



STUDENT PROGRESSION PLAN

2011-2012

Adapted from the Seminole County Public Schools Progression Plan

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I. ADMISSION, ENROLLMENT, AND TRANSFERS

A. ADMISSION

The following policies for admission to Seminole County Public Schools are in effect for all Galileo School students.

1. First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by *Florida Statutes*:

a. proof of date of birth for students; (For acceptable alternates to birth certificates see *Florida Statute 1003.21(4)*.)

b. a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)

c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional and must be presented for school entry.

d. Kindergarten through 3rd grade immunizations required for entry:

(1) 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);

(2) 3-5 doses of polio* (according to age at time of booster);

(3) 2 doses of MMR;

(4) 2 doses of Varivax or documentation of chicken pox disease;

(5) 3 doses of Hepatitis B.

e. 4th through 12th grade:

(1) 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);

(2) 3-4 doses of polio (according to age at time of booster);

(3) 2 doses of MMR;

(4) 2-3 doses of Hepatitis B (according to age of administration);

*Additional Requirements for Kindergarten

A 5th dose of polio is required if the 4th was administered prior to the 4th birthday

*Additional Requirements for 4th through 10th grade

1 dose of Varivax or documentation of chicken pox disease

Seminole County policy does not grant a 30-day extension to obtain required immunizations or a physical, when needed. Immunizations and physicals may be obtained through your physician. All necessary documents must be presented for admission.

2. Upon initial admission or entry from another Seminole County Public School, evidence of residence must be presented to Galileo School. All addresses are subject to verification by the Galileo School Board. The following documents shall be required:

a. owned residence:

(1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and

(2) a copy of a **current electric bill or initial order for service; and**

(3) one of the following **current documents:**

(a) auto registration

(b) driver's license

(c) voter's registration

(d) Florida ID

b. rented or leased residence:

(1) copy of **current lease, rental agreement, or a notarized letter from the landlord,** and

(2) a copy of a **current electric bill or initial order for service; and**

(3) one of the following **current documents:**

(a) auto registration

(b) driver's license

(c) voter's registration

(d) Florida ID

c. non-primary owner or renter (families living with families):

A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.

3. Verifying Residence:

All addresses and changes of address are subject to verification by the Galileo School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Seminole County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, will be reported to the district investigator for a residency determination investigation.

The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in their county of legal residence. Any disagreement regarding the investigative finding will be reviewed by

the School Director. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Seminole may be contested as provided by law.

Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

4. Divorced/Separated Parents:

a. Divorced parents:

ONE or more of the following documents:

- (1) certified copy of final judgment of divorce
- (2) court custody order/parenting plan
- (3) court guardianship order
- (4) other such document establishing the right of custody

b. Separated parents:

A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to Galileo School from Public or Private Schools Within the State:

Before admission to Galileo School from other Florida counties, a student must have a current Florida Certificate of Immunization on file. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. The following guidelines govern the enrollment of students into Galileo School:

1. Kindergarten:

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

2. First Grade:

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. regular attendance in a 180-day instructional program.
- b. regular attendance in a three-hour-net instructional day.
- c. attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten.
- d. an official letter or transcript from a proper school authority (to include home school) which shows records of attendance, academic information, and grade placement of the student.

A student from a private school and/or out of state must document successful completion of kindergarten using SCPS form 493.

For Enrollment: *The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.*

3. A legal parent not living in Seminole County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Seminole County:

The parent residing in Seminole County shall show proof of residency along with the other items required for registration.

4. A parent residing in Seminole County and requests that his/her student live with someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone in order for the student to attend school in that zone:

This option is not permitted. The student must enroll in the zoned school based on the residence of the parent.

5. A parent residing in Seminole County and relinquishes formal legal custody of his/her student to someone (i.e., aunt, friend, grandparent, etc.) residing in a different school zone:

Extenuating circumstances must be documented. The guardianship must be due to the fact that the parent is truly not capable of caring for the student. This type of parent is not suffering from a transfer is not available if the student's documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student.

Once the extenuating circumstances have been validated with legal documentation, the student shall be allowed to enroll in a school zoned for the residence of the legal guardian/custodian.

6. A parent NOT residing in Seminole County and requests that his/her student live with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district:

Extenuating circumstances must be documented. If the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, this transfer should not be approved.

