

Elementary Student Progression Plan

2023-2024



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

St. Johns County School District Student Progression Plan Introduction

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

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

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

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

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

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

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

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

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

- Monitor student progress.
- Promote continuous achievement.
- Make provisions for individual differences.
- Promote students' assuming responsibility for their own learning and attendance.
- Provide effective, engaging instruction and support.
- Document instruction in, and student mastery of, the standards.

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

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ELEMENTARY SCHOOL STUDENT PROGRESSION (GRADES K-5)

I. ADMISSION, PLACEMENT, TRANSFERS and ATTENDANCE

A. Admission

Admission Requirements

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

B. Placement

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

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

Kindergarten Initial Placement:

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

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

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

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

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

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

In addition, the parent must provide all the following:

- Official documentation that the parent/legal guardian had resident status in the state in which the student was previously enrolled in school.
- Official school records which show attendance, academic information, and grade placement in kindergarten.

- Evidence of residence.
- Evidence of immunization.
- Evidence of date of birth.
- Evidence of medical examination completed within the last twelve months.

Grade 1 Initial Placement:

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

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

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

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

- Report card or transcript reflective of the child’s satisfactory completion of kindergarten.
- Letter from the principal or director of the school certifying the child’s satisfactory completion of a kindergarten program.
- Evidence of a home-school program.

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

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

In addition, the parent/legal guardian must provide all the following:

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

Grades 2 - 5 Initial Placement:

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

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

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

In addition, the parent/legal guardian must provide all the following:

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

Placement within a School

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

Placement of English Language Learners

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

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

Criteria to be utilized in making appropriate placement decisions include:

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

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

Alternative Placement for Students Retained Two or More Years

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

Requirements for Information Prior to Placement

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

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

The superintendent or designee may recommend to the School Board that the final order of expulsion be waived, and the student be admitted to the school district, or that the final order of expulsion be honored, and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

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

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

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

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

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

Students may enroll in a virtual course offered by any other school district in the state if the student does not have access to the course in St. Johns County School District, pursuant to Section [1003.498](#), F.S. The law designates that the district of instruction reports the student's completion of the course for funding and that the total reported FTE for both districts cannot exceed 1.0 FTE. When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course. The enrollment form is available from the Office of Guidance and Programs of Choice, <https://www.stjohns.k12.fl.us/guidance/>.

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

Principals will determine if placement in a SJVS/FLVS course is appropriate academically for the student based on course prerequisites, the student's academic history, age, and appropriateness of the course for the student's Customized Learning Path (CLP). For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs. Enrollment in virtual school must be approved by the student's school counselor prior to the start of a new semester. The School Board shall provide students with access to enroll in courses available through the SJVS/FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day. Apex courses are available during the summer for students in grades 6-12. Students wishing to take courses from SJVS/FLVS must work closely with their school counselors to ensure that courses fit in their Customized Learning Path (CLP). Requests for virtual courses made after the start of school fall under the normal school drop/add policies for any course. Schools shall make every effort for a student to access SJVS/FLVS coursework on site for a student whose CLP indicates that placement in an SJVS/FLVS course during the school day is appropriate. Consistent with school board rules and in accordance with state statute [1012.28](#) (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Additional information is available in the Florida Public Virtual Schools Question and Answers, available at the FDOE Virtual Instruction webpage <http://www.fldoe.org/Schools/virtual-schools>. In addition, St. Johns County School District Virtual School information is available at <https://stjohnsvirtual.com/>.

Placement of Students on Community Control

For information regarding procedures when students are placed on community control please refer to Florida Statute [948.101](#), *Terms and Conditions of Community Control* and Florida Statute [948.03](#), *Terms and Conditions of Probation*. Florida Statute 948.03 specifically states that the court shall determine the terms and conditions of probation. Conditions specified in this section do not require oral pronouncement at the time of sentencing and may be considered standard conditions of probation. These conditions may include that the probationer or offender in community control shall:

- Report to the probation and parole supervisors as directed.
- Permit such supervisors to visit him or her at his or her home or elsewhere.

Parent/Legal Guardian Role

State law ([1012.28](#) F.S.) provides the authority for placement of students with the school district. Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student

progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course. Parents/legal guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. However, the final placement decision is made by the school district. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Placement of Home, Charter, and Private Education Students

Students seeking initial elementary school placement transferring from a home school, charter school or private school shall be reviewed by the local school to determine the most appropriate grade placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it relates to B.E.S.T. Standards and previous records from public and private schools and evidence from the student's portfolio of work and achievement while in home, charter, or private school. Placement is not based solely on the recommendation of the private school, charter school or home educator. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work.

A four-to-six week screening period is allowed from the time of enrollment in order to obtain the necessary data for the most appropriate placement. Attention is paid to the following: health and physical development, emotional behaviors, social interactions, independent performance, communication competence, cognitive development, previous learning records, family data and family preference. Until a screening is completed, children who are five or six years old are temporarily placed according to the legal requirements outlined in statute:

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

Prior to placement students must provide:

- Evidence of residence.
- Evidence of date of birth.
- Evidence of medical examination completed within the last twelve months.

Placement of Homeless Students

The federal McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act (ESSA), ensures that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment based on homelessness alone.

Children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunizations records, and proof of residency. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days. For detailed information, see: www.stjohns.k12.fl.us/homeless.

Placement of Immigrant Students

Per federal law, all children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their or their parents' actual or perceived national origin, citizenship, or immigration status. The school district may not inquire into a student's immigration status nor keep records or lists pertaining to immigration status. The following process will be followed:

1. Do not ask about a student or their parent's immigration status.
2. Follow SJCS D enrollment guidelines as for any student.
3. Follow SJCS D documentation of residency policy.
4. Follow SJCS D documented guardianship policy (if necessary).

Please note that if the student meets the definition of homeless, per the federal McKinney-Vento Homeless Assistance Act, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Student Services Department in order to make the best decision for the student.

Parent/Legal Guardian Request for Change in Placement

Florida Statute [1003.3101](#) gives a parent the right to request his or her child be transferred to another classroom teacher based on (1) the teacher's out-of-field certification status or (2) personal preference. This statute does not give the parent/legal guardian the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website 30 days before the beginning of the semester. Parents/legal guardians may complete a Teacher Change Request form, which is also available on the district website and at schools. When the form is returned to the school, the parent/legal guardian will be contacted to schedule a conference (required). After the conference, the principal will either approve or deny the request with the rationale for the denial in writing. Schools must approve or deny the transfer within two weeks of receiving the request. Consistent with school board rules and in accordance with state statute (1012.28 (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

C. Transfers

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

D. Attendance

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

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

Parent/legal guardian and student responsibilities are:

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

K-12 students and their parents/legal guardians are afforded numerous statutory rights including absence for religious purposes. A parent/legal guardian of a public school student may request and be granted permission for absence of the student from school for religious instruction or religious holidays or absence for treatment of autism spectrum disorder.

II. SPECIAL PROGRAMS

A. Charter Schools

Charter schools are public schools that are operated by the governing board of a non-profit organization under the sponsorship of the St. Johns County School Board. The grade levels, targeted student population and services of a charter school are defined by the charter contract established between the School Board and the non-profit organization.

Promotion of Charter School Students

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

Retention of Charter School Students

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

B. Foreign Exchange Students

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

Home Education [1002.41 F.S](#)

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

For more information, visit FLDOE Office of Independent and Parental Choice Website at <https://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/>. To register for home education, contact the office of Home Education in the St. Johns County School District by phone or at <http://www.stjohns.k12.fl.us/home-education/>. Students entering St. Johns County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by [6A-1.09941, F.A.C.](#) For more information, [see Validation of Transfer Credit through Scholastic Performance.](#)

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

Legally registered home education students may participate in public school interscholastic extracurricular programs at the public school which the student would be assigned according to the district school board attendance policy. Home education students are given opportunity to participate, but they must meet the same eligibility requirements as other students in public and private schools

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

Completing a Home Education program does not result in the awarding of a diploma. Students who are home educated are not eligible to walk in a district high school graduation ceremony.

Students enrolled in a Home Education program may participate in statewide assessments. Each district's Home Education office is required, per s. 1002.41, Florida Statutes, to provide students with the date, time, and location for the administration of each assessment. If this information is not received, students/parents/legal guardian should reach out to their local Home Education office.

If such student chooses to take their course(s) via virtual instruction, they may take their state student assessments at their zoned school. If this happens, the home education student must contact the home education department by their set date to register. SJVS does not arrange statewide testing for home education students, nor does SJVS receive scores once testing is complete.

Note that statewide assessments are optional for Home Education students. The results of the assessment do not affect the student's final course grade, nor should the results be used for promotion/retention purposes.

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

As stipulated by the Florida K-20 Education Code (s.1002.20) parents/legal guardians have the right to choose educational options such as St. Johns Virtual School (SJVS), Florida Virtual School (FLVS), for their children. A student's full-time school may not deny access to courses offered by SJVS or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. All students, including home education and private school students, are eligible to participate in any of Florida's virtual instruction classes. Florida Virtual School may provide full- and part-time instruction for students in kindergarten through grade 5. A student may enroll in a virtual instruction program provided by the school district in which he or she resides. Each student enrolled in a virtual instruction program must take statewide assessments. Parents of public-school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. Students can access virtual curriculum during and after the normal school day. Additional information is available at: www.stjohnsvirtual.com St. Johns Virtual School offers:

- Full time virtual instruction for students in grades K-12 (1002.37(8)(11)F.S.).
- Individual online courses for students (attending a SJCS D public school, private schools, and home education) in grades K-12.
- Curriculum for grades 6-12 provided by FLVS, and Apex Learning.

SJVS offers multiple virtual options for district students in grades K-12 who meet eligibility requirements to enroll in full time and part time courses. Families may choose from options that include district operated (SJCS D instructors) or provider operated (contracted instruction). For more information, call 904-547-8080 or visit www.stjohnsvirtual.com or <http://www.fldoe.org/schools/school-choice/virtual-edu/dis-virtual-options.stml>. The Florida Online Course Catalog may be found at <http://www.fldoe.org/schools/school-choice/virtual-edu/fl-online-catalog.stml>.

III. CURRICULUM AND INSTRUCTION

A. General Program Requirements

Each elementary school student shall be placed in classes appropriate to his or her developmental level and demonstrated mastery of the B.E.S.T. Standards. The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science, and social studies. Elementary students also receive instruction in music, art, physical education and health, media/library skills, and technology. All instruction is centered on the benchmarks of the NGSSS, B.E.S.T. Standards (math), and B.E.S.T. Standards (ELA). Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Required instruction (1003.42 F.S.) is detailed in the appendix.

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

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

B. Reading Instruction

Daily Uninterrupted Elementary Reading Block Instruction

Each elementary school shall provide all students a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction using the Comprehensive Core Reading Program (CCRP). The daily uninterrupted reading block shall follow the DOE template which includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs. Students at risk of retention/performing below grade level will be provided daily, intensive, accelerated reading instruction. Refer to the Comprehensive Reading Plan at <http://www.stjohns.k12.fl.us/cs/crp>. See appendix B (Comprehensive Reading Plan Decision Tree Elementary).

Instruction in the Comprehensive Core Reading Program

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

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

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

Under the READ Initiative schools shall do the following:

- Provide intensive, accelerated reading instruction to help close the gap for K-3 students at risk of retention/performing below grade level in reading.
- Provide core instructional materials
- Provide third grade students who have been retained with an experienced highly effective teacher as determined by the teacher's performance evaluation.
- Provide parent or legal guardian of students to be retained with at least one of the following instructional options:
 - Supplemental tutoring in scientifically research-based reading services in addition to the daily reading block.
 - A mentor or tutor with specialized reading training.

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

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

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

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

The curriculum must meet the following specifications:

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

Requirements for Promotion to Grade 4 [1008.22](#) F.S., [SB Rule 6A-1.094221](#) F.A.C.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts Assessment required under s.1008.22 F.S., for grade 3. If a student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s.1008.22 F.S., the student must be retained.

(s.1008.25(5), F.S.)

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s.1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan, or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who are previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

Alternate Assessment- Guidelines for Use

The SAT-10 Reading Comprehension Subtest and Star Reading will be used as the alternate assessments for third grade promotion. The SAT 10 Reading Comprehension Subtest may be administered on a case-by-case basis if deemed appropriate. For promotion, a student must score at or above the 45th percentile on the SAT 10 or at or above 50th percentile on Star Reading. The earliest the alternate assessment may be administered is following the receipt of the grade 3 reading FAST scores or during the last two weeks of school, whichever occurs first. Schools may also opt to administer the SAT 10 after the completion of the Summer Reading Program for the grade 3 students or after the beginning of the new school year using appropriate norms for the day of administration. Additional alternate assessment tools may be identified based on approval by the state.

Portfolio Documentation - Guidelines for Use

To promote a student to grade 4 using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T. English Language Arts Standards in Reading that is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. English Language Arts Standards.

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.

The portfolio must meet the following criteria:

- Include evidence that the benchmarks assessed by the grade 3 standardized ELA assessment have been met.
- Evidence collected should include grade-level reading passages that are approximately 50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words in length. Such evidence can include chapter or unit tests from a district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards.
- Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA Standards that are assessed by the grade 3 statewide standardized ELA assessment.
- For each benchmark there must be AT LEAST eight items assessed and the student must demonstrate 70% mastery for all items assessed per benchmark.
- Be signed by the teacher and principal as an accurate assessment of the required reading skills.

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

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

Requests for good cause exemptions from the retention requirement for grade 3 students (1008.25 (6)(c) F.S.) must include:

- Documentation submitted from the student's teacher to the principal indicating that the promotion of the student is appropriate and is based upon the student's academic record, progress monitoring data, the Individual Education Plan (IEP) if applicable, report card, and/or student portfolio assessments.
- Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing, the school principal's recommendation.

A student who is promoted to grade 4 with good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of the student. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption, which research has shown to be successful in improving reading among students who have reading difficulties.

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

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

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

Alternate Assessment Criteria for Grade 3 Students for Good Cause Exemption

A grade 3 student who scores at Level 1 on the grade 3 Reading FAST may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an alternate standardized reading assessment. State approved assessments authorized for use in the St. Johns County School District may be used for an alternate score. See # 3 above.

Services for Students Promoted to Grade 4 with Good Cause Exemption

A student who is promoted to grade 4 with a good cause-exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

Assessment of Grade 3 Students Enrolling after FAST

Students who enroll in grade 3 after the administration of the FAST shall be assessed prior to the end of the year to determine if the student needs to repeat grade 3. Schools shall use Reading Comprehension subtest of the SAT 10 or other approved assessment. The student must score at or above the 45th percentile on the SAT 10 or qualify for one of the other good cause exemptions to be promoted. Students who do not achieve the criterion score for promotion shall be referred to the Multi-Tiered System of Support (MTSS) Team to determine if the preponderance of evidence indicates that retention is warranted.

Summer Reading Program attendance is expected for students who do not meet the criterion score.

Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading proficiency of any grade 3 student transferring into the district to determine if remediation is appropriate. If a grade 3 student transfers in time to take the FAST, the Reading FAST score will be used in determining the student's retention or promotion. If the student enters school after the administration of the FAST it is up to the school to assess the student's reading proficiency through administration of the Reading Comprehension subtest of the SAT 10. The student who scores below the 45th percentile on the SAT 10 Reading Comprehension subtest will be considered for retention.

Parent/Legal Guardian Notification of Student Retention in Grade 3

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

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s.1012.34, F.S., and the teacher must also be certified or endorsed in reading. These students must also be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, and other strategies prescribed by the school district.
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:

- a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. More frequent progress monitoring.
- e. Tutoring or mentoring.
- f. Transition classes containing 3rd and 4th grade students.
- g. Extended school day, week, or year.

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

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

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

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

Students who are proficient in mathematics as evidenced by an FAST mathematics score of Level 3 or higher and who are retained in grade 3 for reading deficiencies shall be provided differentiated instruction in mathematics appropriate to their instructional level.

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

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

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

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

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

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

All supplemental and intervention materials and programs utilized shall be from the state recommended list and among those cited in each school’s section of the district’s Comprehensive Reading Plan.

Instruction in Summer Reading Programs for Grade 3 Students

Summer Reading Programs shall be offered at each elementary school, or in clustered sites, when appropriate, to each student in grade 3 who scored at Level 1 on the Reading FAST. A school may open the program to other grade levels at the principal’s discretion after ensuring all eligible grade 3 students have been served. Third grade students promoted by Good Cause Exemptions 1, 4, 5, or 6 are required to attend the summer reading program.

Mid-Year Promotion of Retained Grade 3 Students

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with the State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

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

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the ELA B.E.S.T. Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessments(s) measuring Language Arts Florida Standards.
2. Satisfactory performance on a state-approved alternative assessment as delineated in Rule 6A-1.094221, F.A.C., and described in Section B of this TAP.
3. Successful completion of portfolio elements that meet all the following requirements:
 - a. Be selected by the school district.
 - 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 of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio. Portfolios should contain 50% literary and 50% informational texts.
 - d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide reasonable expectation that the student’s progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

The progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. (s.1008.25(7), and Rule 6A-1.094222, F.A.C.)

D. Physical Education Requirements

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

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

Recess Requirements

Each student will participate in at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day.

E. Replacement of Elementary School Courses

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

- Proof of the accreditation status of the school at which the replacement course was completed.
- Documentation of mastery of the appropriate grade level of B.E.S.T. Standards for the replacement course.
- A portfolio of work representative of the content of the course.

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

F. Honor Roll

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

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

A. Promotion

Student Progression from One Grade to Another

Student progression from one grade to another is based on proficiency in reading, writing, science, social studies, and math with the exception of grade 3 when students cannot progress to grade 4 if they score at Level 1 on the grade 3 FAST in reading and do not qualify for one of the six good cause exemptions.

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

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

Promotion under Unique Circumstances

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

Promotion of Late-in-the-Year Transfer Students

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

Promotion of Students in Grades K-2

Students in grades K, 1, and 2 must make satisfactory B.E.S.T. Standards benchmark progress in English language arts, math, science, and social studies with an emphasis in reading to be promoted. Students' reading progress toward grade level reading achievement is determined by appropriate assessments and teacher judgement.

FAST will be administered to all kindergarten through second grade students to monitor their progress. This assessment will determine which students are in need of additional instruction in reading. Each such student shall be referred to the school's Multi-Tiered System of Support (MTSS) Team for review of the student's progress. At the end of the year, the Multi-Tiered System of Support (MTSS) Team shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

Promotion of Students in Grades 3-5

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

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

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

Promotion Requirements for Third Grade Students

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

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

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

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

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

Promotion of Charter School Students

[See Section I, Special Programs: Charter Schools.](#)

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

Mid-year promotion is defined as promotion of a retained student in K-5 at any time during the year of retention once the student has demonstrated ability to read at or above grade level and accommodate the work of the next grade level. Mid-year promotion is permitted upon demonstration of mastery at 80% of appropriate standards, consensus recommendation of the Multi-Tiered System of Support (MTSS) Team and agreement among the school.

the student, and the parent(s)/legal guardian(s). All mid-year promotion requests must be examined and approved by an impartial review committee composed of the principal and the Director for Elementary Instructional Services and other personnel agreed upon by the school and the district prior to a student moving to the next grade.

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

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with the State Board of Education Rules. Such Mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

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

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the Language Arts Florida Standards. Evidence is as follows:

- Satisfactory performance on locally selected standardized assessments(s) measuring Language Arts Florida Standards.
- Satisfactory performance on a state-approved alternative assessment as delineated in Rule 6A-1.094221, F.A.C., and described in Section B of this TAP.
- Successful completion of portfolio elements that meet all the following requirements:
 - Include evidence of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the district-provided third grade student portfolio. Portfolios should contain 50% literary and 50% informational texts.
 - Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
 - Be selected by the school district.
 - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.

The criteria for students promoted after November 1 must provide reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4

The progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. (s.1008.25(7)., and Rule 6A-1.094222, F.A.C.)

The district portfolio passages and multiple-choice items are utilized in SJCS to meet the portfolio requirements.

B. Acceleration [1003.4295 F.S.](#)

Each school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, and virtual instruction in higher grade-level subjects.

Promotion by Acceleration in Grades K-5

When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social, and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parent/ legal guardian in a conference with the principal (or designee), and a written confirmation of the decision shall be furnished to the parent or guardian. In the event that a conference is not possible, written communication to the parent/legal guardian is deemed sufficient. The District's Whole Grade Acceleration Protocol must be used for all acceleration requests; the

Whole Grade Acceleration Checklist is available from the Gifted Program Specialist. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. The acceleration process does not supersede initial placement age criteria provided in Florida Statute 1003.21:

- For kindergarten, the student must be 5 years on or before September 1 of the school year.
- For first grade, the student must be 6 years old on or before September 1 of the school year.

Whole Grade Acceleration

Acceleration is the skipping of a grade, or part of a grade, based on exceptionally high achievement by a student. This is documented on the St. Johns County Acceleration Form, FAST Level 5 in reading and mathematics, evidence that the student will benefit from the instructional program at the advanced grade level and that acceleration is appropriate. No student can be eligible for acceleration if he/she has ever been retained. Requests & protocol for Whole Grade Acceleration should be completed before November 1.

When such administrative assignment of a student involves two schools, an agreement between the two principals is required. The probable long-range academic, social and emotional effect of the decision shall be reviewed by the Multi-Tiered System of Support (MTSS) Team. The principal, with the recommendation of the Multi-Tiered System of Support (MTSS) Team and with the approval of the superintendent or designee, has the responsibility for making such assignments. However, a student shall not be accelerated without parent/legal guardian consent. Student progress shall be reviewed to maintain continuous advanced placement. The student should be monitored for the first six weeks of the change of placement to assess progress. If acceleration is not appropriate for the student, the student may return to the former placement.

The student's cumulative guidance record and report card shall be noted to indicate "accelerated grade placement" and the major reasons for the acceleration. In the cumulative record, the name of the principal making the assignment is indicated. Parents/legal guardians must be notified formally in writing that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification must also be filed in the cumulative folder.

Procedure for Whole Grade Acceleration

- A teacher or parent/legal guardian who believes a student might be a candidate for whole grade acceleration shall contact the school counselor and share classroom evidence and FAST performance or progress monitoring data in support of the student's possible assignment to the next grade level.
- The school counselor shall review the classroom evidence of 80% mastery of standards in English language arts, math, science, and social studies, and discuss the long-term ramifications of whole grade acceleration and review the Whole Grade Acceleration Checklist with the parent .
- If testing is authorized by the parent, the school counselor shall notify the principal and obtain the appropriate assessments from the K-12 Gifted Program Specialist
- The school counselor shall complete all required components of the Whole Grade Acceleration checklist with the assistance of the curriculum specialist for the independent reading and writing assessment and school psychologist for the Iowa Acceleration Scale Booklet.
- The principal and school counselor shall sign and submit the complete acceleration packet to the K-12 Gifted Program Specialist The professional opinion of school staff will be considered as part of the criteria.
- The Gifted Program Specialist will review the documentation of 80% mastery and use the preponderance of evidence to make a recommendation of whole grade acceleration and shall notify the school within five days of the decision.
- The accelerated student should be closely monitored for the first six weeks of the new grade level placement. If acceleration is not appropriate, the student may return to the former placement.

Single Course Acceleration

In order to allow students to progress on their own customized learning paths (CLPs), the following procedures allow for demonstration of mastery and single course acceleration. It is necessary to complete the District's Course Acceleration Checklist and Course Acceleration Request, available from the K-12 Gifted Program Specialist . Consistent with school board rules and in accordance with state statute [1012.28](#) (5) F.S., the Superintendent has

designated the principal of the school as the final authority in the placement of students in programs or classes. Grade level text must be used for all students except those students who have successfully completed the district acceleration process.

Students in all grades are eligible for single course acceleration after demonstrating mastery of the current grade level course standards. When a student is accelerated, they are still responsible for mastering all standards in the current grade level courses and will be required to take all district and FAST Assessments at the grade level of the accelerated course. Integrated curriculum standards such as literacy and social studies may be missed through acceleration yet included on future assessments required for middle school promotion. In addition, math and science topics are presented only once rather than being repeated year after year. Therefore, the parent/legal guardian should consider carefully the full academic and social ramifications of acceleration and confer with the school counselor to determine if single course acceleration is appropriate for the student based on the student's academic history, teacher recommendation, ability to work independently and the long range academic, social and emotional effect of acceleration. The Course Acceleration Request should be completed before November 1.

Examples of single course acceleration:

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

Students who do not have a FAST score can show 80% mastery by progress monitoring assessments and district formative assessments. Middle school courses are accessible only through virtual instruction and require the approval of the principal, Director for Instructional Services and the Director of Guidance and Choice.

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

Procedure for Single Course Acceleration

- A teacher or parent/legal guardian who believes a student might be a candidate for course acceleration shall contact the school counselor and share classroom evidence and FAST performance or progress monitoring data in support of the student's possible assignment to the next grade level course.
- The school counselor shall review the classroom evidence of potential course mastery and complete the Course Acceleration Checklist with the parent.
- If testing is authorized by the parent on the Course Acceleration Checklist, the school counselor shall notify the principal and obtain the appropriate assessments from the Instructional Services department.
- The teacher shall administer the recommended assessments and consult with the Curriculum Specialist to determine if the student demonstrates mastery, defined as 80% or better.
- If the student achieves a mastery score of 80% or above, the teacher shall note the areas that the student has not yet mastered and instruct the student in those areas prior to or while the student is taking the next course in the sequence.
- The principal and school counselor shall complete and submit the Course Acceleration Request to the K-12 Gifted Program Specialist.

- K-12 Gifted Program Specialist will review the documentation of 80% mastery and make a final determination of single course acceleration and shall notify the school within five days of the decision.
- If virtual school is required for the next course level, the K-12 Gift Program Specialist will send the Course Acceleration Request to the Director of Guidance and Choice for registration.
- If the acceleration is to a virtual course, the progress of the student in the new course shall be monitored by the virtual teacher.
- If the acceleration is to another teacher’s classroom, the sending teacher shall monitor the student’s mastery of the items not mastered on the assessments and keep the teacher of the accelerated course apprised of the student’s progress on the missed items.
- At the end of the accelerated course, the classroom teacher(s) and a school administrator shall review FAST/progress monitoring and course performance to determine appropriate placement for the student in the next school year. The student’s CLP would include one of the following two scenarios in elementary school:
 - the student would remain in the same grade level course the following year with differentiated instruction to expand the student’s knowledge and skills.
 - the student would move to the next course in the sequence.

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

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

General Comments

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

Retention decisions must be based on more than a single test score. The FAST is not the sole determiner of retention. The only exception is mandatory retention in grade 3 for students scoring at Level 1 on the FAST Reading Assessment.

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

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

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

The following guidelines are established to assist the Multi-Tiered System of Support (MTSS) Team in making retention decisions at the elementary or middle school level:

- The student’s insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
- The student’s needs in the areas of physical, social and emotional development support a retention decision.

- Alternative remediation strategies and/or programs that have been utilized support a retention decision. The retention review team or MTSS Team consists of the principal or designee, school counselor, teacher(s), Exceptional Student Education personnel or special services personnel involved with the student and staff members as designated by the principal. In all retention determinations, the preponderance of evidence must support a retention decision.

There is no provision for voluntary retention or placement based solely upon student or parent/legal guardian preference, [1008.25](#) F.S.

Retention of Charter School Students

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

Retention of English Language Learners (ELL)

Retention of an ELL student is based on unsatisfactory performance in reading, writing and mathematics as determined by the Multi-Tiered System of Support (MTSS) Team in conjunction with the ELL Committee. Students cannot be retained solely based on English language acquisition.

V. ASSESSMENT [1008.25](#) F.S.

District Assessments for Elementary Students

Kindergarten through fifth-grade students will take the FAST in English Language Arts and math three times per year. In addition, schools may decide to administer other assessments which will be reflected on the individual school assessment calendar. A calendar of district and state assessments is in the appendix.

State Assessments for Elementary Students

Participation in the statewide testing program, which consists of FAST and alternate assessments, is mandatory for all K-12 students attending public schools. The FAST assessment of reading is for students in grades K - 10, writing in grades 4 – 10, and math in grades 3-8. The assessment of science shall be administered in grades 5 and 8. The Florida student assessment program is directly related to curricular content established in the Florida State Academic Standards for Science and B.E.S.T. Standards. Participation in the assessment program is mandatory for all students attending public schools. If a student does not participate in the assessment program, the school district must notify the student’s parent/legal guardian and provide the parent/legal guardian with information regarding the implications of such nonparticipation. Students will take the ELA, math and science assessments in computer-based format.

All schools shall offer supplemental learning opportunities. Student eligibility shall be based primarily on below-grade-level performance. Each student who does not meet district specific levels of performance for student progression in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math shall be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

FAST and Promotion and Retention

The FAST is not the sole determiner of promotion or retention. The only exception is mandatory retention in grade 3 for students scoring Level 1 on the FAST Reading Assessment. Additional evaluations, portfolio review, and assessments portfolio are available to assist the parent/legal guardian, schools, and the district in determining when a student is achieving at or above grade level and is ready for promotion.

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

Each elementary school shall assess regularly the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, as defined by performing below grade level, the parent/legal guardian shall be notified of the student's deficiency with a description and explanation of the exact nature of the student's difficulty in learning. The parent/legal guardian shall be consulted in the development of a progress monitoring plan and shall be informed that the student will be provided intensive reading instruction until the deficiency is corrected.

Data , must be used to identify students in need of intervention and support in the following priority:

- A. Students in kindergarten through grade 3 who have a substantial deficiency in reading by the end of grade 3.
- B. Students who fail to meet performance levels required for promotion consistent with student progression.

A student who has a substantial reading deficiency must be covered by an individual education plan or an individualized progress monitoring plan, or both, as necessary.

Assessment of English Language Learners (ELL)

In general, all ELL students with a code of "LY" participate in statewide assessments. As part of the ESSA legislation, all ELL students shall be assessed annually in reading, writing, listening and speaking using ACCESS for ELLs.

Assessment Opportunities for Home Education Students

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

Assessment Opportunities for Private School Students

Private school students are not eligible for state and district level standardized assessments through the St. Johns County School District.

Assessment of New Students

Students transferring into the district once the school year has begun, especially students in grade 3, shall be assessed in reading and math to determine reading and math proficiency and to ensure proper course and remedial instruction placement.

VI. INSTRUCTIONAL SUPPORT AND PROGRESS MONITORING [1008.25 \(4\)\(b\) F.S.](#)

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

Reading Deficiency and Required Parental Notification [1008.25 \(5\)](#)

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, based upon screening, diagnostic, progress monitoring, or assessment data, statewide or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s.1003.56, 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.)

Each school shall use the materials listed in the district's Comprehensive Reading Plan as resources for support in reading. Any additional resources must be evidence-based and approved by the Instructional Services Department prior to use. The Comprehensive Reading Plan is available at: <http://www.stjohns.k12.fl.us/cs/crp>.

Reading Support Requirements – Progress Monitoring for Students with Reading Deficiencies in K- 5 **1008.25 (5)(a) F.S.**

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

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

- Daily small-group instruction.
- Diagnosis/prescription targeted to specific skill development.
- Variety of opportunities for repetitions (repeated exposures).
- Smaller chunks of text or content.
- Guided and independent reading practice.
- Skill development and practice integrated into all activities.
- Frequent monitoring.
- Criterion-based evaluation of success.

Math Deficiencies in K-4

HB7039 requires the identification of any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia; immediate systematic and explicit mathematics instruction to address specific deficiencies; monitoring and instruction be adjusted to student needs; school district early warning systems include early warning indicators to identify such students; such students be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan and specific elements that must be included in an individualized progress monitoring plan; and student evaluation at the end of every grading period.

Parental notification requirements include immediate notification to the parent of any any kindergarten through grade 4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia.

Content of Instructional Support

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

Duration of Instructional Support

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

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

The school district has the authority and responsibility to advise a student's course of study. Statute requires a school to develop a MTSS in consultation with the parent/legal guardian, but it does not require parent/legal guardian approval, nor does it give the parent/ legal guardian the right to veto a MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's/legal guardian's approval. If the parent/legal guardian refuses to participate in the support strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent/legal guardian may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

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

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

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

New World Scholarship Account

The New World Scholarship Account expands eligibility to include public school students enrolled in pre-K through grade 5, who have a substantial reading or math deficiency identified under 2.1008.25(5)(a), F.S., or who scored below a Level 3 on the statewide, standardized assessment in the prior school year.

To apply for funding a parent must submit an application at <https://www.stepupforstudents.org/scholarships/reading/>

The eligible expenditures for reimbursement are:

- Instructional materials.
- Curriculum.
- Tuition and fees for part-time tutoring services. The services shall be provided by a person who holds a valid teaching certificate pursuant to s.1012.56, F.S.; a person who holds a baccalaureate or graduate degree in the subject area; a person who holds an adjunct teaching certificate pursuant to s.1012.57; or a person who has demonstrated a mastery of subject area knowledge pursuant to s.1012.56(5).
- Fees for specialized summer education programs designed to improve reading or literacy skills or math skills.
- Fees for after-school education programs designed to improve reading or literacy skills or math skills.

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

Grading

St. Johns County School District offers a standards-based curriculum and strives for consistency so that a course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in St. Johns County is based on the ELA and Math B.E.S.T. Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indication of the level of mastery as determined by summative assessments.

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

- Chapter tests.
- Reading selection tests quizzes (practice/rehearsal has been provided prior to the quiz).
- Performance assessments evaluated by a rubric shared with students prior to the assessment.

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

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

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

Report Cards

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

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

All schools shall use the district's approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Grades shall be issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Students Working on Grade Level in Grades K-5

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

Grading Code for Grades 3-5

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

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

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

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

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

Interim Progress Reports

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

Homework

Homework should have a specific purpose, be familiar, be relevant, connected to the standards, and provide feedback to enhance student achievement.

Parent/Legal Guardian Notification of Student’s Annual Progress [1008.25 \(8\)\(a\) F.S.](#)

Each year, schools shall provide the parent/legal guardian with a report of the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student’s results on each statewide assessment test. Results are available in Home Access Center (HAC). In addition, progress reporting information shall be provided to the parent/legal guardian.

Parent/Legal Guardian Notification of Student Retention

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

Parent/Legal Guardian Notification of Remediation

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

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

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

- The student has been identified as having a substantial reading deficiency.
- The FAST is not the sole determiner of promotion and that additional evaluation, assessments and portfolio reviews may be used to determine if the student is reading at or above grade level,
- The description of the student's deficiencies in language understandable to the parent/legal guardian so the parent/legal guardian knows the exact nature of the difficulty.
- A description of the current services being provided to the student.
- A description of the proposed supplemental instructional services and supports for the student that are designed to remediate the identified area of reading deficiency and that will be continued until the deficiency is remediated.
- Strategies to help their child succeed in reading proficiency.
- If the student's reading deficiency is not remediated by the end of grade 3, as evidenced by a score of Level 2 or above on the grade 3 Reading FAST, the student must be retained unless exempted from mandatory retention for good cause.
- The district's specific criteria and policies for mid-year promotion.

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. Communication with Parents/Legal Guardian Regarding the Progress of Students Exhibiting a Substantial Reading Deficiency [HB 7011](#) Schools are required to communicate with parents at least monthly regarding the progress of students who exhibit a substantial deficiency in reading.

Parent/Legal Guardian Notification of Classroom Instructional Accommodations Not Allowed on FAST

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

Teacher Notification of Students on Community Control

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

Yearbook Name Change Request

Parent/legal guardian shall submit in writing a name change request to the school principal and yearbook advisor. Due to publication timelines the request must be made no later than the end of the 1st nine weeks.

VIII. EXCEPTIONAL STUDENT EDUCATION

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

to, the following:

students with autism spectrum disorder

- Students who are deaf or hard-of-hearing.
- Prekindergarten children who are developmentally delayed.
- Students who are dual-sensory impaired.
- Students with emotional or behavioral disabilities.
- Students who are gifted.
- Students who are homebound or hospitalized.
- Students with intellectual disabilities.
- Students with orthopedic impairment.
- Students with other health impairment.
- Students with specific learning disabilities, including dyslexia, dysgraphia and dyscalculia.
- Students with speech and/or language impairments.
- Students with traumatic brain injury.
- Students who are visually impaired.

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

Admission and Placement of Students with Disabilities

Eligibility for Exceptional Student Education (ESE) Services

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Support (MTSS) Team or its equivalent. Eligibility for Exceptional Student Education may be considered upon completion of appropriate interventions and activities. State law requires that students who struggle with reading, math, language, or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. St. Johns County has defined the reasonable length of time as a minimum of 45 school days for most students. Exceptions do apply in extreme/emergency situations, and when sensory impairments exist. Evaluation must be completed within 60 calendar days after the receipt of parent/legal guardian consent for evaluation (excepting school holidays). Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <https://beessgsw.org/#/spp/institution/public/>.

ESE Program Placement for Students with Disabilities

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

School Assignment for Students with Disabilities

All students new to the district should enroll at their home zoned school. An IEP team will review the current IEP to determine if the services can be provided at the home zoned school. If the services required cannot be provided at the home zoned school, the school's Local Education Agency (LEA) representative will contact transportation to determine which school with the services that the student may need will require the shortest time spent on the bus. The LEA will also contact this school to facilitate an IEP meeting to discuss the appropriate placement.

For students who have been receiving services in the district, but an IEP team has determined that the level and intensity of services required can no longer be provided at the home zoned school, the LEA will work with ESE district staff to review the current placement and services being provided. The district staff will provide input to the IEP team about possible instruction/interventions that may be implemented to determine whether the student's needs can continue to be met in the home zoned school. Conversely, district staff may indicate that the resources at the current/home zoned school appear to have been exhausted. The LEA at the student's current/home zoned school will contact transportation to determine which school with the services that the student may need will require the shortest time spend on the bus. The LEA will then contact this school to schedule an IEP meeting to discuss appropriate placement. Decisions on student placement, i.e. the ESE services that a student needs, are made by the IEP team. Decisions regarding the location of that placement are the responsibility of the district/school administrators and their designees.

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

Curriculum and Instruction

Instructional Accommodations for Students with Disabilities

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

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

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

IEP Teams are responsible for determining whether students with disabilities will be instructed on B.E.S.T. Standards and assessed with the B.E.S.T. Standards Assessment (FAST)/End of Course (EOC) assessments or on Access Points and assessed with the B.E.S.T. Standards Alternate Assessment (FASTA)/End of Course (EOC) assessments based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.) For more information regarding the decision-making process, see the section of this document on Statewide Assessment – Assessment of Students with Disabilities. Parents/legal guardians must sign consent for their student to receive instruction on Access Points and be assessed using the FASTA.

Reporting Student Progress

Progress Monitoring of IEP Goals

All parents/legal guardians 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/legal guardian at the time designated on the IEP.

Report Cards and Grading

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

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

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 assessment as their general education peers, including the B.E.S.T. Standards Assessment (FAST). If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) or 504 plan and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

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 Alternative Assessment (FAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Alternative Assessment (FAA) measures student academic performance on the B.E.S.T. Standards Access Points (FS-AP) in language, mathematics, and science. 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 State 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).
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 FAST, 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 Point Curriculum and Florida Alternate Assessment.

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/legal guardian, 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 SJCSO 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/legal guardian, 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 SJCSO superintendent and the commissioner of education.

Parent/Legal Guardian Notification of Non-Participation in B.E.S.T. Standards Assessment (FAST)

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

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

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

- Inform the parent/legal guardian in writing.
- Obtain parent/legal guardian consent to utilize classroom accommodations not allowed on state-wide assessments.
- Provide the parent/legal guardian with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. This notification is documented on the student's individual educational plan.

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

Students with disabilities who are following the general education program, take the B.E.S.T. Standards Assessment (FAST) and End-of-Course (EOC) assessments and are working toward a standard diploma, fall under the same guidelines for promotion and retention as non-disabled students. For students who are following the Access Points for Students with Significant Cognitive Disabilities, the principal or designee will make the final determination regarding promotion or retention after considering input from the IEP team.

Additional Programs

Extended School Year

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

Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time. The medical diagnosis shall be made by a licensed physician who is qualified to assess the student's physical or psychiatric condition.

Eligibility Criteria

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

1. A licensed physician must certify that the student:
 - a. Is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively.
 - b. Is confined to home or hospital.
 - c. Will be able to participate in and benefit from an instructional program.
 - d. Is under medical care for illness or injury that is acute, catastrophic, or chronic in nature.
2. The student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
3. The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services unless the student has been determined eligible as a student with a disability.
4. The child is three through five years of age and has been determined eligible as a student with a disability.
5. A parent/legal guardian or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.

IX. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

Placement

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, social studies, and computer literacy.

The ELL Committee, which is composed of the principal or designee; the district ESOL teacher when necessary and/or feasible; the primary language arts teacher; the school counselor; and any other instructional personnel responsible for the instruction of ELLs, shall make recommendations concerning the appropriate placement, promotion, and retention of ELLs. Parents/legal guardians of students being reviewed shall be invited to participate in the meetings.

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

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

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

Assessment

In general, all ELLs participate in the state’s assessment and accountability system. As part of the Every Student Succeeds Act (ESSA), all ELLs shall be assessed annually in reading, writing, listening and speaking.

Promotion

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

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

Retention

Retention of an ELL is based on unsatisfactory performance in reading, writing and mathematics as determined by the Multi-Tiered System of Support (MTSS) Team in conjunction with the ELL Committee. Students cannot be retained based solely on lack of English proficiency.

Third Grade Mandatory Retention

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

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

APPENDIX A

Required Instruction

Introduction

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

Based on State Standards

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

Equity in Classroom Instruction and Extra-Curricular Activities

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

Federal Required Instruction

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

- September 17th is designated as Constitution Day and Citizenship Day.
- Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
- Educational Agencies who receive federal funds are required to participate in the observance of Constitution Day.
- In instances when September 17th does not fall on a school day, the observance of Constitution Day will occur on the school day prior or after.

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

- (1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.
- (2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government
 - To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
 - To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."
Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
 - Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. [1003.421F.S.](#)
 - (b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government
 - (c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers
 - (d) Flag education, including proper flag display and flag salute

- (e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts
 - (f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence
- (3) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. [HB 1213](#) requires districts to include education on anti-Semitism within Holocaust education and requires districts to annually certify and submit evidence this instruction was provided. The department shall prepare and offer standards and curriculum for the instruction. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum. The second week in November shall be designated as "Holocaust Education Week" in recognition that November is the anniversary of Kristallnacht.
- a) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in
 - b) the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.
 - c)
 - d) (i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials

shall include the contributions of Asian Americans and Pacific Islanders to American society.

- (a) The elementary principles of agriculture
- (b) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind
- (c) Kindness to animals
- (d) The history of the state
- (e) The conservation of natural resources
- (f) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
 - 1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:
 - a. Injury prevention and safety
 - b. Internet safety
 - c. Nutrition
 - d. Personal health
 - e. Prevention and control of disease
 - f. Substance use and abuse
 - g. Prevention of child sexual abuse, exploitation, and human trafficking
 - 2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
 - 3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
 - 4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
 - a. Self-awareness and self-management
 - b. Responsible decision-making
 - c. Resiliency
 - d. Relationship skills and conflict resolution
 - e. Understanding and respecting other viewpoints and backgrounds
 - f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills: creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.
- (g) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- (h) The study of Hispanic contributions to the United States
- (i) The study of women's contributions to the United States
- (j) The nature and importance of free enterprise to the United States economy
- (k) Civic and character education on the qualities and responsibilities of patriotism and citizenship,

- (l) including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. [101.151](#)(9).
- (m) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or

Required Instruction Planning and Reporting ([6A-1.094124](#))

As provided in Section 1003.42(2), F.S., members of instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy.

- a) Efficient and faithful teaching of the required topics must be consistent with the State Academic Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.
- b) Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.
- c) Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Mental and Emotional Health Instruction Requirements

- a) Mental & Emotional Health Education ([Rule 6A-1.094121, F.A.C.](#)) – A minimum of five hours of required instruction related to mental and emotional health education is required for students in grades 6-12. Decisions about which course(s) will be used to deliver this instruction and curricula will be determined at the school district level.
- b) Substance Use & Abuse Education ([Rule 6A-1.094122, F.A.C.](#)) Annual instruction to students in grades K-12 related to youth substance use and abuse health education that advances each year through developmentally appropriate instruction and skill building. Decisions about which course(s) will be used to deliver this instruction and curricula used will be determined at the school district level.
- c) Child Trafficking Prevention Education – ([Rule 6A-1.094123, F.A.C.](#)) Annual instruction to students in grades K-12 related to child trafficking prevention and awareness that advances each year through developmentally appropriate instruction and skill building.
- d) The general health education curriculum for kindergarten through grade 12 must be developmentally and age-appropriate, and include information on the prevention of child sexual abuse, exploitation, and human trafficking, [HB519](#).

2023-2024SJCS D Reading Intervention Guide - Elementary

Students identified with a **substantial** reading deficiency (as outlined in the Comprehensive Reading Plan Decision Tree) should receive an intervention. The course where the intervention is provided must be coded.
 Targeted Reading Intervention= **Code A** Intensive Reading Intervention= ***Code B**
 Students with disabilities are not limited to ESE courses.
 Call Instructional Services (547-7644) for assistance with unique situations.

Grade Level	Student Characteristic "IF"	Course "THEN"	Code A	*Code B
K – 5th Decision Tree data to consider: STAR Early Literacy or STAR Reading (K-3 rd) ELA FAST PM1 (4 th & 5 th) DRA or BAS Core Phonics Survey DIBELS Oral Reading Fluency (ORF) WIDA	Students with 2 or more of the data characteristics shown below	ELA K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046	X	
	Students with a Tier 2 MTSS reading plan		X	
	Students with a Tier 3 MTSS reading plan			X
	Students with disabilities who have a reading goal on their IEP	ELA K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046 or Access Language Arts (only students on access points) K: 7710011 1: 7710012 2: 7710013 3: 7710014 4: 7710014 5: 7710015		X
	Active ELL students (LY) who score a level 3 on WIDA		ELA K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046	X
	Active ELL students (LY) who score a level 1 or 2 on WIDA or do not have a WIDA score			X

The conditional scores included below represent the equivalence of one grade level behind.

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
DRA Fall 2023	NA	1 (independent)	8 (independent)	18 (independent)	30 (instructional)	40 (instructional)
BAS Fall 2023	NA	A (instructional)	E (instructional)	J (instructional)	N (instructional)	Q (instructional)
FAST PM3 (previous grade)	NA	Star Early Literacy SS 708	Star Reading SS 758	Star Reading SS 847	Cambium Level 1 or 2	Cambium Level 1 or 2
FAST PM1 (current grade)	Star Early Literacy SS 622	Star Early Literacy SS 688	Star Reading SS 750	Cambium ≤ 20 th %tile	Cambium ≤ 20 th %tile	Cambium ≤ 20 th %tile

Core Phonics Survey	NA	Sections A-D: 0-64 Section E: 0-9	Sections A-D: 0-64 Section E-I: 0-9	Sections A-D: 0-64 Sections E-K: 0-9 Section L: 0-14	Sections A-D: 0-64 Sections E-K: 0-9 Section L: 0-14	Sections A-D: 0-64 Sections E-K: 0-9 Section L: 0-14
DIBELS ORF	NA	0-4 WPM	0-28 WPM	0-54 WPM	0-61 WPM	0-80 WPM
CODE A: Student is receiving targeted reading intervention in a course listed above.		*CODE B: Student is receiving targeted reading intervention AND intensive reading interventions (with a reading-endorsed teacher) in a course listed above.				
*Code B courses must be taught by a reading certified or endorsed teacher.						

20234-2024SJCSD Reading Intervention Guide -

Tier 1 INSTRUCTION		SJCSD Decision Tree – Elementary (K-5) Supports for <u>Intervention</u> of Students with Reading Deficiencies			
		Area of Intervention	Intervention Support (<i>intensive, explicit, systematic, multisensory</i>)		
		IF a student has an instructional need in the skill area of...	THEN <i>consider</i> using the appropriate combination of resources for...		
		TARGETED Tier 2 INSTRUCTION <i>*suggested resource</i>	TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE		
<u>District Provided</u> <ul style="list-style-type: none"> myView Literacy (Savvas) [adopted resource] Wilson Foundations (K-2) Lexia Core5 <u>ELL Resources</u> <ul style="list-style-type: none"> Reading Eggs Imagine Lexia English 	Basic Reading Skills: Phonics and Phonemic Awareness	<ul style="list-style-type: none"> *Foundations Intervention (K-3rd) *Just Words (4th & 5th) *Wilson Reading System Barton Hearbuilders Heggerty (phonological) Lexia Core5 Skill Builders Lindamood Phoneme Sequencing (LiPS) 	<ul style="list-style-type: none"> Making Words Phonics for Reading (3rd – 5th) Rewards (4th & 5th) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) <i>Plus or Challenge</i> Targeted small group instruction with additional multi-sensory strategies Words Their Way 	<p>Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made between Tier 2, Tier 3, and/or ESE instruction to include:</p> <ul style="list-style-type: none"> Smaller group size Increased frequency Change in resource <p>Resources for ESE instruction include any listed in the column to the left as well as Voyager Passport.</p>	
	Fluency	<ul style="list-style-type: none"> Great Leaps Re-reading Strategies 	<ul style="list-style-type: none"> Read Naturally Rewards (4th & 5th) 		
	Oral Expression	<ul style="list-style-type: none"> Conferencing with student for oral expression development 	<ul style="list-style-type: none"> Language for Learning Language Lab Visualizing & Verbalizing 		
	Reading Comprehension	<ul style="list-style-type: none"> Leveled Literacy Intervention (LLI)- Purple (4-5) and/or Teal (6-8) SRA Early Interventions in Reading 	<ul style="list-style-type: none"> Targeted small group instruction (i.e., WICOR, CRIS) 		
	Listening Comprehension	<ul style="list-style-type: none"> Conferencing with student after reading 	<ul style="list-style-type: none"> Visualizing & Verbalizing Language for Learning 		

Written Expression	<ul style="list-style-type: none"> • Conferencing with student about their writing with feedback • Language for Writing
Additional Resource Option: Savvas myView Literacy myFocus Intervention	

T1: Savvas and/or Foundations	T1: Savvas and/or Foundations
REMEMBER: Students with disabilities need a plan for support in all three tiers of instruction.	

old guide

<p>Students identified with a substantial reading deficiency (as outlined in the Comprehensive Reading Plan Decision Tree) should receive an intervention. The course where the intervention is provided must be coded. Targeted Reading Intervention=Code A Intensive Reading Intervention=Code B</p> <p>*Code B courses must be taught by a reading certified or endorsed teacher. Students with disabilities are not limited to ESE courses. Call Instructional Services (547-7644) for assistance with unique situations.</p>				
Grade Level	Student Characteristic "IF"	Course "THEN"	Code A	*Code B
K-3 Decision Tree data to consider (see below)	Students with a Tier 2 MTSS reading plan AND/OR 1 of the data characteristics shown below	ELA K: 5010041 1: 5010042 2: 5010043 3: 5010044	X	
	Students with a Tier 3 MTSS reading plan			X
	Students with disabilities who have a reading goal on their IEP	ELA K: 5010041 1: 5010042 2: 5010043 3: 5010044 or Access Language Arts (only students on access points) K: 7710011 1: 7710012 2: 7710013 3: 7710014		X
	Active ELL students (LY) who score a level 3 on WIDA	ELA K: 5010041 1: 5010042 2: 5010043 3: 5010044	X	
	Active ELL students (LY) who score a level 1 or 2 on WIDA			X
The conditional scores included below represent the equivalence of one grade level behind (with the exception of kindergarten).				
TOOL	Kindergarten	First Grade <small>(end of K grade year)</small>	Second Grade <small>(end of 1st grade year)</small>	Third Grade <small>(end of 2nd grade year)</small>
iReady Spring 2022	NA	≤434	≤489	≤511
DRA (Independent) Fall 2022		1	8	18
BAS (Instructional) Fall 2022		A	E	J
CODE A Courses: Student is receiving targeted reading intervention in a course listed above.		CODE B Courses: Student is receiving targeted reading intervention AND intensive reading interventions (with a reading-endorsed teacher) in a course listed above.		

To view the Comprehensive Reading Plan in its entirety, follow the link <https://www.stjohns.k12.fl.us/cs/crp/>

Students identified with a substantial reading deficiency (as outlined in the Comprehensive Reading Plan Decision Tree) should receive an intervention. The course where the intervention is provided must be coded. Targeted Reading Intervention= Code A Intensive Reading Intervention= Code B *Code B courses must be taught by a reading certified or endorsed teacher. Students with disabilities are not limited to ESE courses. Call Instructional Services (547-7644) for assistance with unique situations.				
Grade Level	Student Characteristic "IF"	Course "THEN"	Code A	*Code B
4-5 Decision Tree data to consider (see below)	Students with a Tier 2 MTSS reading plan AND/OR 1 of the data characteristics shown below	ELA 4: 5010045 5: 5010046	X	
	Students on a Tier 3 MTSS reading plan			X
	Students with disabilities who have a reading goal on their IEP	ELA 4: 5010045 5: 5010046 or Access Language Arts (only students on access points) 4: 7710014 5: 7710015		X
	Active ELL students (LY) who score a level 3 on WIDA	ELA 4: 5010045 5: 5010046	X	
	Active ELL students (LY) who score a level 1 or 2 on WIDA			X
TOOL	Fourth Grade		Fifth Grade	
FSA	Level 1 or 2 <i>Spring 2022 (end of 3rd grade year)</i>		Level 1 or 2 <i>Spring 2022 (end of 4th grade year)</i>	
The conditional scores included below represent the equivalence of one grade level behind.				
iReady	Spring 2022 <i>(end of 3rd grade year)</i>		Spring 2022 <i>(end of 4th grade year)</i>	
	≤ 511		≤ 557	
DRA	30 (instructional)		40 (instructional)	
BAS	N (instructional)		Q (instructional)	
CODE A Courses: Student is receiving targeted reading intervention in a course listed above.		CODE B Courses: Student is receiving targeted reading intervention AND intensive reading interventions (with a reading-endorsed teacher) in a course listed above.		

To view the Comprehensive Reading Plan in its entirety, follow the link <https://www.stjohns.k12.fl.us/cs/crp/>

SJCSD Decision Tree – Elementary (K-5)				
Supports for <u>Intervention</u> of Students with Reading Deficiencies				
Tier 1 INSTRUCTION	Area of Intervention	Intervention Support (<i>intensive, explicit, systematic, multisensory</i>)		
	IF a student has an instructional need in the skill area of...	THEN <i>consider</i> using one of the following resources for...		
		TARGETED Tier 2 INSTRUCTION	TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE	
<u>District Provided</u> <ul style="list-style-type: none"> • myView Literacy (Savvas) [adopted resource] • Wilson Foundations (K-2) <u>ELL Resources</u> <ul style="list-style-type: none"> • Reading Eggs • Imagine • Lexia English 	Basic Reading Skills: Phonics	<ul style="list-style-type: none"> • Barton • Hearbuilders • Heggerty • Just Words (4th & 5th) • Lexia • Lindamood Phoneme Sequencing (LIPS) • Making Words • Phonics for Reading (3rd – 5th) 	<ul style="list-style-type: none"> • Rewards (4th & 5th) • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) <i>Plus or Challenge</i> • Targeted small group instruction with additional multi-sensory strategies • Wilson Reading Systems • Words Their Way 	<p>Below is an explanation of how instruction will be targeted and intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction:</p> <ul style="list-style-type: none"> ○ Smaller group size ○ Increased frequency of intervention ○ Change in resource
	Fluency	<ul style="list-style-type: none"> • Great Leaps • Re-reading Strategies 	<ul style="list-style-type: none"> • Read Naturally • Rewards (4th & 5th) 	
	Oral Expression	<ul style="list-style-type: none"> • Conferencing with student for oral expression development 	<ul style="list-style-type: none"> • Language for Learning • Language Lab • Visualizing & Verbalizing 	
	Reading Comprehension	<ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI)- Purple (4-5) and/or Teal (6-8) • SRA Early Interventions in Reading 	<ul style="list-style-type: none"> • Targeted small group instruction (i.e., WICOR, CRISS) 	
	Listening Comprehension	<ul style="list-style-type: none"> • Conferencing with student after reading 	<ul style="list-style-type: none"> • Visualizing & Verbalizing • Language for Learning 	
	Written Expression	<ul style="list-style-type: none"> • Conferencing with student about their writing with feedback 	<ul style="list-style-type: none"> • Language for Writing 	
	Additional Resource Option: Savvas myView Literacy myFocus Intervention			

Math Intervention Resources

SJCSD Decision Tree – Elementary (K-5) Supports for <u>Intervention</u> of Students with Mathematics Deficiencies			
Tier 1 INSTRUCTION	Area of Intervention	Intervention Support (<i>intensive, explicit, systematic, multisensory</i>)	
	IF a student has an instructional need in the skill area of...	THEN <i>consider</i> using one of the following resources for...	
		TARGETED Tier 2 INSTRUCTION	TARGETED & <u>INTENSIVE</u> INSTRUCTION Tier 3/ESE
<p><i>District Provided</i></p> <ul style="list-style-type: none"> • Savvas [adopted resource] <p><i>Supplemental Materials</i></p> <ul style="list-style-type: none"> • DreamBox Math • Daily Math Fluency Kit (Hand2Mind) • MFAS Tasks (CPALMS) • Khan Academy • IXL 	<p>Mathematics Calculation</p> <p style="text-align: center;">OR</p> <p>Mathematics Problem Solving</p>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • MDIS (Savvas) • Reteach to Build Understanding (Savvas) • Hands on Standards (Hand2Mind) • ST Math (Mind Research Institute) • Reflex Math (Grade 2-6 only) • Targeted small group instruction with additional strategies <p><u>Description:</u></p> <p>Targeted instruction should be –</p> <ul style="list-style-type: none"> • Small group • Resource driven with concrete connections • Teacher facilitated 	<p>Below is an explanation of how <u>instruction</u> will be targeted and intensified for students who have not responded to a specific mathematics intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction:</p> <ul style="list-style-type: none"> ○ Smaller group size ○ Increased frequency of intervention ○ Change in resource ○ Teacher directed intervention <p>Content should be spiraled to include previously taught standards.</p>