

#### Parent Notification of Classroom Instructional Accommodations Not Allowed on Statewide 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 in writing during or after the IEP meeting using the form: Parent Notice and Consent for Student to Receive Instructional Accommodations, Not Permitted on Statewide Assessment, and
- Provide the parent with information regarding the impact on the student’s ability to meet expected proficiency levels in ELA, math, and science.

This notification is documented on the student’s IEP.

#### **D. Promotion, Assignment, and Retention of Exceptional Students for Standard Diploma Promotion and Retention of Students with Disabilities**

Students who are receiving ESE services and are following the general education program, take the state assessment (FAST) and fall under the same guidelines for promotion as non-disabled students.

The IEP Team, based on progress achieved toward the student’s individual goal and objectives, will make promotion and retention decisions for students with IEPs who are receiving instruction through the Access Points for students with significant cognitive disabilities.

#### **E. Extended School Year (ESY)**

Extended School Year is specially designed instruction and related services beyond the normal school year of the district. ESY is provided to a student with a disability who the IEP

Team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the *Exceptional Student Education Policies and Procedures* (P&P) located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>

# Section VIII

## English for Speakers of Other Languages (ESOL)

### **A. Definition, Placement, and Plan for ELL Students, 6A-6.0902, 6A-6.0904**

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

By definition, an English Language Learner (ELL) has sufficient difficulty speaking, reading, writing, or listening to the English language. An ELL Plan must be developed for any student who has a primary language, or is influenced by a language, other than English, and scores below the English proficient level on a Department of Education approved assessment in listening, speaking, reading, and/or writing.

The following process will be followed:

- Enroll any student promptly and do not ask about their immigration status.
- Although students in grades 6-12 may be placed by age or transcripts, the Uniform Transfer of Credit procedures are applicable.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by **6A-6.0904, F.A.C.**
- Any ELL student without a transcript who has earned a 2.0 GPA at the end of the first nine week grading period shall be issued credits for the preceding courses, as appropriate.
- If the student does not earn a 2.0 GPA at the end of the first complete nine week grading period, then the school may validate the ELL student's credit using the Alternative Validation Procedure which includes:
  - Demonstrated proficiencies on nationally-normed standardized subject area assessments
  - Demonstrated proficiencies on the Florida Standards Assessments

Upon initial enrollment in the district, screening for ESOL program eligibility will be conducted based on at least one "yes" answer on the Home Language Survey (MIS 4025). In order to effectively place ELL students, their academic abilities must be determined exclusive

of their lack of English proficiency. Comprehensive interviews, teacher made tests, tests of academic abilities administered in the student's home language may be used to determine the appropriate grade level and class placements. Questions for Placement shall be referred to the ESOL Department.

Please note that if the ELL student meets the definition of homeless, including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Student Services Program Director at (850) 833-3108 in order to make the best decision for the student.

The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and any other instructional personnel responsible for the instruction of the ELL student, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parents/guardians must be invited to any ELL Committee Meeting concerning their child.

Active ELL students must have a current ELL Plan which is updated at the beginning of each year or when classes, courses, or services change. This plan will address objectives and goals for each area of limited English proficiency and set forth specific instructional strategies and measureable outcomes for the student.

Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and records request to previous school

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

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

The Okaloosa County School District 3-Year ELL Plan may be accessed under English for Speakers of Other Languages (ESOL) at <https://www.okaloosaschools.com/o/ocsd/page/esol>

## **B. Assessment, Retention, and Promotion**

### **Assessment**

- All ELLs are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL program (FDOE DPS Memo 2018-146).
- All ELLs coded LY are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in [6A-6.09091, F.A.C.](#), Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

### **Retention Considerations**

- ELL students shall not be retained solely on the basis of their limited English language proficiency. The MTSS and ELL Committees must meet to make the appropriate decisions regarding the retention of an ELL student based on unsatisfactory performance in ELA and mathematics. An active PMP should be part of the retention documentation. An ELL student shall not be retained if the appropriate instructional and testing accommodations have not been provided and documented throughout the year. English language development support is not an intervention; rather it is considered comprehensible instruction as required by the **Florida META Consent Decree and 6A.6.0904, F.S.** ELL students must be provided with comprehensible instruction appropriate for their level of English proficiency and equal in amount, sequence, and scope as provided to non-ELL students.

## **C. Grading Guidelines for ELL Students:**

### **Grading ELLs**

ELL students shall not be penalized in grading or retained **solely** based on the lack of English proficiency. ELLs at beginning levels of English proficiency (LAS Links or WIDA Screener Levels 1 -2 / WIDA Access Tier A) should earn grades reflective of the adapted instruction and assessment strategies required to make content comprehensible. Grading should be a combination of process and product for all students. Grades should reflect a variety of performances such as projects, portfolios, and oral explanations as well as adapted assessments. Refer to Rule 6A-6.0904,F.A.C.and the **META Consent Decree** for details.

### **Summary of Grading Guidelines for ELL Students**

- Teachers should not assign a student a lower grade based **solely** on lack of English proficiency, or use a single assessment to determine the mastery of skills taught.
- If the ELL student is attempting adapted assignments and assessments and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors **unrelated** to the student's English proficiency.

- Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.
- Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.
- Document the use of ESOL instructional strategies in teacher lesson plans. Document adaptations, accommodations, and parent contacts made for each ELL student. Interventions should be based on the student's level of English proficiency. Examples of ESOL suggested strategies and interventions are located in the ESOL Manual – Instructional Program Section.
- Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

### **May a teacher report an ELL student as failing a class?**

ELL students should not be retained or given failing grades if the student's lack of mastery is solely due to limited English proficiency.

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when accommodations needed have been implemented.
- The classroom teacher must document the adaptations of content area materials and assignments to meet the needs of the ELL student. These adaptations include classroom work and assessments.
- If the ELL student does not master the content concepts after the teacher has implemented the appropriate classroom accommodations according to the student's level of English proficiency, a failing grade may be justified. Documentation is required to demonstrate why the student earned the failing grade.
- Students who have exited the ESOL program and are in danger of failing English or Math classes should be referred to the ESOL office at the end of the first nine week grading period and throughout the school year.
- An ELL student should not receive failing grades or be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessment as previously described. If the accommodations were not implemented throughout the school year, the student was not provided comprehensible instruction required by the META Consent Decree and state mandates. Consequently, the student shall not be penalized.

### **D. MTSS and English Language Learners**

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the ESOL services. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Waiting a full year to even begin the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ELL Committee and MTSS team to determine the best support for the student. MTSS Coordinators should consult with experts in students Heritage language (i.e., Bilingual School Psychologist and/or Speech Pathologist and the ESOL Department).



# **Elementary Pupil Progression Plan**

## **Appendix**

## **Elementary Pupil Progression Plan Committee Recognition**

The OCSD School Board would like to thank the following staff members for serving on a committee to review academic policies related to student progression and to make recommendations for the 2025-2026 school year:

Kathy Ard- ESE  
Robyn Bailey- Curriculum  
Brooke Barron- Curriculum  
Denise Berry- Curriculum  
Shannon Boone- Baker School  
Patrica Cave- Mary Esther Elementary  
Amy Dale- Curriculum  
Kimberly Day-Scanlon- Kenwood Elementary  
Tami Ellis- Curriculum  
Daren Everage- Eglin Elementary  
Beke Heald- Student Services  
Melissa Kearley- Edge Elementary  
Donna Kelly- Northwood Elementary  
Amy Klugh- Shalimar Elementary  
Tracy Lamb- Student Services  
Jennifer Lewis- Bob Sikes Elementary  
Sheila Lightbourne- Curriculum  
Morena Mannucci- Elliott Point Elementary  
Dawn Massey- Florosa Elementary  
Tammy Matz- Plew Elementary

State	Compulsory School Age	Kindergarten Entrance Age (Child must be 5 on or before this date)	Early Entrance to Kindergarten Allowed?	Student Attendance in Kindergarten	Skipping Kindergarten Allowed (Enter 1 <sup>st</sup> grade at age 5)	Kindergarten Exemption Allowed?
Alabama (AL)	7	September 1	Transfer	Permissive	Transfer	NA
Alaska (AK)	7	September 1	Transfer	Permissive	Not Specified	NA
Arizona (AZ)	6	September 1	Decision-Parent, Child, Teacher and Principal	Permissive	Decision-Parent, Child, Teacher and Principal	NA
Arkansas (AR)	5	September 15	Transfer	Mandatory	Not Specified	Readiness <i>and</i> Parent Request
California (CA)	6	December 2	Decision-School District and Parent	Permissive	Decision-School District and Parent	NA
Colorado (CO)	7	LEA Option	Not Specified	Permissive	Not specified	NA
Connecticut (CT)	5	January 1	Decision-Local School Board	Mandatory	Not Specified	Parent Request
Delaware (DE)	5	August 31	Decision-Local School Authorities	Mandatory	Not Specified	Parent Request
District of Columbia (DC)	5	December 31	Not Specified	Mandatory	Not Specified	Not Specified
Florida (FL)	6	September 1	Not Specified	Permissive	Transfer	NA
Georgia (GA)	6	September 1	Transfer	Permissive	Transfer	NA
Hawaii (HI)	6	August 1	Not Specified	Permissive	Not Specified	NA
Idaho (ID)	7	September 1	Not specified	Permissive	Transfer	NA
Illinois (IL)	7	September 1	Decision-School District	Permissive	Not Specified	NA
Indiana (IN)	7	July 1	Decision-Parent and Superintendent	Permissive	Not Specified	NA
Iowa (IA)	6	September 15	Not Specified	Permissive	Readiness	NA
Kansas (KS)	7	August 31	Transfer	Permissive	Transfer	NA
Kentucky (KY)	6	October 1	Not Specified	Permissive	Not Specified	NA
Louisiana (LA)	7	September 30	Gifted	Mandatory	Readiness	Readiness
Maine (ME)	7	October 15	Transfer	Permissive	Not Specified	NA
Maryland (MD)	5	November 30	Not Specified	Mandatory	Not Specified	NA
Massachusetts (MA)	6	LEA Option	Not Specified	Permissive	Not Specified	NA
Michigan (MI)	6	December 1	Not Specified	Permissive	If district does not offer kindergarten	NA
Minnesota (MN)	7	September 1	Not Specified	Permissive	Policy-Local School Board	NA
Mississippi (MS)	6	September 1	Not Specified	Permissive	Not Specified	NA

