

STUDENT PROGRESSION REQUIREMENTS AND PROCEDURES FOR K-12 AND ADULT EDUCATION STUDENTS

I. GENERAL PROCEDURES FOR STUDENT PROGRESSION, GRADES K-12 AND ADULT

A. OVERVIEW

The **Student Progression Plan for Miami-Dade County Public Schools** is incorporated by reference into School Board Rule 6Gx13- 5B-1.04, Promotion, Placement, and Graduation - Grades K-12 and Adult, and contains the requirements and procedures for students to progress from one grade to the next, kindergarten through grade 12 and adult education. (See Appendix A, for School Board Rule.)

It is expected that with appropriate motivation the vast majority of Miami-Dade County Public Schools (M-DCPS) students who receive appropriate instruction can make satisfactory progress through the grades and graduate from high school. It is expected that most will be able, each year, to achieve a level of academic proficiency and social and emotional development which will enable them to benefit from instruction in the next grade. However, for a variety of reasons, students may require more than the usual amount of time in school to develop their educational potential.

It is intended that the grade placement of each student be made to serve the best interests of the student. Promotion, retention, or special assignment procedures contained in this *Student Progression Plan* are based upon individual student progress and are designed for this purpose--to assure that each student in M-DCPS is placed in an instructional program in which he/she can achieve academically and develop emotionally, socially, and physically. Intervention strategies for students who need additional support to succeed in school are indicated in this plan.

The School Board of Miami-Dade County, Florida, assures that each student with disabilities will be educated in the least restrictive environment (LRE) appropriate to the student's needs, as determined by the Individual Educational Plan (IEP) team. Instruction will provide students with the opportunity to demonstrate proficiency in the skills and competencies necessary for successful grade to grade progression and high school graduation.

B. SECONDARY SCHOOL REFORM

M-DCPS is in the process of implementing a Secondary School Reform Plan, which is designed to ensure instructional excellence and community engagement. The underlying principle of the plan is to significantly alter the educational experience of students in grades six through twelve with the intention of meeting the following goals:

- raise the academic performance of all students;
- increase the graduation rate;
- reduce the achievement gap;
- implement a cycle of continuous improvement in academics; and produce literate graduates who are ready for college, career, and citizenship.

In order to implement this reform effort six interdependent, core principles must be addressed by students, their parents, and members of the community. These six principles have been adopted by M-DCPS to guide the development of a comprehensive plan designed to ensure that all students are valued and nurtured as individuals, challenged academically, and ready to pursue college, careers, and active civic participation as members of the community, nation, and world. The six principles are:

- personalized learning environments;
- academic engagement of all students;
- empowered educators;
- accountable leaders;
- engaged community and youth; and
- integrated system of high standards, curriculum, instruction, assessments, and supports.

Concurrently with the district's Secondary School Reform initiative, the 2006 Florida Legislature adopted and the Governor signed into law, the Florida Secondary School Redesign Act, also known as the "A++ Plan for Education." The intent of this act is to ensure that students promoted from the 8th grade have the necessary academic skills for success in senior high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education.

The following guiding principles have been adopted as part of the Florida Secondary School Redesign Act:

- struggling students need the highest quality teachers and dramatically different, innovative approaches to teaching and learning;
- every teacher is to contribute to every student's reading improvement;
- quality professional development is directed toward better serving students;

- small learning communities allow teachers to personalize instruction to address student learning styles, strengths, and weaknesses;
- intensive intervention in reading and mathematics must occur early and through innovative delivery systems;
- parents need access to tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child;
- applied and integrated courses help students see the relationships between subjects and relevance to their future;
- school is more relevant when students choose courses based on their goals, interests, and talents;
- master schedules should not determine instruction and must be designed based on student needs, not institutional needs; and
- academic and career planning engages students in developing a personally meaningful course of study so that they can achieve the goals they have set for themselves.

C. STUDENT PERFORMANCE STANDARDS

The State of Florida has developed student performance standards in language arts, mathematics, science, social science, the arts, health and physical education, and foreign language which address the skills and competencies a student must learn in order to progress from one grade to the next and graduate from high school. These performance standards, known as the *Sunshine State Standards* (SSS), are incorporated into M-DCPS *Competency-Based Curriculum* (CBC).

In addition to developing the SSS, the Florida Department of Education has promulgated the document, *Preparing All Learners for Tomorrow's Work Force: Florida's Applied Technology Curriculum Planning Companion for the Sunshine State Standards*.

As part of the state assessment program, the Florida Comprehensive Assessment Test (FCAT) has been administered in all Florida public schools since 1998.

Each student must participate in statewide assessment tests at designated grade levels, as required by Section 1008.22, Florida Statutes. The FCAT has two components: a criterion-referenced test portion, called the FCAT *Sunshine State Standards* (FCAT SSS), which measures selected benchmarks in reading, writing, mathematics, and science, and a norm-referenced test portion (FCAT NRT), which compares performance in reading and mathematics against national norms. Among the primary purposes of the FCAT is the assessment of annual learning gains of students in grades 3-10 toward achieving proficiency in the SSS appropriate for the student's grade level. Achievement levels for student progression have been set by the state

for the FCAT SSS in reading and mathematics for grades 3-10, for the FCAT SSS in writing at grades 4,8, and 10, and for FCAT SSS science in grades 5, 8, and 11. The Grade 10 FCAT is the graduation test requirement for a standard diploma for students who enrolled in grade 9 in 1999-2000 or thereafter.

Each student who does not meet state or district levels of performance for student progression in reading, writing, mathematics, and science for each grade level must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

Limited English proficient (LEP) students are required to meet student performance standards for the appropriate grade level. However, LEP students who have been in an approved English for Speakers of Other Languages (ESOL) program for less than two complete school years are exempt from having to demonstrate the standards in English. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

Even though mastery of standards may be demonstrated in the student's home language during the first two years, all LEP students must participate in statewide assessment programs, i.e., FCAT.

D. ENTRANCE AND GRADE PLACEMENT REQUIREMENTS

1. Age of Mandatory Attendance

All children who will have attained the age of six years by February 1st of any school year, or who are older than six years of age but who have not attained the age of sixteen years, are required to attend school regularly during the entire school term.

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

2. Health Examination/Immunization

All children are required to present tangible immunization and health examination documentation prior to admittance to a Florida public school for the first time. The parent must present a Florida Certificate

of Immunization (DH Form 680) with Part A, B, or C completed and signed, or a religious exemption from immunization (DH Form 681). Additionally, documentation of a health examination (DH Form 3040), performed within the past 12 months, must be presented. For a health examination to be considered complete, evidence of a tuberculin clinical screening or a tuberculin skin test with results and appropriate follow-up must be presented when registering the child for school. The parents of children who enrolled in kindergarten through grade 12 must provide documentation of a second dose of measles vaccine. Also, pre-kindergarten through grade 12 enrollment/ attendance requires students to have completed the hepatitis B vaccine series (3 doses). Any student enrolling in pre-kindergarten through grade 12 may be admitted on a temporary medical exemption status if he/she has received at least the first dose of the hepatitis B vaccine. Students entering grade 7 are required to have a tetanus diphtheria (td) booster.

Students who enter, attend, or transfer to pre-kindergarten through fifth grade are required to have completed a varicella (chicken pox) vaccination or show proof of the disease date. The next higher grade will be included in the requirement for each subsequent year for students who initially enroll in M-DCPS.

3. Kindergarten/Grade 1 Placement

a. Kindergarten Entrance. Children who will attain the age of five years on or before September 1st of the school year shall be eligible for admission to public kindergarten during that school year. Entering kindergarten students are to participate in the state's School Readiness Uniform Screening System (SRUSS) to assess their readiness for school.

b. Grade 1 Entrance. Any child who will attain the age of six years on or before September 1st of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which M-DCPS accepts transfer of credit. A report card, transcript, or other written record from the out-of-state/country school, non-public school, or home education program, indicating that the student has been promoted to grade 1 or has satisfactorily completed kindergarten, must be submitted at the time of registration.

c. Kindergarten/Grade 1 Promotion. The assignment of a

student to a higher grade should be made on the basis of the student's achievement and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effect of the decision should also be considered.