For Enrollment: *This requires the person with whom the parents request the student to live with to obtain temporary custody. This person and the parents (if possible) must submit directly to the School Director a Student Not Residing with Parents Form (SCPS form #893). A notarized letter from the parents stating why they would like to have the student live with this person must accompany this request.*

9. Students who have been expelled or recommended for expulsion in another school district:

The Galileo School Board will uphold the expulsion of a student from another school district.

For Enrollment: The student must appeal to the Director of School Safety and Student Alternative Placement at the Educational Support Center for entry into Seminole County Public Schools.

C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT)

Homeless students shall be permitted to enroll in Galileo School. 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. All homeless students are eligible for free breakfast and lunch.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, 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, immunizations, medical records, and proof of residency.

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 immediately refer the student to the school nurse for assistance.

For Enrollment: Refer to *SCPS Homeless Students (Families in Transition) Policy* found under Chapter 5.00: Students 5.18.

D. TRANSFERS/WITHDRAWALS

1. Within Seminole County Schools:

Parents will be expected to formally withdraw their child from a previous school before enrolling at another Seminole County public school. The sending school will provide the parent with a copy of the DH680/immunization record from Student Information System and withdrawal form. If there are extenuating circumstances, the School Director may deal with this process on an individual basis.

2. In-State Transfers from Nonpublic Schools to Kindergarten:

Students transferring from a nonpublic Florida kindergarten to Galileo School must be five years of age on or before September 1 and provide proof of immunization and meet first entry to the State of Florida criteria.

3. In-State Transfers from Nonpublic Schools to First Grade:

A child must have successfully completed kindergarten in a nonpublic Florida school, must be six years of age on or before September 1 of the school year in which admission to the first grade is being sought, and meet first entry to the State of Florida criteria.

Students transferring to first grade from a nonpublic kindergarten program will need written verification of successful completion of kindergarten from the nonpublic school attended (SCPS form #493). Students not meeting the above requirements for grade one will be enrolled in kindergarten.

4. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools:

a. Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall and shall be in be based on their previous state's age requirements, in accordance with *Florida Administrative Rule 6 A.1.0985* which states:

b. Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data: (1) official documentation that the parent(s) or guardian(s)

was a legal resident(s) of the state in which the child was previously enrolled in school;
(2) an official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student;
(3) proof of immunization;
(4) proof of date of birth; and
(5) proof of a medical examination completed within the last twelve months (first time entry into Florida public schools only).

5. Neither the student nor parent(s) reside within Seminole County and the student wishes to transfer into the Galileo School while maintaining residence outside of the county:

Students from adjoining counties may not be enrolled in the Seminole County Public Schools.

Exception: Children of Galileo School employees and Board members residing in Orange County may enroll at Galileo School per the OCPS interdistrict agreement with SCPS.

6. Grade Placement:

When a student transfers into Galileo School from an out of district public or nonpublic school, the student will be academically screened per our charter application. Testing results will be shared with the parent. The School Director shall have the final decision regarding student placement.

When a student transfers from a home education program, it will be the responsibility of the School Director or School Director designee to assess the student's achievement level. The following will be considered by School Directors for placement of home school students:

- a. review of student portfolio
- b. review of home school curriculum
- c. site based assessment

The School Director shall have the final decision regarding student placement.

II. ELEMENTARY SCHOOL INSTRUCTION

REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

Details on the Galileo School curriculum and instructional program can be found the Galileo School charter application, charter contract, and curriculum plan, all located on our website at www.galileogiftedschool.org.

Student Performance

The educational objectives and performance standards are based on the Florida Comprehensive Assessment Test (FCAT) 2.0 which measures student performance on the Next Generation Sunshine State Standards.

Reading

- 80% of students in grades 3, 4, and 5 will demonstrate at least one year's growth annually as measured by the FCAT 2.0.
- 80% of students in grades 3, 4, and 5 will achieve a level of 3 or above on the FCAT 2.0.

Writing

- 80% of students in grade 4 will achieve a level of 4 or above on the FCAT 2.0.

Mathematics

- 80% of students in grades 3, 4, and 5 will demonstrate at least one year's growth annually as measured by the FCAT 2.0.
- 80% of students in grades 3, 4, and 5 will achieve a level of 3 or above on the FCAT 2.0.

Science

- 80% of students in grade 5 will demonstrate at least one year's growth annually as measured by the FCAT 2.0. (Spring 2012 will be the first administration of the FCAT 2.0 Science.)
- 80% of students in grade 5 will achieve a level of 3 or above on the FCAT 2.0. (Spring 2012 will be the first administration of the FCAT 2.0 Science.)