State	Compulsory School Age	Kindergarten Entrance Age (Child must be 5 on or before this date)	Early Entrance to Kindergarten Allowed?	Student Attendance in Kindergarten	Skipping Kindergarten Allowed (Enter 1st grade at age 5)	Kindergarten Exemption Allowed?
Missouri (MO)	7	August 1; LEA Option between August 1 and October 1 for Metropolitan Districts	Not Specified	Permissive	Not Specified	NA
Montana (MT)	7	September 10	Decision-Board of Trustees	Permissive	Not Specified	NA
Nebraska (NE)	6	October 15	Transfer or Readiness	Permissive	Not Specified	NA
Nevada (NV)	7	September 30	Not Permitted	Mandatory	Not Permitted	Parent Request and Readiness
New Hampshire (NH)	6	LEA Option	Not Specified	Permissive	Not Specified	NA
New Jersey (NJ)	6	LEA Option	Decision-Local School Board	Permissive	Not Specified	NA
New Mexico (NM)	5	September 1	Not Specified	Mandatory	Not Specified	Parent Request
New York (NY)	6	LEA Option	Not Specified	Permissive	Not Specified	NA
North Dakota (ND)	7	September 1	Transfer or Readiness	Permissive	Transfer or Gifted	NA
Ohio (OH)	6	September 30	Policy-School District	Mandatory	Not Specified	Parent Request
Oklahoma (OK)	5	September 1	Not Specified	Mandatory	Not Specified	Parent Request
Oregon (OR)	7	September 1	Policy-Local School Board	Permissive	Policy-Local School Board	NA
Pennsylvania (PA)	8	LEA Option	Not Specified	Permissive	Policy-State Board of Education	NA
Puerto Rico (PR)	5	August 31	Not Specified	Mandatory	Not Specified	Not Specified
Rhode Island (RI)	6	September 1	Not Specified	Mandatory	Not Permitted	Not Specified
South Carolina (SC)	5	September 1	Transfer or Decision-School District	Mandatory	Decision-School District	Parent Request
South Dakota (SD)	6	September 1	Transfer	Permissive	Transfer	NA
Tennessee (TN)	6	September 30	Not Specified	Mandatory	Not Permitted	Not Permitted
Texas (TX)	6	September 1	Readiness and Policy-School District	Permissive	Transfer	NA
Utah (UT)	6	September 2	Not Specified	Permissive	Not Specified	NA
Vermont (VT)	6	January 1 Or LEA Option between August 31 and January 1	Not Specified	Permissive	Not Specified	NA
Virgin Islands (VI)	5	December 31	Not Specified	Mandatory	Not Specified	Not Specified
Virginia (VA)	5	September 30	Readiness	Mandatory	Not Specified	Parent Request

## TERRITORIES AND COUNTRIES

Country/ Territory	Kindergarten Age	Date Used to Determine Kindergarten Age	Kindergarten Local Policy	Contact Persons and Addresses
Bahamas	3-5	No public kindergarten.	None	Bahamian Ministry Education & Culture Abaco School Board P.O. Box 449 Marsh Harbor Abaco, Bahamas
Bermuda	4	4 on or before December 31 of the entry year.	None	Preschool Coordinator P.O. Box 1185 Hamilton HM-EX Bermuda
Canada	5	5 on or before September 1 of entry year.	Varies depending on province. Local boards may establish a junior kindergarten. Some cities or schools have the age cut-off point during the year in which the child becomes 5. Kindergarten is not mandatory.	Ontario Ministry of Ed Toronto, Ontario, Canada (416) 965-2228 National Council (416) 965-2551
China	3-5	Children begin preschool study at the age of 3. There are three levels of kindergarten.		
England	4 yrs 6 mons. - 6 yrs.	Entry age variances are primarily due to space constraints. A child may enter after the fifth birthday if room is available. If not, the child will enter the following January.	British Primary School mandatory.	British Embassy (202) 898-4407
Guam	4-5 years	December 31	The Board shall establish identification and enrollment policies for children who are academically gifted may be enrolled even though s/he has not reached the age required, but not lower than age three by December 31 of the year the child is enrolled.	School Program Consultant Early Childhood Ed. Curriculum & Instruc. Division P.O. Box SE Agana, Guam 96910
Jamaica	4	4 on or before September 1 of entry year.	Infant School/Basic (Pre/K- Kdg.), a child must be 4 to 5 years of age.	Jamaican Embassy Washington, D.C. (202) 452-0660
Ontario, Canada	5	Birthday	N/A	Roy Community Ed. and Outreach Branch 24th Floor Mowet Block 900 Bay Street Toronto, Ontario
Puerto Rico	5	5 before August 31. Five between September 1 and December 31 on a space available basis.	Early entry permitted if space is available and responses to early entry screening questions are satisfactory.	Federal Affairs Office For Puerto Rico Washington, D.C. (202) 778-0710
St. Kitts & Nevis	4 yrs. 9 months	December 31 of the entry year.	Compulsory education for all children of school age. Attendance in schools in the area.	Ministry of Ed. Cayon Street Basseterre, St. Kitts (809) 465-2521 X 1111.
Samoa (American)	5	5 on or before December 31 of entry year.	None. The kindergarten program is being piloted for the first time.	
Virgin Islands	4 yrs. 6 months	Opening day of school.	Students must be four years and six months on or before the opening day of school.	Coord. Of Admin. Services Depart. Of Ed. 44-46 Kongens Gade Charlotte Amalie St. Thomas, Virgin Islands 00807