At the time of registration, a report card, transcript, or other written record from the out of state/country school, non-public school, or home education program, indicating that the student has satisfactorily completed kindergarten and has been promoted to grade 1 must be submitted.

M-DCPS procedures for promotion of a student from kindergarten to first grade, whose birth date falls after September 1, and whose parent presents documentation stating successful completion of kindergarten and promotion to first grade from a private institution or out-of- state are:

- Enrollment of the child into kindergarten for a maximum of ten (10) school days for a period of observation and assessment by the kindergarten teacher to determine readiness for grade 1;
- Recommendation by the kindergarten teacher for student promotion (if appropriate) to first grade;
- Approval by the school site principal for placement into first grade;
- Completion of Region Center Authorization for Promotion Form - Kindergarten to First Grade (FM-6626);
- Formal notification to the parent that his/her child is receiving an accelerated grade placement;
- Placement of a copy of the parent's notification in the child's cumulative record folder; and
- The completed Region Center Authorization for Promotion Form - Kindergarten to First Grade (FM-6626), must be forwarded to Attendance Services so that the necessary grade change may be entered into ISIS.

4. Student Transfers within the District

When transferring a student from one school to another within the

district, it is the sending school's responsibility to ensure that all student records are complete prior to withdrawing the student.

5. Student Transfers from within the State, from Other States, Non-Public Schools, Home Education Programs, or Other Countries

The grade placement of students transferring from within the state, from other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made using one or more criteria (see Appendix B) in accordance with relative Florida Board of Education (FBE) rules. Grade placement on the transcript from the sending school must be honored. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school or home education program from which the student is transferring. Special requirements for grade placement in kindergarten and grade 1 are presented on page 6.

Students transferring into the district should be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially important for grade 3 students. If a student transfers after the administration of the FCAT in grade 3, the school must determine before the end of the school year, utilizing previous school records, classwork, and other assessments, whether the student is reading at a level of proficiency that prepares the student for the more advanced work of the next grade.

a. Evaluating a Student's Record. The process of evaluating a student's record in order to place transfer courses in the Integrated Student Information System (ISIS) Course Transfer and Credit Evaluation System and the Vocational Adult Community System (VACS) for determining the remaining credits needed for a high school diploma should be completed in a manner which does not impose retroactive requirements on the student.

b. Out-of-State Transfer Students. Entry by out-of-state transfer students will be in accordance with the following guidelines:

- Any student who transfers from an out-of-state public school or home education program and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required within this subsection b.
- Any student who transfers from an out-of-state, non-

public school, or home education program and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools or home education program within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under the rules of the School Board. Prior to admission, the parent must also provide the data required below.

- In order to be admitted to a M-DCPS school, a student transferring from an out-of-state school or home education program must provide the following:
- Official documentation that the parent was a legal resident of the state in which the child was previously enrolled in a school or home education program (*legal* in this context refers to place of abode and does not refer to immigrant status).
- An official letter or transcript from a proper school authority which shows the record of attendance, academic information, and grade placement of the student.
- Evidence of date of birth.
- Evidence of immunization against communicable diseases.
- Evidence of a health examination completed within the 12 months prior to transfer. Also, a tuberculin skin test and appropriate follow-up are required.

- c. **Out-of-Country Transfer Students.** Applicants with school records from out-of-country will be considered for admission under the same provisions as out-of-state transfer students.

All out-of-country transfer students shall register at an elementary, middle, or senior high school serving the attendance area approved by the School Board for the actual residence of the parent. Programmatic assessment of out-of-country students takes place at the school, with staff seeking to document what prior school experiences each new student possesses, by using the student's school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Students who have

educational records from their home country must be placed in grade level/courses based on these records. However, if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated on the chart on the following page. Any adjustment resulting in lowering of grade level placement must be thoroughly documented with home language assessment data, e.g., tests, class work. Any such lower grade level placement for LEP students must be reviewed and approved by a LEP committee and submitted for district review to the Deputy Superintendent, Curriculum, and Instruction or designee. The parent must be informed prior to the grade level adjustment.

In those instances where school site personnel are unable to interpret a transcript from a foreign country, the Foreign Records Department at Attendance Services provides a detailed interpretation, translation, and conversion of all coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed while the records are being evaluated by Attendance Services.

Secondary school students who enter M-DCPS during the second semester after having finished a grade level in December in their country of origin must be placed in the next grade level. It is recommended that these students, if LEP, be double blocked for the Language Arts/English Through ESOL course (2 periods) and the ESOL elective course (2 periods). Half credit courses that require one semester for completion should be scheduled for the remaining two periods.

Out-of-country transfer students without educational records shall be placed according to age based on the following criteria:

- The age of the student as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement.
- Students are to register at schools according to chronological age as follows:

STUDENT CHRONOLOGICAL AGE ASSIGNMENT

AGE(S)	LEVEL ASSIGNED
5 - 10	Elementary school

11	Elementary school or middle school depending on grade configuration of the school
12 - 13	Middle school
14	Middle school or senior high school depending on grade configuration of the school
15 & older	Senior high school

- Out-of-country transfer students registering at the middle or senior high school level cannot be automatically placed in the lowest grade at that level. Principals shall take appropriate steps, in cooperation with the faculty, to assess the student's level of learning in the core content areas and recommend the most appropriate placement for the student. Principals will use testing, faculty interviews, and/or the advice of proper placement given by the Foreign Records Department at Attendance Services. For additional information, refer to the document entitled, *Placement of International Students and Student Visa Guidelines*, Foreign Records Department.
- A notarized statement indicating completion of a particular grade level from the student's parent, a school official from the student's native country, or from the student, if an adult, may be submitted to the principal of the receiving school. Upon receipt of the notarized statement, the principal of the school shall take appropriate steps, in cooperation with the faculty, to verify the student's level of learning in each of the courses identified on the statement. Principals will use testing, faculty interviews, or other professional procedures for the verification process.
- Special care should be exercised to ensure that a student's limitation in his/her ability to communicate in English is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school. Once the most appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignment are to be waived. In such cases, credit requirements shall not be retroactive.

- Students who have not completed high school in their home country must be scheduled to attend courses at the high school level. Adult center placement should not be the primary alternative offered to these students.

d. Transferring Exceptional Students

For information about transferring exceptional students, see *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* which is incorporated into Board Rule 6Gx13- 6A-1.331.

Section 504 Students: A transferring 504 student is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active 504 Plan, the receiving school must review the existing 504 Plan and must revise it as needed.

e. Students Transferring from Another State or a Foreign Country who Enter Grade 11 or 12

A student who transfers from another state or from a foreign country and enters grade 11 or 12 shall not be required to spend additional time in school to meet the high school course requirements for graduation if the student has met all the requirements of the school district, state, or country from which he/she is transferring. However, to receive a standard high school diploma, a student must earn a 2.0 grade point average and pass the grade 10 FCAT or an alternate assessment, as appropriate.

A dependent child of a member of the United States Armed Forces who enters M-DCPS at 12th grade from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT, shall satisfy this requirement for a standard high school diploma.

6. Acceleration for High Achievement

The assignment of a student to a higher level class or grade which results in the student's skipping a prerequisite class or grade or part of a grade should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced class or grade level. The probable long-range academic, social, and emotional effect

of the decision should be considered. The principal has the responsibility for approving such assignments, but a child will not be accelerated without parental consent.

Parents should be notified formally in writing that their child is receiving an accelerated class or grade placement. A copy of this notification should be placed in the cumulative record folder. Students in grades 6-8 may also participate in a planned acceleration program by enrolling in designated grade 9-12 courses. (See page 67 for specific details.)

Grade level change is a school level function that can be implemented through ISIS.

7. Placement into an Extended School Year (ESY) Program for Students with Disabilities

For information about the Extended School Year (ESY) Program for students with disabilities, see *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* which is incorporated into Board Rule 6Gx13-6A-1.331.