Successful academic performance by students will be evaluated based on yearly standardized testing (e.g., FCAT), as well as with formative and summative assessments. Examples of the formative assessments include twice quarterly review of students' portfolios, in-class quizzes and self-evaluations, demonstration learning, and class participation. Examples of summative assessments include teacher-created exams, class projects, formal quarterly review of students' portfolios, and results of standardized achievement tests such as the FCAT.

III. REPORTING STUDENT PROGRESS

A. REPORT PROCESS

All parents will be notified regularly of their child's achievement during the 36-week school year. The reporting period is to be divided into four nine-week periods. A progress report will be sent home at the mid-point of the grading period. Every student who is enrolled at a school receives a report card, regardless of the length of the enrollment. The report card becomes a part of the school's include permanent the student's records. The report to the parent must progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. (Florida Statutes 1008.25(8)). A student in attendance for fewer than twenty (20) days, does not have to receive a grade on the progress report/report card for that grading period.

B. REPORT SYSTEM

Reporting to parents shall include:

1. Progress reports (midpoint of each grading period) available via Skyward.
2. Quarterly report cards (online via Skyward)
4. A minimum of one documented parent conference should be held by the end in the first 90 days of school;
5. Annual reporting of district wide state assessment results will be reported to the public as required by state law; and
6. Parental notification of reading deficiencies.

C. GRADING CODES

Grades K and 1

S = Satisfactory

N = Needs Improvement

Grades 2, 3, 4, and 5

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59-0

All students in grades K-5 will receive “S” or “N” in their “specials” classes, such as physical education, music, art, world languages, etc.

IV. ELEMENTARY GRADE PLACEMENT (K-5)

The primary responsibility for determining each student’s performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher in conjunction with the School Director. School personnel will use all available resources to achieve parental understanding and cooperation regarding a student’s grade placement including the use of the school-based Student Study Team/Student Assistance Team. Acceleration of students is a practice that covers a wide range of educational strategies. Acceleration may include subject matter acceleration or grade level acceleration. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum.

For grade level acceleration, the School Director will review the following documentation before any accelerated placement is considered: social/emotional needs including readiness for higher level achievement, demonstration of a high level of mastery of the current and next grade level curriculum; parent input; teacher input; school history; ability and aptitude for advanced work; and referral for gifted services. **The final decision for grade placement is the responsibility of the School Director.**

A. PROMOTION

Promotion is based on criteria as defined in Section II.B. No student may be assigned to a grade level based solely upon the student’s age or other factors that constitute social promotion. Social promotion is defined as the promotion of a student based on factors other than the student achieving the district and state levels of performance for student progress. Other options for promotion may occur at varying times during the school year. (Note: See Exceptional Student Education Section for ESE students.)

B. RETENTION

After consultation with the school administration, a student will be recommended for retention by the school-based Student Study Team/Student Assistance Team or school designated team based on the criteria listed in Section II.B. A student who is retained must be in the RtI process. RtI team members will be defined by the administration, but must at a minimum include the teacher and parent.

Retention decisions are based on more than a single test score. Additional evaluations, portfolio reviews, and assessments are available to assist parents and the school personnel in knowing when a child is academically performing at or above grade level and ready for grade promotion. **The final decision for grade placement is the responsibility of the School Director.**

If a student is retained, it must be within an intensive remediation program that is within the RtI process.

Retention of English Language Learners (ELLs)/Limited English Proficient (LEP) students case must be determined by a school's ELLs/LEP Committee except in the of mandatory retention for reading deficiencies in grade 3.

C. MANDATORY GRADE THREE RETENTION

1. If a student's reading deficiency is not remediated by the end of grade three as demonstrated by scoring at Level 2 or higher on FCAT 2.0 in reading grade three, the student must be retained. However, the FCAT 2.0 is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
2. A grade three student with previously identified reading deficiencies cannot be promoted until grade three FCAT 2.0 scores are received and considered.
3. If a third grade student enters the Galileo School after the FCAT 2.0 is given, the district cannot promote the student until it has documented that the student is reading at level comparable to FCAT 2.0 Level 2.
4. A third grader who scores in Level 1 and does not meet "Good Cause" criteria and has not previously been provided remediation **must be retained** and the parent will be notified in writing.