Sample Parent Letter for Students with Academic Deficiencies  
Notification of PMP Requirement  
Elementary: Gr. K-2

Dear Parent:

Florida’s goal is that every student demonstrates proficiency at or above grade level in all subject areas required for promotion to the next grade. If a student is not performing at grade level and the teacher is concerned that an academic problem exists, the school will provide additional assessment to determine the specific nature of the deficiency.

Once the deficiency is identified, the school and the parent will work together to develop a Progress Monitoring Plan (PMP) or an Individual Education Plan (IEP). This plan will establish an achievement objective, identify effective strategies to correct the deficiency and provide a timeline for monitoring progress. The academic plan will remain in effect until the student consistently demonstrates grade level proficiency.

If a student does not achieve a designated score on the district and/or state assessment specific to his/her grade level, the student is considered to have a substantial problem that may prevent promotion to the next grade.

The purpose of this letter is to notify you that your child is below grade level in reading. Research-based strategies, matched to your child’s specific academic deficiency, are currently being implemented in the classroom. Additional instructional services will be considered throughout the year to produce a thorough and personalized plan of remediation for your child.

Promotion to the next grade is based on performance in the classroom (grades) and results of district-selected assessment (e.g., SESAT, SAT 10, iReady). Student achievement in each of those areas will assist the parents and school in determining if a child is ready for promotion. If your child does not meet grade level performance expectations, s/he may be retained unless one of the Administrative Promotion exemptions is met.

Please schedule a parent-teacher conference to discuss your child’s progress and to develop or monitor his/her academic plan. At that time, the teacher will share the specific strategies selected to assist your child in achieving grade level proficiency. The school staff is also available to provide resources and suggest strategies that you may use at home to help your child.

Sincerely,

Parent/Guardian Signature: \_\_\_\_\_

List of assessments:

iReady

SAT 10: Stanford Achievement Test

SESAT: Stanford Early School Achievement Test

**Letters generated by MIS**

Sample Parent Letter for Students with Academic Deficiencies  
Notification of PMP Requirement  
Elementary: Gr. 3-5

Dear Parent:

Florida’s goal is that every student demonstrates proficiency at or above grade level in all subject areas required for promotion to the next grade. If a student is not performing at grade level and the teacher is concerned that an academic problem exists, the school will provide additional assessment to determine the specific nature of the deficiency.

Once the deficiency is identified, the school and the parent will work together to develop a Progress Monitoring Plan (PMP) or an Individual Education Plan (IEP). This plan will establish an achievement objective, identify effective strategies to correct the deficiency and provide a timeline for monitoring progress. The academic plan will remain in effect until the student consistently demonstrates grade level proficiency.

If a student does not achieve a designated score on the district and/or state assessment specific to his/her grade level, the student is considered to have a substantial problem that may prevent promotion to the next grade.

The purpose of this letter is to notify you that your child is below grade level in reading and/or math. Research-based strategies, matched to your child’s specific academic deficiency, are currently being implemented in the classroom. Additional instructional services will be considered throughout the year to produce a thorough and personalized plan of remediation for your child.

Promotion to the next grade is based on performance in the classroom (grades), performance on grade level specific assessment, and results of state assessment (i.e., SAT 10, iReady, FAST). Student achievement in each of those areas will assist the parents and school in determining if a child is ready for promotion. If your child does not meet grade level performance expectations, s/he may be retained unless one of the Good Cause (Grade 3) exemptions is met.

Please schedule a parent-teacher conference to discuss your child’s progress and to develop or monitor his/her academic plan. At that time, the teacher will share the specific strategies selected to assist your child in achieving grade level proficiency. The school staff is also available to provide resources and suggest strategies that you may use at home to help your child.

Sincerely,

Parent/Guardian Signature: \_\_\_\_\_

List of assessments:

iReady

FAST: Florida Assessment of Student Thinking

SAT 10: Stanford Achievement Test

**Letters generated by MIS**

**(Mid-Year) Possibility of Retention  
Elementary: Gr. K**

To the Parent or Guardian of:

Dear Parent/Guardian:

Promotion to the next grade is based on performance in the classroom (grades) and results of state and district-selected assessment (e.g., FAST, SESAT, iReady).