E. PROMOTION AND RETENTION POLICIES

1. Progress Monitoring Plan

According to the A++ Plan, provisions have been set forth for the development of Progress Monitoring Plans (PMP) for students that fail to meet state and district performance levels, including scoring below Level 3 in FCAT Reading or Mathematics. In order to meet this requirement, the following Progress Monitoring Process has been designed for implementation in all schools:

- At the beginning of the school year, teachers must identify all students who are not meeting district or state performance standards in reading and/or mathematics as determined by the following criteria:
 1. Students in grades K-2 scoring at DIBELS High Risk Level (reading only);
 2. Students in grade 3 scoring at the lowest quartile on the second grade SAT in reading and/or mathematics;
 3. Retained third graders and students in grades 4-10 scoring at Level 1 or 2 on the FCAT in reading and/or mathematics;

4. Students in grades 11 and 12 who have not passed the FCAT; and
 5. Any other at-risk student based on teacher judgment.
- Students with disabilities may be identified as not meeting district or state performance standards in reading and/or mathematics through the above criteria as well. Reading and/or mathematics performance levels and needs must be documented on the IEP. If the IEP does not address the students' deficiencies in reading and/or mathematics as required by Florida law, then these deficiencies must be addressed through the Progress Monitoring Process.
 - During the first quarter, teachers must plan and implement appropriate academic intervention(s) for identified students. Also during the first quarter, teachers must conduct a mid-quarter evaluation to determine the students' progress level using the following instruments as appropriate:
 1. DIBELS for all students in grades kindergarten through grade 3 and FCAT Levels 1 and 2 in grades 4 and 5 (required);
 2. Maze for FCAT Level 1 and 2 students in grades 6-12 (required);
 3. FCAT Writing pre-test;
 4. Teacher-developed or publisher-developed assessments; and
 5. Student work and grades should also be considered.
 - Based on the results of these instruments used for evaluation, the following actions must take place: (a) if the student demonstrates progress, the teacher will continue with the intervention(s); or (b) if there is no progress, the teacher will notify the parent using a district-developed letter that will accompany the interim progress report.
 - At the end of the first quarter, teachers will administer the district-wide interim assessment in reading and mathematics to students in grades 3-10. Teacher-developed or publisher-developed assessments will be administered to students in grades K-2 and to students in grades 11-12 who have not passed the FCAT. Results from these assessments will be

used by teachers to modify instruction and/or intervention(s).

- During the second quarter, teachers will conduct a mid-quarter evaluation to determine the students' progress level. The instruments for this evaluation include all teacher-developed or publisher-developed assessments, student grades, and student work.
- Based on the results of these assessments, the following actions will take place: (a) if the student shows progress, the teacher will continue with the intervention efforts; (b) if there is some progress, additional adjustments to the interventions will be made; and (c) if there is no progress or reversal of progress, a parent conference must be collaboratively scheduled for the parent, teacher, guidance counselor, and/or school administrator. For students with disabilities, an IEP meeting must be convened and changes to the IEP must be documented. In addition, if the student is making no progress in reading, the Diagnostic Assessment of Reading (DAR) must be administered and instruction and/or intervention(s) modified based on the results.

LEP students should be provided the opportunity to acquire some basic English language proficiency before inclusion in the school-wide PMP. Schools are not required to include in the PMP process ESOL Level I students who have been in the program for less than one year, but may do so at the discretion of the teacher. The following are guidelines to determine the timelines for including LEP student in the school-wide PMP process:

1. All LEP students will participate in the assessments, interventions, and monitoring in the school-wide PMP process.
2. Parent conferences for LEP students in ESOL Levels I and II should be initiated only if students do not make any progress after the third administration of progress monitoring assessments.
3. Parent conferences for LEP students in ESOL Levels III and IV should follow the same guidelines for progress monitoring as general curriculum students.
4. The DAR should be considered for LEP students, ESOL Levels I and II, only if no progress is seen after the third

quarter.

- During the third quarter, teachers will administer the second district-wide interim assessment in reading and mathematics to students in grades 3-10. Teacher-developed or publisher-developed assessments will be administered to students in grades K-2 and to students in grades 11 and 12 who have not passed the FCAT. In addition, teachers will administer DIBELS for all students in grades kindergarten through three, FCAT Levels I and II in grades four and five, and Maze for FCAT Levels I and II students in grades six through twelve. Teachers will use the results from these assessments to modify instruction and/or intervention(s). If the student is making no progress, the teacher must initiate the CST/SST process.
- During the fourth quarter, the teacher continues to monitor student progress and adjust instruction as needed. At the scheduled time, the teacher will administer the third district interim assessment to students in grades 3-10 and teacher-developed or publisher-developed assessments to students in grades K-2 and to students in grades 11 and 12 who have not passed the FCAT. At the end of the fourth quarter, the results of the interim assessment and other outcome assessments are analyzed. The teacher uses all available data to make recommendations for future instruction.
- Records of all parental notification and parent conferences must be logged in the teachers' gradebooks.
- Teachers will utilize the Instructional Planning System (IPS) to electronically indicate the students who are part of the school-wide PMP process.

When transferring a student from one school to another within the district, the sending school should develop the PMP since in most cases, staff from the sending school will be more familiar with the student's academic deficiencies. The receiving school should then review the PMP and, if necessary, modify it in consultation with the parent. The *Progress Monitoring User Plan Guide*, can be found under *e-Handbooks, Progress Monitoring Plan User Guide*.

The *K-12 Comprehensive Research-based Reading Plan* (K-12 CRRP) delineates the assessment instruments used to determine and monitor the student's ability.

Middle schools may convert the following annual courses to semester courses for remediation purposes:

Number	Title	Repeatability	Credit	Certification
100001001*	M/J Intensive Reading	Yes	Annual - Elective	Any appropriate language arts
120400001*	M/J Intensive Mathematics	Yes	Annual - Elective	Any appropriate mathematics

*Schools may include other strategies in the plan

Senior high schools may convert the following annual courses to semester courses for remediation purposes:

Number	Title	Repeatability	Credit	Certification
100041001	Intensive Reading	Yes	Annual - Elective	Any appropriate language arts
120040001	Intensive Mathematics	Yes	Annual - Elective	Any appropriate mathematics
200030002	Intensive Science	Yes	Annual - Elective	Any appropriate science

Note: The above listed courses are not classified as Level I courses

Individual students who do not seem to respond to a change in strategy or program should be considered for referral to the limited English proficient (LEP) Committee, Child Study Team (CST), or School Support Team (SST).

2. Promotion

State and district requirements for promotion are established in this *Student Progression Plan*. Consideration must be given to academic progress and to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits, and attitudes. Most importantly, consideration must be given to the student's potential to overcome, with special assistance during the remainder of the year and in the next higher grade, those deficits which have tended to inhibit the desired progress.

Student promotion in M-DCPS is based, in part, on proficiency in reading, writing, mathematics, and science. The evaluation of each student's achievement in terms of appropriate instructional goals, is set forth in the CBC. The basis for making the determination will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for

determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal.

Section 1008.25, Florida Statutes, Public school student progression; remedial instruction; reporting requirements, prohibits social promotion and requires M-DCPS to set standards that students must meet to be promoted to a higher grade.

Promotion for a LEP student and a LEP student with disabilities in all other grades is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of these LEP students requires the review and recommendation of the LEP Committee.

The established policy on student promotion is the same for students with disabilities as it is for the general education population. The IEP team does not have the authority to make promotion or retention decisions. ESE/LEP students follow the promotion and retention procedures established for non-disabled LEP students. IEP/LEP committees have the obligation to convene and review ESE/LEP students' progress and to make recommendations. Florida statutes related to promotion supersede the authority of the IEP/LEP Committee.

3. Retention

There are instances when student retention may be necessary to provide students with additional time to master objectives and competencies required for success in the next higher grade. The level of mastery of each objective and competency will vary from student to student, and all students should demonstrate growth toward mastery of objectives and competencies. Teachers and administrators have an obligation to provide timely intervention in an effort to prevent retention of students who have the potential to overcome academic deficits in selected areas without repeating an entire year of study. However, students who continue to demonstrate significant deficiencies should be retained in the early grades in order to avoid greater deficits.

A student who does not meet appropriate levels of performance for student progression in any grade in any subject may be retained. Performance levels of proficiency are determined by state assessments, district assessments, and other selected indicators, such as, classroom work, observations, tests, homework, portfolios, and

other relevant information. In order for a student to be retained, the academic grades in core subjects on a student's report card must reflect the student's inability to meet appropriate levels of performance.