1. GOOD CAUSE EXEMPTIONS FROM MANDATORY GRADE THREE RETENTION (*FL Statute 1008.25*)

1. The Galileo School Board may only exempt students from mandatory retention for good cause as defined by *Florida Statute 1008.25*. Requests for **good cause** exemptions for students from the mandatory retention requirements shall be limited to the following:
 - a. English Language Learners who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
 - b. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
 - c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
 - d. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. The state portfolio guidelines apply to all students including ESE and ELL students.
 - e. Students with disabilities who participate in the FCAT and who have an individual IEP or a Section 504 Plan that reflects that the student has received the intensive remediation in reading, as required for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
 - f. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten,

grade 1, grade 2, or grade 3 for a total of two years.

2. To be accepted as meeting the **portfolio option for demonstrating mastery of the** required reading skills, the student portfolio contents must:

- a. be selected by the student's teacher.
- b. be student work—an accurate picture of the student's ability and only include that which has been independently produced in class.
- c. include evidence that the benchmarks assessed by the grade 3 reading FCAT 2.0 have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text and that are between 100-700 words with an average 350 words. Such evidence could include chapter or unit tests from the school's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards.
- d. be an organized collection of evidence of the student's mastery of the Next Generation Sunshine State Standards Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT 2.0. For each benchmark, there must be at least three examples of mastery of that benchmark as demonstrated by a grade of 70% or above.
- e. be signed by the teacher and the School Director as an accurate assessment of the required reading skills.

2. PROCESS FOR GOOD CAUSE EXEMPTIONS FROM MANDATORY THIRD GRADE RETENTION

In addition to good cause documents, requests for good cause exemptions for students from mandatory retention must include the following:

1. Documentation submitted from the student's teacher to the School Director indicating that promotion of the student is appropriate and is based upon the student's academic record. Documentation shall consist of the existing monitoring plan, Individual Education Plan, English Language Learner Plan, report card, standardized reading assessments score reports, and student portfolio, if applicable.
2. The School Director will review the teacher recommendation and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent who shall accept or reject the school principal's recommendation in writing.

3. STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS *(Florida Statute 1008.25)*

1. As required by Rule 6A-1.094222, the Galileo School has adopted a policy for the mid-year promotion of a student retained in third grade due to a reading deficiency. Specifically, the legislation requires that beginning with the 2004-2005 school year, each school district shall implement a policy for the mid-year promotion of any student retained in third grade who can demonstrate that he or she is:

- a. a successful and independent reader;
- b. reading at or above grade level; and
- c. ready to be promoted to fourth grade.

The legislation further specifies tools that school districts may use in re-evaluating any retained student. These tools include subsequent assessments, alternative assessments, and portfolio reviews in accordance with the rules of the State Board of Education. The state portfolio guidelines apply to all students including ESE and ELL students. The legislation requires that the State Board of Education adopt standards that provide a reasonable expectation that the progress of a student promoted mid-year is sufficient to master appropriate fourth grade level reading skills. Mid-year promotions of retained third grade students should occur during the first semester of the academic year.

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

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

3. Standards that provide a reasonable expectation that the student has met the requirements must include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:

- a. successful completion of portfolio elements that meet state criteria; or
- b. satisfactory performance on a locally-selected state approved standardized assessment.

4. The portfolio elements for **early mid-year promotion of retained third graders (day after summer school through last day of October)** are as follows:

- a. be selected by the student's teachers;
- b. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- c. include evidence that the benchmarks assessed by the grade 3 reading FCAT 2.0 have been met. This includes multiple choice items and passages that are approximately 60% literary text and 40% information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's school's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards or teacher prepared assessments that are aligned with the Next Generation Sunshine State Standards;
- d. be an organized collection of evidence of the student's mastery of the Next Generation Sunshine State Standards Benchmarks for Language Arts that are assessed by the grade 3 Reading FCAT 2.0. For each benchmark, there must be at least three **examples of mastery as demonstrated by a grade of "C" or above**;
- e. include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade

4 Reading FCAT 2.0. This includes multiple choice items and passages that are approximately 50% literary text and 50% information text, and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of 70% percent or better;

f. be signed by the teacher and the principal as an accurate assessment of the required skills.