Your child may currently be on a Progress Monitoring Plan (PMP), which means an academic concern was previously identified. If that is the case, research-based strategies were identified to correct the deficiency. That academic plan will remain in effect until consistent grade level proficiency is demonstrated.

The purpose of this letter is to notify you that your child, as of this date, has not met grade level performance expectations in reading.

While the current level of performance does not necessarily mean that promotion will not be achieved, it does mean that time and attention must be directed toward the immediate improvement of your child’s academic performance. Without substantial improvements by the conclusion of this school year, retention is a possibility. Please schedule a parent-teacher conference to discuss your child’s progress. During the conference, we will consider and select strategies and services, which can be implemented to accelerate your child’s academic progress. School staff members are also available to provide resources and suggest strategies that you may use at home to help your child.

Sincerely,

Parent/Guardian Signature: \_\_\_\_\_

List of assessments with data:

Grade:	ELA: _____
iReady:	ELA: _____
FAST: _____	

**(Mid-Year) Possibility of Retention  
Elementary: Gr. 1**

To the Parent or Guardian of:

Dear Parent/Guardian:

Promotion to the next grade is based on performance in the classroom (grades) and results of state and district-selected assessments (e.g., FAST, iReady, SAT 10).

Your child may currently be on a Progress Monitoring Plan (PMP), which means an academic concern was previously identified. If that is the case, research-based strategies were identified to correct the deficiency. That academic plan will remain in effect until consistent grade level proficiency is demonstrated.

The purpose of this letter is to notify you that your child, as of this date, has not met grade level performance expectations in reading.

While the current level of performance does not necessarily mean that promotion will not be achieved, it does mean that time and attention must be directed toward the immediate improvement of your child’s academic performance. Without substantial improvements by the conclusion of this school year, retention is a possibility. Please schedule a parent-teacher conference to discuss your child’s progress. During the conference, we will consider and select strategies and services, which can be implemented to accelerate your child’s academic progress. School staff members are also available to provide resources and suggest strategies that you may use at home to help your child.

Sincerely,

Parent/Guardian Signature: \_\_\_\_\_

List of assessments with data:

Grade:            ELA: \_\_\_\_\_  
FAST:            ELA: \_\_\_\_\_  
iReady:           ELA: \_\_\_\_\_

**Letters generated by MIS**

**(Mid-Year) Possibility of Retention  
Elementary: Gr. 2**

To the Parent or Guardian of:

Dear Parent/Guardian:

Promotion to the next grade is based on performance in the classroom (grades), performance on grade level specific assessment and/or results of state and/or district assessment (e.g., FAST, SAT 10, iReady).

Your child may currently be on a Progress Monitoring Plan (PMP), which means an academic concern was previously identified. If that is the case, research-based strategies were identified to correct the deficiency. That academic plan will remain in effect until consistent grade level proficiency is demonstrated.

The purpose of this letter is to notify you that your child, as of this date, has not met grade level performance expectations in reading and/or math.

While the current level of performance does not necessarily mean that promotion will not be achieved, it does mean that time and attention must be directed toward the immediate improvement of your child’s academic performance. Without substantial improvements by the conclusion of this school year, retention is a possibility. Please schedule a parent-teacher conference to discuss your child’s progress. During the conference, we will consider and select strategies and services, which can be implemented to accelerate your child’s academic progress. School staff members are also available to provide resources and suggest strategies that you may use at home to help your child.

Sincerely,

Parent/Guardian Signature: \_\_\_\_\_

List of assessments with data:

Grade:            ELA: \_\_\_\_\_  
FAST:            ELA: \_\_\_\_\_  
iReady:           ELA: \_\_\_\_\_

**Letters generated by MIS**

**(Mid-Year) Possibility of Retention  
Elementary: Gr. 3-5**

To the Parent or Guardian of:

Dear Parent/Guardian:

Promotion to the next grade is based on performance in the classroom (grades), performance on grade level specific assessment and/or results of state and/or district assessment (e.g., FAST, SAT-10, iReady).

Your child may currently be on a Progress Monitoring Plan (PMP), which means an academic concern was previously identified. If that is the case, research-based strategies were identified to correct the deficiency. That academic plan will remain in effect until consistent grade level proficiency is demonstrated.

The purpose of this letter is to notify you that your child, as of this date, has not met grade level performance expectations in reading and/or math.

While the current level of performance does not necessarily mean that promotion will not be achieved, it does mean that time and attention must be directed toward the immediate improvement of your child’s academic performance. Without substantial improvements by the conclusion of this school year, retention is a possibility. Please schedule a parent-teacher conference to discuss your child’s progress. During the conference, we will consider and select strategies and services, which can be implemented to accelerate your child’s academic progress. School staff members are also available to provide resources and suggest strategies that you may use at home to help your child.