In compliance with Section 1008.25, F.S., if the student's reading deficiency is not remedied by the end of grade 3 and the student scores Achievement Level 1 on the FCAT SSS Reading portion, the student *must* be retained, unless good cause is determined. The School Board may only exempt grade 3 students from mandatory retention for good cause as defined on pages 18-21. If the student is to be retained, the retention intervention strategies must be completed. (See Appendix C)

If a student is retained, it must be within an intensive program that is different from the previous year's program and takes into account the student's learning style.

4. Identification of Students Not Meeting Student Performance Levels

The district's data warehouse provides school-site personnel with access to the Student Performance Indicators (SPI), which can be used to assist in the identification of students who are not meeting district or state standards in reading, writing, mathematics, and/or science. School personnel may use the information on the SPI as well as other relevant information to identify students who need to be part of the school-wide PMP.

5. The Role of Teacher Judgment

The teacher's judgment and the language arts/reading portfolio play a critical role in the evaluation of a student's proficiency and in the identification of a student's area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels.

6. Definition of Good Cause Exemptions from Mandatory Retention in Grade 3

Good cause exemptions shall be limited to the following:

- Good Cause # 1.** LEP students who have had less than two (2) years of instruction in an ESOL program.
- Good Cause # 2.** Students with disabilities whose IEPs indicate that participation in the FCAT is not appropriate.
- Good Cause # 3.** Students who demonstrate an acceptable level of performance on the alternative assessment approved by the Florida Board of Education. As required by State Board of Education Rule 6A-1.094221(2), the standardized assessment to be used is the grade 3 norm-referenced test (NRT) portion of the FCAT reading, the Stanford Achievement Test (SAT) or a parallel form of the SAT, administered by the district to eligible students each fall. Effective with the Spring 2005 administration, the FCAT NRT is the tenth edition of the SAT (SAT-10)*. To demonstrate an acceptable level of performance, the student must score at or above the 45th percentile on the FCAT NRT.

* The SAT-9 will be the alternative assessment administered in the Fall of 2006 with a passing score of the 51st percentile or higher required. In the future, the SAT-10 will serve as the alternative assessment. The parallel form of the SAT may only be administered once to meet this good cause exemption.

- Good Cause # 4.** Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the SSS in reading equal to at least a Level 2 performance on the FCAT. As per criteria adopted by the State Board of Education, the student portfolio contents must:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- include evidence that the eight benchmarks assessed by the grade 3

Reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the adopted core reading curriculum that are aligned with the SSS or teacher-prepared assessments that are aligned with the SSS;

- be an organized collection of evidence of the student's mastery of the *Sunshine State Standards Benchmarks* for Language Arts that are assessed by the grade 3 Reading FCAT. For each benchmark there must be at least five examples of mastery as demonstrated by a grade of "C" or above; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Good Cause # 5. Students with disabilities who participate in the FCAT, and who have an IEP or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

It is not required that the student be identified as a student with disabilities for two years to qualify for this good cause exemption. However, the student must have received remediation for a reading deficiency for more than two years and have been previously retained in kindergarten, grade 1, grade 2, or grade 3.

Good Cause # 6. Students who have received intensive remediation in reading for two (2) or more years

but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3, for a total of two (2) years. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on the deficiencies identified during the PMP process that includes specialized diagnostic information and specific reading strategies.

7. Request for Good Cause Exemptions

Request for good cause exemptions from mandatory retention requirements must include the following:

- documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation shall only consist of the existing IEP, if applicable, report card, or student portfolio; and
- discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the Superintendent, or designee. The Superintendent, or designee, shall accept or reject the principal's recommendation in writing.

8. Alternative Education and Dropout Prevention Programs

Students who have the potential to overcome those deficits which are inhibiting progress, including those students who have been retained for two or more years, may be given an assignment to a special program, e.g., alternative education/dropout prevention program, or special class within the regular school. These students are to be provided instruction designed to continue their progress toward proficiency level objectives and competencies.

A student with disabilities referred for placement into an alternative education program shall have an IEP review prior to that placement. A staff representative of Alternative Education shall participate in that review. This requirement shall not apply to a student served in a youth services program, an agency-based substance abuse program, or an in-school suspension program.

A LEP student, meeting the eligibility criteria for individual dropout prevention program categories, shall be considered for placement and enrollment in the appropriate alternative education program based on student needs. Limited English language proficiency shall not be used as a criterion for placement.

9. Allocation of Resources

When providing remedial and supplemental instructional resources, the first priority is for students who are deficient in reading by the end of grade 3. The second priority is for students who fail to meet performance levels required for promotion as outlined in this *Student Progression Plan*. Resources are to be directed toward the development of an intervention model to be implemented for students having difficulty meeting the required levels of performance for student progression. An intervention model may consist of the following procedures:

- effective, research-based, standards-driven initial instruction;
- identification of students with problems (assessment or screening);
- diagnosis of specific problems of the individual student;
- immediate intensive remedial instruction; or
- progress monitoring, reevaluation, and redesign of instruction to meet the student's current needs, continued support, and reinforcement.

10. Parental Notification

The parent or adult student must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. An acknowledgment of such notification should be obtained. Report card grades must clearly reflect the student's level of achievement. The parent must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Any exceptions must be made clear through comments entered on the report card. The parent of any child who is to be retained shall be requested to attend a conference with the principal or designee.

a. Annual Reports to Parents and the Media

Schools must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, mathematics, and science, including the student's results on each statewide assessment test, classroom work, observations, district assessments, and other relevant information. The evaluation of each student's progress must be based upon relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the School Board.

Also, the School Board must annually publish in the local newspaper and report in writing to the Florida Board of Education by September 1st of each year the following information on the prior school year:

- the provisions of the law relating to public school student progression and the district's school board policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in grades 3-10 performing at Levels I and II on the reading portion of the FCAT;
- by grade, the number and percentage of all students retained in grades 3-10;
- information on the total number of students who were promoted for good cause, by each category of good cause, as set forth on pages 18-21; and
- any revisions to the School Board's policy on retention and promotion from the prior year.

b. Notification of Student Progress

Schools are to utilize a collaborative process to develop procedures to notify the parent when it is apparent that a student is not able to achieve at the minimum level expected of the grade, and, in cooperation with the parent, the teacher shall attempt to provide special assistance for the student.

When students are from homes where a language other than English is spoken, such notification (written and oral), as well as important school documents, must be provided in the home language to the extent possible.

In order to assure consistency in reporting unsatisfactory progress to the parent, each school principal shall implement the following procedures:

- Each school will publish in its opening of school bulletin, school newspaper, student handbook, or other communiques to parents and students the methods and procedures utilized to notify the parent of a student's unsatisfactory progress. The responsibility of the parent in this entire process should be specifically stated. Once the notification of unsatisfactory progress has been provided to the parent through interim reports during the grading period, it is incumbent upon the parent to contact school officials for further assessment of the student's performance.
- Teacher-parent conferences should take place when students are in need of academic strengthening and when students are judged to possess unique academic potential. Teacher-parent conferences are recommended when students display a consistent pattern of disruption or demonstrate unacceptable academic achievement through failure to exert sufficient effort. Teachers shall afford the parent of every student an opportunity for a parent-teacher conference. Teacher-parent conferences must be conducted in the home language of the parents to the extent possible.

The following requirements of Section 1008.25, Florida Statutes, must be implemented in all K-12 schools:

- The parent of any K-3 student who exhibits a reading deficiency must *immediately* be notified in writing of the student's deficiency with a description, understandable to the parent, of the exact nature of the difficulty.
- The parent must be consulted when students are monitored through the school-wide PMP.
- The parent must be informed that the FCAT is not the sole determiner of promotion and that additional evaluations, assessments, and portfolio review may be

used to determine if the student is reading at or above grade level. If the student is reading below grade level, the student will be given intensive reading instruction until the deficiency is corrected.

- The notification for a retained third grade student, who is not eligible for a good cause exemption, must include the reasons the child is not eligible the proposed interventions and supports that will be provided for the child, and strategies for parents to use in helping their child succeed.

At the end of *each* semester, the parent of each student in grades 9-12, who is enrolled in the four-year, 24-credit standard graduation program, who has a cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. This notice shall contain an explanation of the strategies that can be implemented to assist the student in meeting the grade point average required for graduation.