5. The portfolio elements for **late mid-year promotion of retained third graders (November 1st through the last day of the first semester) must meet the following requirements:**

a. be selected by the student's teacher;

b. be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;

c. include evidence of mastery of the benchmarks (as demonstrated by a Third Grade Good Cause Portfolio) assessed by the grade 3 Reading FCAT, as required by *Rule 6A 1.094221, FAC. (the third grade portfolio)*;

d. include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice items and passages that are approximately 50% literary and 50% information text, and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Next Generation Sunshine State Standards. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of 70% or better;

e. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

6. To promote a student mid-year using a locally-selected state approved standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade. For example, if a student is being considered for promotion to fourth grade during the third month of the academic year, it is expected that the student exhibits achievement at a 4.3 reading level and demonstrates reading skills equivalent to other fourth graders at that time in the year.

7. A student promoted after October will be reported as a third grader in October and a fourth grader in February.

8. Students promoted mid-year to fourth grade will be included in school grades and AYP based on their results on the fourth grade Florida Comprehensive Assessment Test 2.0 (FCAT 2.0).

4. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT OF THIRD GRADE RETAINED STUDENTS

A. RETENTION INSTRUCTIONAL SUPPORT

If, upon subsequent evaluation after remediation, the reading deficiency has not been remedied, the student may be retained. Furthermore, retained students who

do not meet minimum state expectations on state assessments must continue to be provided remedial instruction until the expectations are met. If a student is retained, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style. Remediation in the areas of reading/literature, language arts, mathematics, or science may require suspension of some portion(s) of the curriculum and an altered instructional day. The allocation of remedial and supplemental instructional resources for students shall occur in the following priority:

1. Students who are deficient in reading by the end of Grade 3.
2. Students who fail to meet performance levels required for promotion consistent with the Galileo School Board's plan for student progression.

3. For a student who has been retained for two or more years, an appropriate alternative placement must be provided. Alternative placement should:

- a. be based on the individual student's academic needs in the areas of reading, math, on the and science as demonstrated by the student's performance FCAT 2.0 and in the classroom;
- b. address the individual student's learning style;
- c. provide immediate intensive intervention (iii);
- d. provide more uninterrupted instructional time (more than regular program requirements);
- e. provide for frequent monitoring of the student's progress;
- f. provide READ Initiative (Reading Enhancement and Acceleration);
- g. provide IAC (Intensive Acceleration Class); and
- h. provide TIS (Transitional Instructional Setting).

4. Each school district shall provide the following successful progression provisions for retained third grade students scoring Level 1 on the FCAT 2.0 reading section:

- a. intensive interventions (instruction is deeply concentrated on very specific skills and is systematic and explicit) in reading to improve the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer learning camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

- b. review of student's English Language Learners Plans (ELLs) or RtI folder, Individual Educational Plans (IEP) for all students who did not score above Level 1 on the reading portion of the FCAT 2.0 and did not meet the criteria for one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.

- c. intensive instructional services and support to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:

- (1) small group instruction,
- (2) reduced teacher-student ratios,
- (3) ongoing frequent progress monitoring,
- (4) tutoring or mentoring,
- (5) transition instructional setting (TIS) containing 3rd and 4th grade students,
- (6) extended school day, week, or year,

- (7) summer learning camps, and
- (8) differentiated instruction.

- d. written notification to the parent of any Level 1 retained third grade student who has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
- e. mid-year promotion of any Level 1 retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4 may occur during the school year. Assessments, alternative assessments, and portfolio reviews may be used to demonstrate that the retained student is reading at or above grade level and may be promoted to grade 4. Students promoted during the school year, after November 1, must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT 2.0 (to be determined by the State Board of Education).
- f. a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- g. at least one of the following instructional options must be provided to parents of Level 1 retained third grade students:
 - (1) supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.
 - (2) a “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading.
 - (3) a mentor or tutor with specialized reading training.
- h. referral for evaluation within the year to determine his/her eligibility for special programs.

EXCEPTIONAL STUDENT EDUCATION (GRADES K-12)

I. ADMISSION AND PLACEMENT OF STUDENTS

The admission and placement procedures for the enrollment of students into Exceptional Student Education (ESE) are written in the Exceptional Student Education Policies and Procedures (SP&P).