Sincerely,

Parent/Guardian Signature: \_\_\_\_\_

List of assessments with data:

Grade: Reading: _____	Math: _____
FAST: Reading: _____	Math: _____
iReady: Reading: _____	Math: _____

**Letters generated by MIS**

**Gr. K - Retention**

To the Parent or Guardian of:

Dear Parent/Guardian:

Florida’s goal is that every student demonstrates proficiency at or above grade level in all subject areas required for promotion to the next grade. If identified previously, your child has received substantial support through the implementation of a prescriptive academic plan, or a progress monitoring system, to correct his/her academic deficiency. All formal plans (e.g., Progress Monitoring Plan, Individual Education Plan) identify achievement objectives, research-based strategies and the assessment schedule and instrument.

The purpose of this letter is to notify you that your child has not met the proficiency level required for promotion to the next grade level, and has not met the requirements for one of the Administrative Promotion exemptions. The decision to promote or retain a child is based on performance in the classroom (grades) and the district-selected assessment, iReady. The purpose of retention is to give a student additional time to meet the more rigorous demands of the next grade level.

A summer intensive studies program will be offered in which academic assistance will be provided in reading. At the conclusion of the summer session, an alternative assessment will be administered. It is possible, with intensive remediation, that your child may achieve the identified level of performance to be administratively promoted to the next grade level. If the specified results are not achieved, the retention decision will remain in place.

During or prior to the first month of school, school staff will schedule a conference with you to revise an existing academic plan or, if applicable, initiate one. This plan will remain in effect until your child is consistently able to demonstrate grade level proficiency. The school staff is also able to provide suggestions and resources that you may use at home to help your child. In rare cases, if recommended by next year’s classroom teacher, mid-year promotion may be considered for students in Gr. K-4 who make remarkable progress.

Sincerely,

Parent/Guardian Signature: \_\_\_\_\_

<b>Assessment</b>	<b>Score</b>
ELA Grade	
iReady	
FAST	

**Letters generated by MIS**

## Elementary (Gr. 1-5) Retention

To the Parent or Guardian of:

Dear Parent/Guardian:

Florida’s goal is that every student demonstrates proficiency at or above grade level in all subject areas required for promotion to the next grade. If identified previously, your child has received substantial support through the implementation of a prescriptive academic plan, or a progress monitoring system, to correct his/her academic deficiency. All formal plans (e.g., Progress Monitoring Plan, Individual Education Plan) identify achievement objectives, research-based strategies and the assessment schedule and instrument.

The purpose of this letter is to notify you that your child has not met the proficiency level required for promotion to the next grade level, and has not met the requirements for one of the Good Cause (Grade 3) exemptions, as provided by Florida law. The decision to promote or retain a child is based on performance in the classroom (grades), performance on district specific assessment (i.e., iReady), and the results of state assessment (i.e., FAST). The purpose of retention is to give a student additional time to meet the more rigorous demands of the next grade level.

A summer intensive studies program will be offered in which academic assistance will be provided in reading and/or math. At the conclusion of the summer session, an alternative assessment (i.e., SAT 10) will be administered. It is possible, with intensive remediation, that your child may achieve the identified level of performance to be administratively promoted to the next grade level. If the specified results are not achieved, the retention decision will remain in place.

During or prior to the first month of school, school staff will schedule a conference with you to revise an existing academic plan or, if applicable, initiate one. This plan will remain in effect until your child is consistently able to demonstrate grade level proficiency. The school staff is also able to provide suggestions and resources that you may use at home to help your child. In rare cases, if recommended by next year’s classroom teacher, mid-year promotion may be considered for students in Gr. K-4 who make remarkable progress.

Sincerely,

Parent/Guardian Signature: \_\_\_\_\_

Assessment	Score
Grade	
iReady	
FAST	

**Letters generated by MIS**

MTSS Committee: Promotion/Retention

MIS 6064  
REV 4/2024



Curriculum and Instruction

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Final ELA Grade: \_\_\_\_\_ Final Math Grade: \_\_\_\_\_  
FAST PM3 Level: Reading \_\_\_\_\_ Math \_\_\_\_\_  
i-Ready Diagnostic 3 Percentile: Reading \_\_\_\_\_ Math \_\_\_\_\_  
Previous Retention: Y N Grade of Previous Retention: \_\_\_\_\_  
Active PMP: Y N MTSS Status: Tier 1 2 3  
ESE: SLD Speech Language VE EBD CBS  
Number of absences: \_\_\_\_\_

The student has met the recommended retention criteria for the \_\_\_\_\_ school year.  
After reviewing multiple data points, the MTSS Committee has decided it is in student's best  
educational interest to be \_\_\_\_\_ and will be in the \_\_\_\_\_  
(promoted/retained) (grade level)  
for the \_\_\_\_\_ school year.