Notification to the parent may explain that while a GPA between 2.0 and 2.5 has in the past represented satisfactory student progress, new higher standards assessed by the FCAT, require that the student and the parent be informed that continued good work is necessary to ensure that high school graduation requirements are met. The notice *must* contain an explanation of the policies/interventions the district has in place to assist the student in meeting the GPA requirement, which may include:

- forgiveness policies;
- summer school attendance;
- academic advisement and counseling;
- volunteer and/or peer tutors;
- school-sponsored help sessions;
- homework hotlines; and
- study skills classes.

Pursuant to district-adopted procedures, assessments of student achievement are required, as necessary, to accurately measure student progress and to report this progress to the parent. Student performance standards for each course in grades 9-12 for which credit toward high school graduation is awarded must correlate to the course requirements of state-adopted course descriptions. Teacher observations, classroom assignments, and examinations may be considered appropriate methods of assessing student mastery.

Prior to graduation each student shall be assessed to determine his/her preparation to enter the workforce and the student's parent shall be provided the results of this assessment. The Florida Department of Education (FLDOE) has determined that the grade 10 FCAT is the assessment that meets this requirement.

c. The Three-year, 18-Credit Accelerated Graduation Option

The following notification requirements must be met prior to a student selecting one of the two accelerated graduation programs as delineated in Section 1003.429, F.S.:

- Designated school personnel shall meet with the student and the student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent form, the Graduation Options Contract (FM-6911), in order to enroll in the three-year accelerated graduation program.
- If a student at the end of grade 10 is not on track to meet the credit, assessment, or GPA requirements of an accelerated program, the school shall notify the student and parent of the following: the requirements the student is not currently meeting; the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements; and the right of the student to change to the four-year, 24-credit standard program.

d. Interim Progress Report

An interim progress report must be sent home by the teacher to the parent at any time during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, or effort. Interim progress reports will be disseminated to all students at mid-grading period that will reflect earned grade/performance evaluation to this point. Prior to the end of the grading period, if the student shows a decline in performance, a second interim progress report will be issued. It is the teacher's responsibility to award a grade commensurate with the student's performance. Additionally, The teacher shall send an interim progress report to the parents

of students whose performance shows a decline prior to the end of each grading period to inform the parents of their child's status. In

order to minimize paperwork, the interim progress report shall be transmitted on a standardized checklist type form.

The interim progress report form will include a place for the teacher to indicate that a parent conference is requested. The signature of a middle or senior high school student on the progress report form will not by itself constitute a comprehensive attempt to achieve contact with the parent. When, in the teacher's judgment, a conference with the parent is necessary, further attempts by mail or telephone are encouraged. However, if the parent does not respond to the request for a parent conference, it shall be the responsibility of school personnel to take, within reason, action to initiate a parent conference. If these actions fail, a conference cannot be forced upon the parent. The form will constitute verification of the original request.

Additionally, at the discretion of the teacher, the parent may be notified by a coded comment on the student report card that a teacher-parent conference is requested. Also, a teacher may issue an incomplete grade in place of the student's academic grade (which must still be reported to the principal) until such time as the parent responds to the request for the teacher-parent conference or until the student transfers or the course is completed.

When a parent has failed to respond to a previous request for a conference, a principal may elect to withhold issuing a report card for one grading period pending a conference with the parent.

e. Notification to Parents of Students with Disabilities

Students with disabilities shall continue to receive the report card and a standardized interim progress report form that is received by general education students. The report card and the interim progress report form must include information regarding the progress of students with disabilities toward mastery of IEP goals. This may be accomplished by attaching a copy of the IEP Goals and Benchmarks Insert (Insert B) or IEP-Transition Plan (Insert C), with status report completed, to the report card and the interim progress report form. In addition, the form, "Status Report Letter of IEP Goals" (FM

5884), may be attached to the goals insert. The definitions of the status codes used to report progress on IEP Insert B and/or IEP Insert C are specified on this form. Any other method for reporting progress toward mastery of IEP goals must be approved by the Office of Special Education and Psychological Services, before approving or denying the request.

If a student with disabilities is failing to meet the criteria upon which his/her grade is based, an IEP team review meeting or parent- conference may be held.

11. Mid-Year Promotion, K-8

Any student in grades K- 8, with the exception of grade 3, who has been retained may be assigned at any time during the next school year to the next higher grade upon teacher recommendation, if the principal determines that conditions for promotion have been met and that the student will be able to benefit from instruction at the higher grade. A retained elementary school student's progress is to be reviewed by the CST/SST by the end of the first nine weeks. If the student demonstrates progress during this time, the CST/SST may recommend the student's promotion to the principal who will make the final determination.

Mid-year promotions for a retained third grade student *prior* to November 1 may occur when the student can demonstrate that he/she is a successful and independent reader, reading at or above grade level and has progressed sufficiently to demonstrate beginning mastery of fourth grade reading skills. There must be evidence of the student's mastery of third grade *Sunshine State Standard Benchmarks* for language arts and beginning mastery of the benchmarks for fourth grade.

Mid-year promotion for a retained third grade student *after* November 1 is subject to SBE Rule 6A-1.094222, FAC, which requires a student to demonstrate mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the core reading program. Evidence of mastery is by **one of two procedures**, as follows:

- Successful completion of a student portfolio, which must meet the following requirements:
 1. be selected by the student's teacher;
 2. be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;

3. include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT;
4. include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 50% literary text and 50% informational text, and that are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the core reading curriculum or teacher-prepared assessments that are aligned with the SSS. For each benchmark, there must be two examples of mastery as demonstrated by a grade of “C” or better; and
5. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Note: *Prior* to November 1 of any given school year, a third grade student must have 5 examples of each benchmark successfully completed on the third grade level with a grade of “C” or above in order to be promoted mid-year. *After* November 1, the student must have successfully mastered the third grade portfolio as well as mastered at least two examples of each tested benchmark consistent with the year and month of promotion for fourth grade.

- **Or** satisfactory performance on a locally selected standardized assessment indicating that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade .

Retained third grade students who have been promoted mid-year to grade 4 must be monitored for progress during the entire academic year; hence they must be part of the school-wide PMP.

12. Optional Participation in Other Educational Opportunities

Placement in other educational opportunities, such as Florida Virtual School, Miami-Dade Virtual School, magnets, and other Schools of Choice programs, is subject to School Board rules and established procedures governing participation in the particular program. In all such cases students are required to meet the minimum standards established for students in the regular program.

Parents have the option of allowing their child to take courses with Miami-Dade Virtual School and/or Florida Virtual School in lieu of courses offered at a student’s school. These courses can be taken as part of the student’s school day.

F. GRADING AND REPORTING STUDENT PROGRESS K-12 AND ADULT

1. Kindergarten

Instructional staff should use such evaluative devices and techniques, i.e., electronic gradebook and/or standard gradebook, to communicate individual student growth and development without student comparison to the progress of others. Symbols stated in the Code of Development and parent conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student's developmental progress should reflect the teacher's most objective assessment of the student's social, emotional, and academic achievement.

CODE OF DEVELOPMENT:

E = Excellent progress

Code "E" indicates that in the teacher's judgment the kindergarten student has demonstrated mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a level above that which is expected in the kindergarten program.

S = Satisfactory progress. Progressing toward grade level expectations

Code "S" indicates that in the teacher's judgment the kindergarten student has made satisfactory progress in mastering instructional objectives appropriate for the kindergarten program. The student is performing at a level which will permit him/her to successfully complete the essential objectives of the kindergarten program.

N = Needs additional reinforcement to meet grade level expectations

Code "N" indicates that in the teacher's judgment improvement is needed. The kindergarten student has not mastered instructional objectives at an appropriate rate.

N/A = Not assessed this reporting period

The letters "N/A" indicate that assessment is not appropriate at this time.

2. Grades 1 - 12

Instructional staff are to use such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. Student grades, unsatisfactory work notices, parent reports on state assessment and/or the standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion.

A student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Students have the right to receive a conduct and an effort grade consistent with their overall behavior and effort.