II. CURRICULUM AND INSTRUCTION

A. NEXT GENERATION SUNSHINE STATE STANDARDS FOR REGULAR EDUCATION

- 1. Most exceptional education students can achieve the Next Generation Sunshine State Standards. Effective accommodations and modifications must be in place to support involvement of students with disabilities in basic and vocational applied technology courses.
 - a. Accommodations are changes to how students are expected to learn (instruction) and how they demonstrate what has been learned (assessment). The use of an accommodation does not change the standards, the instructional level, or the content and provides the student with equal opportunity to demonstrate his or her skills and knowledge. Exceptional education students who are using Next Generation Sunshine State Standards for regular diploma should refer to the regular education Section II under Elementary, Middle or High School. For exceptional education

students, the Individual Education Plan (IEP) will address the areas of academic need and accommodations to the regular curriculum.

b. By contrast, modifications are changes in what a student is expected to learn and demonstrate. The use of modifications changes the standard, the instructional level, or the content to be learned by the student. If modifications are used, a student would be working toward different standards or expectations. If the requirements for a basic course (regular academic course) are modified in high school, the credit cannot be used to meet the academic course requirements for standard diploma.

2. For exceptional education students who are working on Next Generation Sunshine State Standards for Standard Diploma refer to the Elementary Curriculum and Instruction Section. Middle School students who score at Level 1 or Level 2 on Reading and/or Math section(s) of FCAT should refer to Supplemental and Intensive Instructional Support under Middle School General Education. High School exceptional education students under Next Generation Sunshine State Standards for regular diploma should refer to the course of study section under High School General Education.

3. For exceptional education students, other than gifted, who are working towards Next Generation Sunshine State Standards for Standard Diploma, the student's IEP (Individual related Education Plan) will specify the student's special education, services, and appropriate accommodations.

B. NEXT GENERATION SUNSHINE STATE STANDARDS ACCESS POINTS for Students with Significant Cognitive Disabilities

The Next Generation Sunshine State Standards Access Points will be incorporated into ESE curriculum and instruction in elementary, middle, and high school for students whose IEP indicates that they are eligible for Alternate Assessment instead of FCAT. SCPS district adopted curriculum programs include state/district approved materials and/or textbooks that are commensurate with academic level of functioning.

Access Points

The Next Generation Sunshine State Standards are the foundation of curriculum, instruction, and assessment for all Florida students. The intent of the access points is to provide access to the general curriculum for students whose Individual Education Plan indicates that they are eligible for Florida Alternate Assessment instead of FCAT. The access points consist of foundation skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the Next Generation Sunshine State Standards while still providing rigor and challenging academic expectations. Access points were developed with three levels of complexity. The three levels of complexity are Independent, Supported and Participatory.

It will be the responsibility of the classroom teacher to assess, instruct, and monitor progress of student proficiency on all the Next Generation Sunshine State Standards Access Points. Each teacher shall develop daily lesson plans for all subjects taught to be checked regularly by the School Director or designee. Reading ability shall be regularly assessed as described in the K-12 Comprehensive Reading Plan and analyzed at a particular level. Writing Instruction will follow the K-12 District Comprehensive Writing Plan with appropriate modifications. Mathematics will follow K-12 Mathematics Instructional Plan with appropriate accommodations and/or modifications at independent, supported or participatory levels. Science instruction will follow K-12 District Science Instructional Plan with appropriate modifications at independent, supported or participatory levels. Instruction will also include social studies, physical education, and career

education at appropriate levels of instruction with modifications.

Independent: Students working at this level are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others. Students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills. Assistive or adaptive aides may be used as long as they are accessed independently.

Supported: Students working at this level are generally considered to be capable of achieving supported independence in adulthood. These students will require supervision and support through their lives but can learn many skills to maximize their independence. Students working at the supported level are expected to perform the behaviors identified for each benchmark with assistive or adaptive aides, supervision, or prompting.

Participatory: Students working at this level are generally considered to have significant limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily needs in adulthood. Students working at the participatory level are expected to perform behaviors identified for each benchmark at a level consistent with their own capabilities with varying amounts and types of assistance.

Students working in a modified curriculum utilizing the Next Generation Sunshine State Standards Access Points for students with Significant Cognitive Disabilities will be working toward a Special Diploma or Special Certificate of Completion.

III. REPORTING STUDENT PROGRESS

The evaluation of student progress must be based on class work, observations, tests, district and state assessments and other relevant information. All parents will be notified regularly of their child's achievement during the school year. The frequency of reporting will be the same as that of non-disabled peers enrolled in the same school. Nothing on the report card, progress report, or grade transcript may identify the student as a student with a disability. Progress toward IEP annual goals will be reported to the parent at the time of the progress report and report card utilizing the Galileo School report card. Progress toward Educational Plan (EP) goals for elementary students who are gifted will be reported to parents twice a year utilizing SCPS form 1317 Gifted Resource Evaluation – Elementary K-5.

IV. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES– RULE 6A-1.0943

It is expected that all students participate in state and district assessments. Students with disabilities must be afforded the appropriate accommodations for FCAT assessment and/or End of Course Exams (EOC) as indicated on the IEP. The IEP team decides which, if any, testing accommodations the student will receive. The team should consider accommodations that the student receives for classroom instruction and testing and determine whether the student also needs those accommodations for district assessments, the FCAT and EOC. A however, may be such that alternate assessment student's disability, measures would be more meaningful and appropriate than participating, with

accommodations in FCAT/EOC. The decision to include or exclude a student with disabilities in FCAT/EOC will be made by the Individual Education Plan (IEP) team based on specific guidelines.

A. EXCLUSION GUIDELINES

The decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP team and recorded on the Individual Education Plan (IEP).

1. To determine whether a student should be excluded from FCAT/EOC and participate in the statewide alternate assessment, the IEP team must consider the following questions:

All must be answered in the affirmative:

a. The student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;

b. The student is participating in a curriculum based on the state standards access points for all academic areas; and

c. The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings. SCPS form #1408 must be completed to document this requirement.

2. Students who are excluded from the state required graduation test (FCAT and/or End of Course Exam) using the criteria above will not be eligible for a standard high school diploma.

B. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made by the IEP team and must be recorded on the IEP.

Accommodations must be the same or nearly the same as accommodations used on a regular basis by the student in completing classroom instruction and assessment activities. See allowable accommodations in the most recent Department of Education FCAT Administration Manual and/or Guidelines for End of Course Exam. For administration of CBT (Computer Based Testing) allowable accommodations must also be considered by IEP team and indicated on IEP.

V. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS

A. PROMOTION AND RETENTION OF ELEMENTARY AND SECONDARY EXCEPTIONAL STUDENTS IN NEXT GENERATION SUNSHINE STATE STANDARDS FOR STANDARD DIPLOMA

1. PROMOTION

Exceptional education students must participate and make progress on Next Generation Sunshine State Standards in the general education curriculum. Students with disabilities must be provided accommodations indicated on the IEP. Accommodations are provisions made in how a student accesses and demonstrates learning. Accommodations are changes to how students are expected to learn (instruction) and how they demonstrate what has been learned (assessment). The use of an accommodation does not change the standards, the instruction level, or the content and provides the student with equal opportunity to demonstrate his or her skills and knowledge. Promotion is based upon achievement of these regular education standards on grade level with

accommodations, if indicated on the IEP. (Rule 6A-6.0312). Refer to Elementary sections for general education promotion requirements.

2. RETENTION

Exceptional education students working towards a standard diploma will follow the same criteria as outlined in the Elementary, Middle, and High School Retention sections of the Student Progression Plan. In a grade other than third, in spite of curriculum accommodations, schedule changes, and revisions to IEP, the IEP team will make a recommendation to the School Director if retention may be appropriate. The final decision for grade placement is the responsibility of the School Director. At third grade a student receiving Level 1 on FCAT who has not been retained K-3 must be retained. However, the FCAT is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to the child and may assist the IEP team in determining when the child is reading at or above grade level and ready for grade promotion.

3. MIDYEAR PROMOTION OF RETAINED THIRD GRADERS

An exceptional education third grade student who did not qualify for good cause exemption and was retained in third grade may be eligible for a midyear promotion based on Rule 6A.1.094222. See Elementary Midyear Promotion of 3rd Graders section for requirements for midyear promotion. If a midyear promotion is granted, the IEP must be reviewed at the time of promotion and revised, if necessary.

B. DOCUMENTATION OF STUDENT PROGRESS

Curriculum Based Assessment (CBA) will be utilized in progress monitoring on Next Generation Sunshine State Standards or Next Generation Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities. Progress of exceptional education students working on regular education Next Generation Sunshine State Standards will be monitored using the same screening and progress monitoring instruments as regular education students with accommodations documented on the IEP. Student performance is based on proficiency and satisfactory completion of state/district adopted curriculum, approved textbooks and supplemental materials.

C. MANDATORY GRADE THREE RETENTION TIER 2 & TIER 3

D. EXEMPTION FROM MANDATORY GRADE THREE RETENTION (*FL STATUTE 1008.25*)

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

- English Language Learners who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
- Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. SCPS administers SAT 10. The student must score 45% or higher to demonstrate acceptable

performance. SAT 10 may be administered after FCAT 2.0. SAT 10 may be administered two times if there is at least 30 days between administrations and different test forms are administered.

- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. The state portfolio guidelines apply to all students including ESE and ELL students.
- Students with disabilities who participate in the FCAT and who have an individual IEP or a Section 504 Plan that reflects that the student has received the intensive remediation in reading, as required for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
- Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years.

Intensive reading instruction for students so promoted must include an altered instructional day based upon the intervention that includes specialized diagnostic information and specific reading strategies for each student. The district School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

2. Remediation

- a. Remediation opportunities will be based on student progress, demonstrated need and IEP goals and objectives.
- b. The IEP team will review and/or revise the Individual Educational Plan, if needed, when student achievement on state/district assessment does not meet the level of proficiency required in any area.

E. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS IN NEXT GENERATION SUNSHINE STATE STANDARDS – ACCESS POINTS for Students with Significant Cognitive Disabilities

1. The following criteria will be used when considering grade placement of a student in Next Generation Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities:

- a. Mastery of IEP goals and objectives.
- b. Prior to grade 3, students exhibiting significant delays in mastery of Access Points should be considered for retention in the absence of Alternate Assessment data.
- c. The progress documented by Florida Alternate Assessment: Reading Functional Academics Standard 1 Grades 3-10 Mathematics Functional Academics Standard 3 Grades 3-10 Writing Functional Academics Standard 2 Grades 4, 8, 10 Science Functional Academics Standard 4 Grades 5, 8, 11
- d. Student portfolio which is a systemic and organized collection of student work that shows progress and achievement in functional academics – reading, math, writing, and science should be maintained.

F. SUPPLEMENTAL INSTRUCTIONAL SUPPORT ACTIVITIES

For students who are working in the Next Generation Sunshine State Standards tutorial instruction/Summer Learning Camp is available. Refer to Regular Education Sections

for criteria.

G. SUMMER SCHOOL

Students with disabilities attend if they meet SCPS Summer Learning Camp or Summer School criteria.

H. EXTENDED SCHOOL YEAR

A student with a disability receives extended school year (ESY) services if the student's IEP team determines that the student needs specific services beyond the regular 180-day school year. ESY services are determined for each student by the IEP team and may be different than those services provided during the regular school year. The IEP team determines the initiation, duration, and frequency of ESY services. (Refer to most recent Extended School Year Procedural Handbook).

A P P E N D I C E S

6A-6.0312 Course Modifications for Exceptional Students

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

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modifications to basic or vocational courses may include any of the following: (a) The instructional time may be increased or decreased. (b) Instructional methodology may be varied. (c) Special communications systems may be used by the teacher or the student. (d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC., to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:

(a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district student progression plan, or

(b) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in *Rule 6A-6.0312(3)(a), FAC.*, shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with *Rule 6A-1.0503, FAC.*

(6) The school board's provisions for course modifications shall be incorporated in the district's student progression plan.

Specific Authority 229.053(1), 230.23(4)(m), 236.081(1)(c) FS. Law Implemented 232.246(5), 232.247 FS. History – New 4-30-85, Formerly 6A-6.312, Amended 4-23-87.

Resources on FCAT Accommodations for Students with Disabilities

Publications available from the Department of Education Clearinghouse:
<http://www.fldoe.org/ese/fcatasd.asp>

Brochures

Descriptions of FCAT Accommodations (PDF, 901KB)

FCAT Accommodations for Student with Disabilities – Information for Parents (PDF, 5MB)

Información para los padres (PDF, 78KB)

Planning FCAT Accommodations for Students with Disabilities – Information for parents and Teachers (PDF, 2MB)

The Sunshine State Standards and Students with Disabilities – (Poster Side 1) (PDF, 3MB)

The Sunshine State Standards and Students with Disabilities (Poster Side 2) (PDF, 3MB)

FCAT Accommodations Information

Florida Comprehensive Assessment Test (FCAT) and Accommodations for Students with Disabilities (Word, 45KB)

Test Accommodations for Student with Disabilities 2003 FCAT (PDF, 65KB)

Test Accommodations for Students with Disabilities Available after 2003 FCAT (PDF, 14KB)

Alternative Assessments and Proposed changes to Expand Graduation Options for Students with Disabilities (PDF, 22KB)

Accommodations for Students with Disabilities Taking the Florida Comprehensive Assessment Test® (FCAT) (PDF, 398KB)

Educational Equity

The Galileo School for Gifted Learning does not discriminate in employment or any educational program or activity based on race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability if otherwise qualified or any other unlawful factor.