This decision was made based on \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MTSS Committee Members: \_\_\_\_\_  
\_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Florida School Immunization Requirements 2025/2026

Grade	*DTap Series	*Polio Series	MMR 2 doses	*Hepatitis B Series	Varicella 2 doses	Tdap Booster
<b>K</b>	X	X	X	X	X	
<b>1</b>	X	X	X	X	X	
<b>2</b>	X	X	X	X	X	
<b>3</b>	X	X	X	X	X	
<b>4</b>	X	X	X	X	X	
<b>5</b>	X	X	X	X	X	
<b>6</b>	X	X	X	X	X	
<b>7</b>	X	X	X	X	X	X
<b>8</b>	X	X	X	X	X	X
<b>9</b>	X	X	X	X	X	X
<b>10</b>	X	X	X	X	X	X
<b>11</b>	X	X	X	X	X	X
<b>12</b>	X	X	X	X	X	X

- \*Number of doses will vary based on child’s age when receiving DTap, and Polio vaccine. Documentation of at least one dose of polio vaccine given on or after the 4<sup>th</sup> birthday
  - \*requirement is 4 doses, with the following exceptions:
    - If 4th dose administered prior to 4th birthday, a 5th dose is required
    - If 3rd dose is administered after 4th birthday, a 4th dose is not required
- \*Hepatitis B vaccine doses are determinant on the child’s age and the formulation received.
- Varicella vaccine is not required if there is a history of Varicella disease (Chicken Pox) documented by a healthcare provider.
- Tdap booster- required for Grade 7
- Varicella – 2 doses for Kindergarten – Grade 12
- Children entering or attending public pre-school are required to have an age-appropriate number of DTaP, Polio, MMR, Hepatitis-B, Varicella, and Hib immunizations. Public pre- school students aged 3 and 4 years do not typically have all immunizations required for Kindergarten entry, thus their Certificates of Immunization are most often signed in Part B- Temporary Medical Exemption. The expiration dates of these Certificates of Immunization are typically set at Kindergarten entry or the child’s fifth birthday.

- Certificates of Immunization for students of any age/grade who are lacking immunizations required for their grade level should be signed in Section B- Temporary Medical Exemption with an appropriate expiration date to recall the student for the missing immunizations.
- One dose of tetanus-diphtheria-pertussis (Tdap) vaccine required for current students entering Grade 7. Students transferring into school in Grades 7-12 are also required one dose of Tdap. An updated DH 680--form to include Tdap, must be obtained for submission to the school.

### Hepatitis B

- All students entering or attending public or non-public school will be required to have the hepatitis B vaccine series.
- Children who have no documentation of the hepatitis B vaccine series should be admitted after the first dose, issued a temporary medical exemption, and scheduled for the next appropriate dose.
- An alternate two-dose hepatitis B vaccine series for adolescents 11 through 15 years of age has been approved. Children in this age group who receive the two-dose series should be considered in compliance with Florida's hepatitis B immunization requirement for school entry and attendance.

### Varicella

- Two doses of Varicella vaccine are required for students in Kindergarten-Grade 12. An updated DH 680 form to include Tdap, must be obtained for submission to the school.

OKALOOSA COUNTY SCHOOL DISTRICT STUDENT INTERVENTION SERVICES

Home School Truancy Procedures

A copy of section 1002.41, Florida Statutes is being provided to you with this notice for your information and review.

Your first review of \_\_\_\_\_ portfolio will be conducted by the Home Education Review Committee on \_\_\_\_\_.

\_\_\_\_\_  
Name of Liaison/Designee  
Okaloosa County School District

\_\_\_\_\_  
Date

I, \_\_\_\_\_ have read the above statement and understand that failure to comply with the presentation of the portfolio will result in my child's withdrawal from the home education program and possible prosecution if my child is not enrolled in regular school attendance.

\_\_\_\_\_  
Printed Name/Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Guardian

OKALOOSA COUNTY SCHOOL DISTRICT STUDENT INTERVENTION SERVICES

Home School Notification to Parent

Dear Parent,

You have elected to withdraw your child/children

---

from regular attendance at \_\_\_\_\_ School and enroll him/her/them in a home based education program. The school district will assist you in making this transition as smooth as possible.

The Home School Liaison and the District Administration for Okaloosa Online is Mrs. Corbin. She can be reached at 850-689-2043 and will help you enroll into a program and answer questions you may have. (Simply signing this document does not enroll you into a program.)

It is recommended that you not withdraw your child/children from school until enrollment is complete with Home Schooling or Okaloosa Online. Each day out of school will be considered an absence under Rule 6A-1.04, Florida Administrative Law. Five unexcused absences within a calendar month will result in a Student Intervention Services Truancy Officer being notified and a truancy petition may be filed with the court in accordance with Florida State Statute 1003.26.

We hold all stakeholders (parents and educators) accountable for your child's/children's education and strive to provide him/her/them with the best possible opportunities and tools for success. If you have any questions concerning attendance and how it applies to either program, please contact Student Intervention Services Attendance at 689-7198.

Sincerely,

Principal Signature

I hereby acknowledge receipt of this letter

---

Parent Signature

---

Date

**1 copy to parent  
1 copy to  
student file**

**OKALOOSA COUNTY SCHOOL DISTRICT**  
STUDENT INTERVENTION SERVICES DJJ TRANSITION PROCEDURES  
Christy Corbin, Transition Contact (850-689-2043)

**Okaloosa County School Placement Upon Release from a DJJ Program:**

- A student confined for 25 school days or more at a DJJ program may be released to an alternative placement school/program for the remainder of the semester in which he/she is released.
- A student confined for 1-24 school days at a DJJ program may return to the last district school he/she attended pending review of the criminal charges against the student by school administration. If the school-based administrator requires additional review of the charges prior to the student's reenrollment, the administrator shall contact the Transition Contact at the Carver Hill Administrative office.

