

5410.01 - REQUIRED CORE  
CURRICULUM/PROMOTION/RETENTION/ACCELERATION - ELEMENTARY

(1) Required Program: The required core curriculum for elementary school grades in the District reflects State and local requirements for elementary education. The following core curriculum areas are required for each grade, K-5.

(a) Art

(b) Language Arts (reading, writing and civics integration)

(c) Mathematics

(d) Music

(e) Science and Health

(f) Social Studies (must include economic education and law education)

(g) Character Education

(h) Computer Literacy Skills

(i) Physical Education: Physical education is part of the required curriculum in elementary school and should be scheduled for 150 minutes per week. The physical education classes should be staffed by a certified physical education teacher and non-certified assistants when appropriate.

(j) Critical thinking skills, problem solving skills, and student responsibility for learning, in the context core curriculum areas of mathematics, science and health, social studies, reading, and writing will also be included in the instructional program for the elementary students.

(k) English for Speakers of Other Languages (ESOL) shall be provided for those students in need of such instruction.

(l) In addition, exceptional student education services are required for eligible students as specified by state statutes, State Board of Education regulations and IDEA.

(2) Student Placement

(a) Kindergarten/First Grade Legal Requirements

1. Students who are kindergarten age eligible (age five (5) years on or before September 1st) are enrolled in kindergarten. In extenuating circumstances, the Individual Educational Plan (IEP) team for a student with a disability may recommend that a kindergarten-age eligible student be assigned to a prekindergarten program.

(b) First Grade Legal Requirements: Prior to placement in grade 1, students are required to:

1. First grade enrollment be limited to students who turn six years old on or before September 1<sup>st</sup> who have successfully completed kindergarten.

2. Provide evidence of a report card reflective of the student's satisfactory completion of kindergarten, or letter by the principal or director of the school certifying the student's satisfactory completion of a kindergarten program.

(3) Student Progression: Acceleration, Promotion, Promotion with Instructional Support, and Retention

(a) Acceleration: Acceleration may include subject area acceleration or grade level acceleration. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. For grade level acceleration, the principal will review the following documentation before any accelerated placement is considered: student performance on locally determined assessments, statewide assessment, and norm-reference assessment; grade point average; attendance and conduct record; recommendations from one or more of student's teachers in core-curricula courses; recommendation from a guidance counselor if assigned to the school to address social/emotional needs, and referral for gifted services.

1. Acceleration Options (Whole Grade, Midyear, Subject-Matter and Virtual Instruction):

a. Each school principal will establish an Academically Challenging Curriculum to Enhance Learning (ACCEL) team to review requests for whole grade and midyear promotion. The team will include but not be limited to: principal, guidance counselor, gifted teacher, psychologist, student's current teacher, a teacher from the receiving grade level and the parent.

b. A teacher, administrator, or parent may request that a student be considered for ACCEL options of whole grade or midyear promotion by completing the appropriate form provided by the school principal.

c. A conference will be held with the parent and ACCEL team to review the ACCEL evaluation process and obtain consent for evaluation using the Iowa Acceleration Scale (which may include an intellectual evaluation).

d. Following the collection of all required data by the principal or principal designee, the ACCEL team will meet to review the data and determine student eligibility for whole grade or midyear acceleration.

e. Student eligibility for whole grade or midyear promotion shall be based on obtaining an Iowa Acceleration Scale composite score of at least sixty (60) points.

f. A performance contract including progress monitoring will be established and signed by the parent and student, if the student is eligible.

g. If the ACCEL team determines that whole grade or midyear promotion is not appropriate for the student, the team will consider subject-matter acceleration as an option.

h. For planning purposes, students who qualify for a whole grade or midyear promotion shall remain in their current grade level until the end of that semester.

2. The school principal will determine criteria for subject-matter acceleration.

3. Virtual instruction in higher grade level subjects is an ACCEL option for students requesting subject area acceleration in core content subjects. Enrollment in the virtual acceleration option will result in the student being withdrawn from the elementary subject area course in their current Pinellas County School and then enrolled in Pinellas Virtual School or another virtual instruction provider for the course. This ACCEL option will require principal's approval.

4. If a parent disagrees with the recommendation of the ACCEL team he/she has the right to seek an appeal through policy 5500.13.

(b) Promotion: Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Student progression K-12 is determined by a variety of indicators, as defined by state and district expectations. These expectations include specific levels of performance in reading, writing, science and mathematics for each level on locally determined assessments, including universal screenings and ongoing progress monitoring and results of statewide assessments. These indicators may include:

1. Teacher Judgment: Consideration should be given to teacher made tests, acceptable averaged final progress report grades, classroom participation, daily performance, level of student maturity, social development, and the number of retentions in elementary school.



2. Student Proficiency: The student shall demonstrate proficiency in core curriculum areas of reading, writing, mathematics, and science as measured by district common assessments. Students must also demonstrate satisfactory progress in the core curriculum areas of art, music, physical education, health, social studies, and where offered, world languages. These areas are aligned to the ~~current~~ Next Generation Sunshine State Standards (NGSSS)/Common Core and are necessary for students to meet graduation requirements.

3. Fifth Grade Promotion: It is recommended that all fifth grade students will demonstrate adequate reading ability before promotion to the sixth grade. Acceptable demonstration of adequate reading ability includes: 1) scoring a level 2 or higher on the most recent FCAT Reading or 2) scoring at a level that meets grade level expectations on other District approved reading assessments or 3) demonstrating a year's growth on FCAT Reading or 4) meeting the District's fifth grade portfolio requirements.

4. Elimination of Social Promotion: No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

5. Student/Parent Notification: Students and parents will be informed of academic progress and student achievement of proficiency through the end of the grading period progress reports, parent/teacher conferences, and the Progress Monitoring Plan (PMP) when appropriate.

6. Intensive Remediation/Alternative Instructional Strategies for Retained Students: Retained students will receive intensive remediation/alternative instructional strategies different from previous years as defined on their Progress Monitoring Plan (PMP).

7. Remedial/Supplemental Instruction: Allocation of remedial and supplemental instructional resources will occur in the following priority: 1) students who are deficient in reading in primary grades and 2) students who fail to meet performance levels required for promotion consistent with the District's procedures.

(c) Promotion with Instructional Support: All students should be afforded every opportunity to meet achievement expectations. When students are not meeting district/state identified minimum levels of performance, assessment data will be used to identify student's level of performance and rate of progress; intensive interventions will be administered; and the student's response to the intervention will be monitored in order to accelerate the students' rate of progress toward standards. Any student whose overall performance suggests he/she would benefit from being officially placed in a higher grade without meeting district/state identified minimum levels of performance in reading, writing, mathematics, or science will be promoted with instructional support. All students promoted with instructional support will receive a Progress Monitoring Plan (PMP).

1. Remediation: All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the students' rate of progress toward standards. The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasing intense instructional and instruction/intervention services are implemented to support student academic performance. Students needing remediation or intensive instructional support will be matched to strategic and intensive research/evidence based interventions based on screening, progress monitoring, and diagnostic assessments.

(d) Retention: According to research, students who are retained more than twice are not likely to graduate from high school. An additional retention may not be as beneficial as an intensive intervention program. On the recommendation of the principal after consulting with School Based Leadership Team or Promotion/Retention Committee and the Area Superintendent, a student may be retained.

1. Promotion/Retention Committee: A school committee will review the student's performance data and make a recommendation to the principal regarding promotion or retention. The decisions to retain,



promote, or accelerate shall follow State statute and be based upon multiple factors and the professional judgment of the principal and staff with the principal having final jurisdiction with the exception of 3rd grade. Further, a student who has been retained in third grade, due to a reading deficiency, shall be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in reading. In all instances of retention and challenged promotion parents' input will be solicited and included in the decision process. After consultation with the school administration, a student will be recommended for retention by the School Based Leadership Team or Promotion/Retention Committee to the principal. A student who is retained must be in the RtI process and include the teacher and parent input.

2. Assessment and Remediation: Additional screening, progress monitoring, diagnostic, and outcome measures in reading may be administered as needed. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the progress monitoring plan, the student may be retained.

3. Mandatory Grade 3 Retention: Any student deemed deficient in reading, will be retained if performance does not improve by the end of grade 3 (as demonstrated by scoring Level 1 on the FCAT 2.0 Reading).

4. Exemption from 3rd Grade Mandatory Retention for Good Cause: The School Board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

a. Limited English proficient students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program;

b. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education rule; The core curriculum for these students is the Special Diploma ~~SSS~~ NGSSS/Common Core Access points.

c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

d. Students who demonstrated, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the ~~Sunshine State Standards~~ NGSSS/Common Core in reading equal to at least a Level 2 performance on the FCAT 2.0;

e. Students with disabilities who participate in the FCAT 2.0 and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received the 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;

f. Students who have received the intensive remediation in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan (PMP) that includes specialized diagnostic information and specific reading strategies for each student. The District shall assist schools and teachers to implement evidence-based reading strategies shown to be successful in improving reading among low-performing readers.

5. Good Cause Exemptions: Requests for good cause exemption shall be submitted from the student's teacher to the school principal. Documentation must indicate that the promotion of the student is appropriate and based on the student's academic record. Documentation shall consist ~~only~~ of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, student progress report or student portfolio. The principal shall review and discuss such recommendation with the teacher and determine whether the student ~~should-is eligible to~~ be promoted ~~or retained~~. If the school principal determines that the student should be promoted, a recommendation shall be made in writing to the



1 Superintendent who will accept or reject the recommendation in writing.

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3 6. Mid-Year Promotion For Retained Students Currently Repeating a Grade Level: District Mid Year  
4 Promotion procedures are located in the Teaching and Learning Handbook and on the Elementary  
5 Education Moodle Site. Parents can obtain copies of these procedures by contacting the school principal.

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7 7. Parent Notification of Student Deficiency: ~~Students not meeting grade level expectations will be~~  
8 ~~placed on a list for grades kindergarten through five. These lists shall be developed at the school b~~Based  
9 on student's performance on district common assessments, teacher assessments, statewide  
10 assessments, and progress report grades during the first two (2) reporting periods, schools will identify  
11 those students not meeting grade level expectations. The parents of each identified student shall be  
12 notified in writing of the possibility of non-promotion no later than the middle of February. In the case of  
13 transfer students, notification shall be given within nine (9) weeks of transfer.

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15 8. End-of-Year Decisions for Students Not Meeting Standards: Any student who does not meet the  
16 District identified minimum grade level expectations or who does not meet the identified minimum levels  
17 of performance on statewide assessments must be provided remediation. Students not meeting grade  
18 level expectations receive increasingly intense instruction/intervention services implemented to support  
19 student academic performance. Students are matched to the instruction/intervention tier based on  
20 screening, progress monitoring, and diagnostic assessments. At the conclusion of the school year,  
21 students' performance is compared to the District identified minimum levels of performance in reading,  
22 writing, mathematics, and science to determine whether or not they meet expectations. Determinations  
23 are made for placement for the following year. Based on the performance there are two options for  
24 student placement.

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26 a. Third grade students that master grade level standards through Summer Reading Camp before  
27 the beginning of the next school year will be promoted.

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29 b. If retention is deemed appropriate then the student must receive instruction that is different from  
30 the previous year's instruction.

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32 (4) Progress Monitoring Plans (PMPs): Each student must participate in the statewide assessment  
33 tests required by F.S. 1008.22.

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35 (a) Progress Monitoring: A Progress Monitoring Plan (PMP) is a specific, detailed plan tailored to  
36 identify the individual assistance that will be given to remedy a student's individual diagnosed  
37 deficiencies. The purpose of the PMP is to detail the current services provided to the student and the  
38 intensive, supplemental instructional, and support services that will be provided to the student to meet the  
39 desired level of performance. A PMP must be developed for any student (including ESOL) who has been  
40 retained or identified as not meeting State or District expectations for proficiency in reading in  
41 kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1-5. The District  
42 Assessment Plan information, published by Teaching and Learning, identifies the criteria for a PMP. A  
43 PMP must be developed in consultation with the student's parent or legal guardian and must include the  
44 intensive remedial instruction that will be given in the areas of weakness. A copy of the PMP will be given  
45 to the parent.

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47 (b) Reading Deficiency and Parental Notification: Students at any grade who have been identified as  
48 having a deficiency in reading must have a progress monitoring plan that identifies the student's specific  
49 area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary as well as  
50 desired levels of performance in these areas. Schools shall also provide for the frequent monitoring of the  
51 student's progress in meeting the desired levels of performance. Any student who exhibits a substantial  
52 deficiency in reading, based upon locally determined assessments or Statewide assessments must be  
53 given intensive reading instruction outside of the ninety (90) minute reading block immediately following  
54 the identification of the reading deficiency.

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56 The parent of any student who exhibits a substantial deficiency in reading as determined by the current



District assessment, must be notified in writing of the following:

1. that his/her child has been identified as having a substantial deficiency in reading;
2. a description of the current services that are provided to the child;
3. a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
4. that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless s/he is exempt from mandatory retention for good cause;
5. strategies for parents to use in helping their child succeed in reading proficiency;
6. that the FCAT 2.0 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;
7. when there is a change in the PMP status.

(c) Reading, Writing, Science, and Mathematics Deficiency: Each student who does not meet minimum performance expectations for the Statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met. If the documented deficiency has not been remediated according to the Progress Monitoring Plan (PMP), the student may be retained. The intensive reading instruction shall be continued until the reading deficiency is remediated. Reading proficiency is reassessed by the use of Florida Assessments of Instruction in Reading (FAIR), locally determined assessments, or through teacher observation at the beginning of each year and in an ongoing manner in accordance with District procedures.

(5) District Assessment Plan: The District Assessment Plan is the District plan designed to provide curriculum, assessment, and instructional information for teachers in the academic areas of reading, writing, mathematics, and science, as well as information about health, social development, and behavior strategies. Periodic and ongoing assessments are an integral part of instruction. The District Assessment Plan lists specific assessments that are to be given at each grade level for each assessment cycle. Additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need are included. Each K-5 student shall have a Assessment Plan folder. The folder should contain assessments, which support the student's instructional needs, and Progress Monitoring Plans (PMPs) for identified students. Kindergarten students should have a student record sheet, which includes all assessment data. Students with disabilities whose core curriculum is the Sunshine State Standards with Access Points will have an alternate assessment portfolio.

(6) Annual Reports: The parent of each student will receive information regarding the progress of the student towards achieving State and District expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each Statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, test data, District and State assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the Board. Additional forms of progress reporting include reporting at parent/teacher conferences, and on the Progress Monitoring Plan (PMP) and Individual Education Plan (IEP), when appropriate. Multiple factors will determine promotion or retention.

F.S. 1003.21, 1003.455(2), 1008.25, 1008.25(6), 1008.25(6)(b)

Approved as to form and legality:

  
 School Board Attorney