Specific guidelines for grading student performance and for reporting student progress are provided below:

- a. **Academic Grades.** Academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The grade must not be based upon the student's effort and/or conduct. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. The letter grade of "I" will be reserved for middle and senior high school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level competencies. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

In grades 1-12, a common report card grading system is to be used. Academic grades for students shall be "A," "B," "C," "D," "F," or "I" (secondary only). A brief explanation of the grades used in grades 1-12 follows:

- A -- A grade of "A" (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level which is considerably higher than that of the typical student in the same program or

course. The student has mastered skills well above those required for successful completion of the instructional program and has demonstrated an understanding of and an ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

- B --** A grade of "B" (80-89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The "B" student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives and competencies established for the subject being graded.
- C --** A grade of "C" (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student's rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.
- D --** A grade of "D" (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.
- F --** A grade of "F" (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.
- I --** A grade of "I" (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating

circumstances may be approved by the principal.

When a numerical equivalent to an assigned letter grade of "A," "B," "C," "D," "F," or "I" is used, the following apply and shall be communicated to students:

GRADE	NUMERICAL VALUE	VERBAL INTERPRETATION	GRADE POINT VALUE
A	90-100%	Outstanding progress	4
B	80-89%	Above average progress	3
C	70-79%	Average progress	2
D	60-69%	Lowest acceptable progress	1
F	0-59%	Failure	0
I	0	Incomplete (secondary only)	0

In grading students of all categories, teachers who record student grades as a percentage are to convert the percentage grade to letter grade equivalents of "A," "B," "C," "D," or "F," which are then to be averaged to determine a student's grade for a nine-week grading period. To determine an elementary student's course grade, the letter grades for each of the nine-week grading periods are averaged for a given subject. To determine a secondary student's course grade, the letter grades for the nine-week grading periods and semester and/or final examinations are averaged for a semester or annual course.

In grades 1-12, when calculating the grade for a semester or annual course, the following grade point averages are to be used:

A=3.50 and above
B=2.50 - 3.49
C=1.50 - 2.49
D=1.00 - 1.49

In grades 6-12, teachers may override the final grade of a semester or an annual course on the bubble sheet/electronic gradebook, thus overriding the computation of the grade point average. The override option applies to raising a grade to a

higher grade or lowering it.

For students in grades 9-12 the forgiveness policy for required courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, the higher of the two grades will be used to compute the student’s GPA, but the lower grade will remain on the student’s transcript and in the student’s permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation. The restrictions on the forgiveness policy do not apply to students below grade 9 taking high school courses for credit.

Students who select the three-year college preparatory program must receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, in each course that applies toward graduation. To graduate, the cumulative GPA must be 3.5 or above.

Students who select the three-year career preparatory program must receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, in each course that applies toward graduation. To graduate, the cumulative GPA must be 3.0 or above.

In grades 6-12, in authorized semester courses, the student’s final grade shall be determined by the teacher as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override. (See Appendix E for an explanation of the teacher override.)

In authorized annual courses, the student’s final grade shall be determined by the teacher as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the mid-year exam, and 10 percent value for the final exam, with a provision for teacher override. This equates to ten points required to pass an annual course using a 4.0 scale. Students in grades 9-12, in order to pass an annual course must earn a minimum of 10 grade points, five of which must be earned in the second semester. Students in grades 6-8 must also earn a minimum of 10 grade points, but earning five points in the second semester does not apply. Teacher override (either up or down) can be used. A teacher exercising the

override rule must have documentation for such a decision. (See Appendix E for an explanation of teacher override.)

Students in grades 6-12 who have 10 or more unexcused absences in an annual course or five or more unexcused absences in a semester course will be subject to the withholding of passing final grade(s) (“A” - “D”), pending a student/parent-requested administrative screening and/or review of all absences by the attendance review committee. If all course objectives and competencies have been appropriately mastered by the student, he/she may receive a passing final grade within acceptable grade definitions provided below and on pages 31-33. For additional information, as well as how attendance affects the grades of K-5 students, refer to School Board rule 6Gx13- 5A-1.04.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

- b. Grading Students with Disabilities - Grades K-12.** All teachers, regardless of a student’s exceptionality, *must* assign grades utilizing the *same* report card as general education students.

No student should be denied the opportunity to earn above-average grades because of placement in an ESE or ESOL program or the provision of accommodations that were deemed appropriate by an IEP team.

Specific information regarding a student’s progress toward mastery of IEP goals must be provided to the parent at least as often as the parent is informed of his/her non-disabled child’s progress. This may be accomplished by attaching a copy of the student’s IEP Goals and Benchmarks (Insert B) and/or IEP Transition Plan (Insert C), with completed status report, to the student’s report card and a standardized interim progress report.

Students with disabilities who have limited English proficiency and are enrolled in basic courses, i.e., language arts, reading, mathematics, social science, science, and computer literacy taught by exceptional student teachers, shall be provided with appropriate second language strategies. Provision for grading exceptional students of limited English proficiency are delineated on the chart, Grading Limited English Proficient

Students with Disabilities. (See Appendix F)

- c. **Conduct Grades.** Conduct grades are to be used to communicate clearly to both students and their parents the teacher's evaluation of a student's behavior and citizenship development. These grades are independent of academic and effort grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion.

The conduct grading system follows:

- **Kindergarten**

Kindergarten conduct grades should be reported in the subject "Conduct" of the gradebook on a weekly basis to be averaged each reporting period.

Code "E" indicates excellent conduct on the part of the student. The student consistently behaves in a manner acceptable for kindergarten age children and in accordance with classroom, school, and district standards.

Code "S" indicates satisfactory conduct. The student's overall conduct is generally nondisruptive and within an acceptable range with regard to classroom, school, and district standards.

Code "N" reflects student behavior which needs improvement. The student consistently behaves in a manner unacceptable for kindergarten age children in accordance with classroom, school, and district standards.

- **Grades 1-12**

A -- A conduct grade of "A" reflects excellent behavior on the part of the student. The student consistently demonstrates outstanding behavior consistent with classroom, school, and district standards.

B -- A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.

C -- A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is

generally acceptable according to established standards of conduct.

D -- A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior which is acceptable.

F -- A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.

d. Effort Grades. Effort grades are utilized to convey both to students and their parents the teacher's evaluation of a student's effort as related to the instructional program. These grades are independent of academic and conduct grades. In assigning an effort grade, the teacher must consider the student's potential, study habits, and attitude. Three numerical grades are used to reflect effort in grades 1-12:

- **Kindergarten**

The level of effort may be indicated through various comments on the report card.

- **Grades 1-12**

1 -- An effort grade of "1" indicates outstanding effort on the part of the student. The student will, when necessary, complete a task again in order to improve the results. The student consistently attends to assigned tasks until completed and generally exerts maximum effort on all tasks. The student consistently works to the best of his/her ability.

2 -- An effort grade of "2" indicates satisfactory effort on the part of the student. All work is approached with an appropriate degree of seriousness. The student usually finishes assignments on time and usually stays on task. The student usually works at a level commensurate with his/her ability.

3 -- An effort grade of "3" reflects insufficient effort on the part of the student. Little attention is paid to completing assignments well and/or on time or to completing them in a manner commensurate with the student's ability.

3. Preparing Report Cards

All schools shall use a standard computer-generated report card appropriate for the school level as the primary means of reporting student progress. With the approval of the Regional Superintendent, schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card.

Report cards are to be issued for all students, K-12, four times a year according to the schedule established in *Opening of Schools-Procedures and Schedules*.

In conjunction with the above requirements, the following guidelines should be adhered to:

- Report card grades are to provide the student and/or student's parent with an objective evaluation of the student's scholastic achievement, effort, and conduct, as well as the student's attendance, including absences and tardiness.
- Students' academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or course.
- If a student in grades 1-5 is functioning below grade level in language arts/reading and/or mathematics, the student will receive the appropriate letter grade(s) and the teacher must bubble #1 in the column marked LEVEL. This bubbling will result in the notation "Below Grade Level" appearing directly beneath the academic grade on the student report card. Teachers may use Comment No. 21, "Working below grade level," for students who are working below grade level in other subjects. Separate grades must be awarded by the teacher(s) for the subjects of language arts and reading. The assignment of the "Below Grade Level" indicator will be associated with reading and mathematics. The appropriate letter grade for working below grade level in reading is "D" or "F."
- Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and their parents are also to be advised of district-wide standards for promotion and graduation as applied to the students' grade placement.
- Grades in conduct and effort are to reflect objectively the

student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students.

- CONDUCT implies the degree to which a student relates to others in socially acceptable ways; EFFORT implies the degree to which students have demonstrated a desire to learn or to engage in learning tasks which should lead to a mastery of educational goals.
- For students with disabilities a behavioral intervention plan should be in operation in the classroom for those instances where effort and/or conduct are hindering the student's mastery of skills necessary for meeting the goals and benchmarks.
- Students are to receive grades in all approved programs in the elementary school and in all courses in which they are enrolled in the secondary school. If a student has not been enrolled in a program for a sufficient length of time for the teacher to evaluate the student's performance, Comment No. 31, "Insufficient attendance for grade," should be entered on the report card.
- If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade, give reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the student's cumulative record folder.
- If a change in grade is made, as described above, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.
- The final report card for the school year shall contain a statement indicating end-of-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior, attendance, and promotion or non-promotion.

4. Report Card Comments

Teachers are to utilize the teacher comments section of the report card to enhance communication with the parent.

(Comments may be added, deleted, or modified at the discretion of the Superintendent, and/or designee.)

CODE COMMENT:

01	Receiving bilingual instruction in this subject
02	Language Arts/Reading grade received within the ESOL grade
03	Please arrange for a parent/teacher conference
04	Understands and accepts responsibility
05	Receiving instruction in English using ESOL strategies
06	Not used
07	Puts forth maximum effort; very cooperative
08	Requires close supervision
09	Requires special help in following directions
10	Needs improvement in classroom behavior
11	Absences/tardies have seriously affected progress
12	Possesses leadership qualities
13	Is very self-directive; can work independently
14	Fails to complete required assignments
15	Shows excellent class attitude
16	Much improvement shown this grading period
17	Well prepared for class
18	Does not participate
19	Unprepared for class
20	Not used
21*	Working below grade level
22*	Working above grade level
23	Not used
24**	Credit withheld due to excessive unexcused absences
25	Dual language instruction is provided in this subject
26	No grade awarded due to student's alternate assignment
27	Not used
28	Not used
29	Grade withheld pending parent/teacher conference
30	Not used
31	Insufficient attendance for grade
32**	Summer school recommended
33	Not used
34**	Met computer literacy requirement
35**	Met community service requirement
36**	Demonstrates exemplary community service
37	Not used
38	Not used
39**	No grade received because of limitations in evaluating progress
40	Override comment 45
41	Receiving academic assistance in this subject
42	Needs to be supervised when completing homework
43*	Has progressed beyond this level of instruction
44*	Has not progressed to this level of instruction
45	Low academic performance could cause retention in this grade

- 46 No longer taking this subject
 - 47 Requires assistance and/or prompting to complete tasks
 - 48 Curriculum has been modified
 - 49** No final grade assigned due to limited time of enrollment
 - 50 Grade earned at other location
- * = Elementary only ** = Secondary only
- Kindergarten comments are to be written on the progress report.

5. Rank in Class -- Grade Point Average

Guidelines for interpreting students' grades with respect to rank in class and grade point average (GPA) are provided in School Board Rule 6Gx13- 5B-1.061, Rank in Class --Grade Point Average.

The graduating class of 2008 and thereafter will no longer be ranked for purposes of determining valedictorian and salutatorian. A three-tiered academic recognition system was phased in beginning with the graduating class of 2006. The levels of academic recognition are as follows:

1. **Cum Laude:** the upper 15% of the graduating class, excluding the *Summa* and *Magna Cum Laude* students, using a weighted GPA or students who have a 4.0 GPA or higher.
2. **Magna Cum Laude:** the upper 10% of the graduating class, excluding the *Summa Cum Laude* students, using a weighted GPA.
3. **Summa Cum Laude:** the upper 5% of the graduating class using a weighted GPA.

The three-tiered academic recognition system will continue with the 2006-2007 school year. The valedictorian and salutatorian recognition will be phased out after 2007. The criteria for academic recognition will be based on a weighted GPA.

G. SPECIAL PROVISIONS FOR STUDENTS OF LIMITED ENGLISH PROFICIENCY

1. Meeting Performance Standards

LEP students are required to meet student performance standards for the appropriate grade level. However, LEP students who have been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is

demonstrated in English or the student's home language.

Even though mastery of standards can be demonstrated in the student's home language during the first two years, all LEP students must participate in statewide assessment programs, e.g., FCAT.

All students who are not meeting grade level expectations should be monitored for academic progress by their teacher, following the procedures delineated by the school-wide PMP and in consultation with the parent. However, LEP students should be provided an opportunity to acquire some basic English language proficiency before inclusion in the school-wide PMP. The following are guidelines to determine the timelines for including LEP students in the school-wide PMP process:

- Kindergarten students, classified ESOL Level I-IV, who do not meet grade level expectations are NOT required to be included in the PMP process unless otherwise determined by the teacher.
- LEP students in grades 1-12, who are ESOL Level I and have been in the program for less than one year, are NOT required to be included in the school-wide PMP unless otherwise determined by the teacher.
- All LEP students in grades 1-12, who are ESOL Levels II-IV, must follow the same requirements for PMP as general curriculum students.

In order to ensure LEP students' progress toward meeting grade level expectation in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), recently classified LEP students must be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program.

2. Grading

a. Kindergarten

LEP students will follow the same grading codes as non-LEP students. For all marking periods the Code of Development specified in the report card should be followed, i.e., "E"-excellent progress; "S"-satisfactory progress; "N"-needs additional reinforcement to meet grade level expectations; or "N/A"-assessment is not appropriate at this time.

- **Language Arts/ESOL Development.** For students

receiving the two hours of daily instruction from a combination of the ESOL teacher and the regular classroom teacher, grading is to reflect students' progress within the Language Arts/ESOL Development program, provided in accordance with their special language needs, whether in the ESOL classroom or in the regular classroom. This situation may require that more than one teacher grade the language arts component.

- **Content (Mathematics, Social Science, Science).** For ESOL Level I and Level II students receiving instruction in the home language, Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving content area instruction in English using ESOL strategies from a regular classroom teacher must be given an evaluation that realistically reflects their achievement in this area, without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is to be entered.
- **Fine Arts and Physical Education.** The Code of Development specified in the report card, i.e., code "E," "S," "N," or "N/A" is to be given when it reflects the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **Home Language Arts, i.e., Spanish-S, Haitian Creole Language Arts.** The Code of Development code "E," "S," "N," or "N/A" that reflects the students' progress is to be given in oral communication, pre-reading, reading, and writing skills developed in the home language.
- **Elementary World Languages.** The Code of Development code "E," "S," "N," or "N/A" is to be given which reflects students' development in oral communication and pre-reading skills in the second language.

b. Grades 1-5

- **Language Arts/Reading.** For nonindependent students (classified as ESOL Level I), no grade is to be given for any component of language arts. Comment No. 02,

“Language Arts/Reading grade received within the ESOL grade,” is to be entered. The teacher must also bubble # 1 in the column marked LEVEL (Working below grade level) by the reading grade.

For intermediate students (classified as ESOL Level II or III) and for advanced students (classified as ESOL Level IV) receiving two or more hours of daily instruction from a combination of the ESOL teacher (self-contained or pull-out) and the regular classroom teacher, grading is to reflect the students' performance in reading and writing, composition, handwriting, and spelling within the English program and is to be provided in accordance with the students' special language needs, whether they are in the ESOL classroom or in the regular classroom, or in both. Grading in the latter situation may require that more than one teacher grade the language arts components.

LEP students, ESOL Levels II - IV, in grades 1-5, receive an ESOL grade, as well as a reading grade and a language arts grade. If a LEP student is not meeting grade level expectations in reading, the teacher must bubble #1 in the column marked LEVEL (working below grade level) by the reading grade and a grade of a “D” or “F” must be given in reading. See Appendix G - Grading of Limited English Proficient Students.

When both the ESOL teacher and regular classroom teacher are assigning grades for intermediate and for advanced students, the ESOL teacher and the regular classroom teacher assign a letter grade of "A"-“F” as appropriate for those portions of the language arts curriculum for which they are responsible using appropriate comments, if necessary. If the regular classroom teacher assigns a letter grade of "A"-“F,” the grade must reflect a level of performance consistent with the definition of these letter grades as found on pages 31-33.

- **Mathematics.** For ESOL Levels I and II students receiving instruction in the home language, letter grades "A"-“F” with appropriate comments, if necessary, are to be given. Grades reflect the students' progress made in the students' home language. If the instruction is in the home language, then the assessment must be in the

home language. Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving mathematics instruction in English using ESOL strategies from a regular classroom teacher must be given a grade that realistically reflects their achievement in mathematics without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is entered.

Students in grades 1-5 who are functioning below grade level in mathematics will receive the appropriate letter grade(s). For such students, the teacher must bubble #1 in the column marked LEVEL, which will result in the notation "Below Grade Level" appearing directly beneath the academic grade on the student report card.

- **Social Science and Science.** For ESOL Levels I and II students receiving instruction in the home language, letter grades of "A"- "F" are to be given which reflect the students' progress made in the students' home language. Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving instruction in English using ESOL strategies must be given a letter grade of "A"- "F" that realistically reflects their achievement without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is to be entered.
- **Fine Arts and Physical Education.** Letter grades of "A"- "F" are to be given which reflect the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **English for Speakers of Other Languages.** Letter grades of "A"- "F" are to be given which reflect the students' progress during the entire ESOL block, that is, in oral communication as well as in reading and writing.

For intermediate students who receive part of their ESOL instruction from a regular classroom teacher, the ESOL grade may reflect performance in some language components, while the language arts grade may reflect performance in other components that are provided to

meet their special needs. This may require that more than one teacher grade the language arts/ESOL components.

- **Home Language Arts, i. e., Spanish-S, Haitian Creole Language Arts.** Letter grades of “A”-“F” are to be given which reflect the students’ progress in oral communication, reading, and writing skills developed in the home language. On the report card students whose home language is Spanish are graded under Spanish-S. Students whose home language is Haitian Creole are graded under Home Language Arts.

LEP students in grades 1-5 who are functioning below grade level in home language arts, i. e., Spanish-S or Haitian Creole Language Arts, will receive the appropriate letter grade(s). For such students, the teacher must bubble #1 in the column marked LEVEL, which will result in the notation “Below Grade Level” appearing directly beneath the academic grade on the student report card.

For LEP students, home language arts constitutes an alternate language arts program, and, as such, represents a portion of the comparable time required for ESOL instruction.

c. Grades 6-12

- **Language Arts/English Through ESOL Courses (State required).** For the Language Arts Through ESOL (1,2,3) for grades 6-8, and English Through ESOL (I, II, III, and IV) for grades 9-12, letter grades of “A” - “F” are to be given which reflect the students’ progress in meeting the course objectives.
- **Developmental Language Arts through ESOL. (“Elective” but District required).** For “Elective” ESOL courses, i. e., M/J Developmental Language Arts Through ESOL in grades 6-8, the Developmental Language Arts Through ESOL in grades 9-12 letter grades of “A”-“F” are to be given which reflect the students’ progress in all modalities of the language: listening, speaking, reading, and writing.
- **Other Courses.** In subject areas such as mathematics,

science, social science, and computer literacy, students are given an appropriate letter grade of “A” - “F.” If students are receiving instruction in their own language, Comment No. 01, “Receiving bilingual instruction in this subject,” is to be entered. If students are receiving instruction in English using ESOL strategies, Comment No. 05, “Receiving instruction in English using ESOL strategies,” is to be entered.

Grades are to be given which reflect instruction provided in such a way that the students’ lack of command of the English language does not affect progress.

For ESOL Levels I and II students, when instruction in social science, science, mathematics, and computer literacy is provided primarily in English using ESOL strategies, it may not always be possible to evaluate the students’ progress on the basis of course content mastered. When that occurs, the teacher should not enter a grade, but should enter Comment No. 39, “No grade received because of limitations in evaluating progress.” If appropriate, the same procedure should be followed for the second and third grading periods, with the awarding of a letter grade being postponed until the last grading period. Even though grading may be postponed, there must be documentation, on a nine-week basis, toward achieving the requirements of the course. This option allows students to have a grade entered later and receive credit for the course when their English language proficiency permits an evaluation.

For students entering a Miami-Dade County public school after the third marking period and who have not met course requirements because of their late arrival, Comment No. 49, “No final grade assigned due to limited time of enrollment,” should be entered in lieu of the final grade. When this option is used, students will not receive credit for that course and it will have to be repeated.

The existence of these options in no way relieves the school of its responsibility to provide content area instruction in the home language when possible. This instruction may be provided by either placing the LEP student into bilingual curriculum courses (BCC), or by providing the LEP students the opportunity to seek assistance from the Home Language Assistance

Program (HLAP), funded by the Division of Bilingual Education and World Languages. Principals are to make certain that teachers who are working with LEP students are fully aware of the services available at the school site and fully understand and exercise the appropriate options in awarding grades.

Teachers and administrators at all levels are reminded that documentation of LEP students' progress toward completion of the district's *Student Progression Plan* is required whether such instruction is provided through ESOL strategies or through the home language, or some combination thereof. Inherent in this requirement is the assignment of letter grades or other alternative written documents assessing LEP students' progress as set forth in this section, Special Provisions for Students of Limited English Proficiency, or other documentation as may be authorized by the School Board.

3. Grouping in ESOL

As stipulated in Florida Board of Education Rules (6A-6.0900-6A-6.09091) and in the 1990 League of United Latin American Citizens (LULAC) *et al. v. State Board of Education Consent Decree*, all LEP students are entitled to equal access to instruction in English which is equal in amount, sequence, and scope as that provided to non-LEP students. The Language Arts Through ESOL courses are grade level courses, not proficiency level courses. There are no mandated levels of English language proficiency at the state level.

Secondary LEP students are to be provided instruction in English, using ESOL strategies, at grade level. All ESOL courses, which count as English credits, are described and listed in the FLDOE *Course Code Directory* by grade level. English I Through ESOL is a ninth grade course, English II Through ESOL is a tenth grade course, English III Through ESOL is an eleventh grade course, and English IV Through ESOL is a twelfth grade course. The same holds for middle school M/J Language Arts Through ESOL courses. There are no SSS for ESOL. The course descriptions for Language Arts/English Through ESOL (middle school and senior high school courses) mirror the course descriptions for English courses.

Unless a school groups non-LEP students into multigrade-combinations in the same course/class, LEP students may not be grouped in this manner. The only circumstance under which the FLDOE has approved grouping of LEP students is when a senior high school or middle school has very few LEP students whose needs would be better met by grouping two grades together. Examples of

two-grade groupings are sixth and seventh graders; seventh and eighth graders; ninth and tenth graders; and eleventh and twelfth graders. The developmental courses for ESOL listed in the FLDOE *Course Code Directory* are intended to address the language proficiency needs of LEP students and, as such, students in various grades may be grouped in these courses.

II. PROMOTION AND PLACEMENT IN THE ELEMENTARY SCHOOL

A. Promotion, Placement, and Retention

1. Required Program of Study

The required program of study for elementary school grades in M-DCPS reflects state and district requirements, including the SSS, for elementary education as contained in the M-DCPS CBC. The following areas of study are required for each grade, K-5/6:

ELEMENTARY SCHOOL PROGRAM REQUIREMENTS

REQUIRED PROGRAMS		ADDITIONAL PROGRAMS
Language Arts (ESOL as appropriate)	Art Health Music Physical Education Safety Education Recess	World Languages Spanish-S Home Language Arts- Haitian Creole Curriculum Content in the Home Language
Reading		
Mathematics		
Science		
Social Science		

- Two hours of required consecutive uninterrupted daily instruction in language arts/reading depending upon student classification: Tier 1 (never retained with identified deficiency), Tier 2 (retained once), or Tier 3 (retained two times in the same grade). Reading strategies in the content areas are to be provided at all grade levels. These strategies must be in addition to those taught during language arts/reading. A staggered schedule of the mandated two hours of language arts/reading should be part of the master schedule to ensure that all students receive the required instruction in other subject areas. For Tier 2 and 3 students an additional 45 minutes of intervention is required. This intervention does not have to be contiguous with the two hours of uninterrupted daily instruction. LEP students are required to have the same instructional time as non-LEP students for language arts/reading. For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies see Appendix D (**Required**).