**PROCEDURES FOR TRANSITION FROM DJJ FACILITIES TO OCSD**

**Okaloosa County School District Responsibilities**

1. Upon notification from the DJJ educational representative of an admission, the Okaloosa County DJJ Transition Office will notify the Okaloosa County School District's Transition Contact.
2. When the Okaloosa County DJJ Transition Office contacts the Okaloosa County School District Transition Contact regarding re-entry of a student a Re-entry Team meeting is scheduled to discuss the educational services that are available for the student.
3. A transition conference will be scheduled with the appropriate educational agency and the student and parent within two (2) days after the release date provided by the DJJ educational representative.
4. The receiving school administrator/designee will notify the Transition Contact of the transition conference date, time and location to discuss continuing educational services.
5. The Transition Contact will notify the DJJ educational representative of this conference.

If the parent and student fail to attend the scheduled meeting, the school administrator /designee will contact the Transition Contact for follow-up, who will notify the Supervisor of JPO's.

**DJJ Responsibilities**

1. The DJJ educational representative will notify the Transition Contact Office of the Okaloosa County School District within 24 hours of a student being admitted to one of their facilities and provide:
  - a. Name of Student
  - b. Date Admitted
  - c. Projected Date of Release
2. If there is a change of release date, the DJJ educational representative will notify the Okaloosa County DJJ Transition Office.
3. The DJJ educational representative will provide to the student and parent notification of the date, time and location of the school transition conference.

OKALOOSA COUNTY SCHOOL DISTRICT  
 STUDENT INTERVENTION SERVICES  
 ALTERNATE EDUCATION PROGRAMS FOR EXPELLED STUDENTS  
 (TO BE COMPLETED BY PRINCIPAL)

MIS 1501  
 REV. 3/2014

**School Board Policy 4-32(D)(1)**

“Expulsion is the removal of the right of a student to attend public school, with or without continuing educational services. Upon the recommendation of the school Principal and Superintendent, the School Board may approve the assignment of a student to a disciplinary program or a second chance school during the expulsion period. The alternate educational program assignment shall be made by the Superintendent or his/her designee.”

Student Name:  
 Grade:

Student Number:

School:

Reason for Expulsion Recommendation:

**Check the appropriate recommendation:**

( ) School Principal **IS** recommending the placement of the above named student to a disciplinary program or second chance school during the expulsion period.

**(If recommending Alternative Placement, check recommended placement.)**

- ( ) 1. Okaloosa Academy
- ( ) 2. LEAP (Learning Enrichment Alternative Program)
- ( ) 3. AMIkids
- ( ) 4. Home School Instruction
- ( ) 5. Okaloosa Online
- ( ) 6. Florida Virtual School

( ) School Principal **IS NOT** recommending the placement of the above named student to a disciplinary program or second chance school during the expulsion period.

**Date Student is Eligible to Return to Regular School Setting:**

Principal's Signature	Date	Student Services Representative Signature	Date
Superintendent's Signature	Date	School Board Chairperson's Signature	Date



OKALOOSA COUNTY SCHOOL DISTRICT STUDENT INTERVENTION SERVICES

**HOMEOWNER/ RENTER ACKNOWLEDGEMENT**

I, , acknowledge that \_\_\_\_\_ **(Owner/Renter, Print Name) (Guest Resident, Print Name)** and child(ren) \_\_\_\_\_  
**(Include the names of school-age children)**

reside at \_\_\_\_\_, in Okaloosa County,  
Florida. **(Homeowner/ Renter Address)**

I also certify that I am the Homeowner/ Renter at the above-listed address.

\_\_\_\_\_  
**(Homeowner/ Renter Signature) (Current Phone Number)**

**Homeowner/Renter Documentation Provided:** *(Check two; visual verification is sufficient)*

- 7. In-County Deed, mortgage/HUD statement, monthly mortgage statement, or residential rental/lease agreement, covering the current year **[MUST BE ONE OF THE TWO]**
- 8. Mail from Federal, State, County or City government agencies (including city and county agencies), to an In-County address, dated within the last 30 days
- 9. Mail from employment and /or financial institutions; including checking, savings, property tax record, credit card statements or investment account statements, In-County, dated within the last 30 days
- 10. Automobile or Homeowner's insurance policy or bill, In-County, dated within the last 30 days
- 11. Parent/legal guardian driver's license ID card with the stated current address as that of the registering address

**Pursuant to §837.06, Florida Statutes, whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree.**

COUNTY OF \_\_\_\_\_ ) STATE OF \_\_\_\_\_ )

SWORN TO AND SUBSCRIBED BEFORE ME this \_\_\_ day of \_\_\_\_\_, 20\_\_\_, by \_\_\_\_\_, who is personally known to me or has produced \_\_\_\_\_ as identification.

Name: \_\_\_\_\_ (SEAL) NOTARY PUBLIC

STATE OF \_\_\_\_\_ AT LARGE Commission Expires: