

Citrus County School System

Student Progression Plan



Elementary School Level

TABLE OF CONTENTS

ENTRANCE REQUIREMENTS FOR CITRUS COUNTY SCHOOLS

General Requirements Pre-K-12	2
Specific Requirements	3

ELEMENTARY SCHOOL GRADES PreK-5

Criteria for Promotion	4
Placement of Students K – 5	8
Assessment, Progress Monitoring Plan, Remediation/ Interventions (Reading Enhancement)	14
Successful Progression of Retained Third Grade Students	18
Parent Notification K – 3	22
Course of Study	24
Section 504 (Rehabilitation Act)	25
Reporting Procedures	25
Step-by-Step Program	28
Appendix A	29
Appendix B	30
Appendix C	32
Appendix D	33

ENTRANCE REQUIREMENTS FOR CITRUS COUNTY SCHOOLS

I. GENERAL REQUIREMENTS PRE K - 12

A. In order to be admitted to Florida schools, the parent(s) or legal guardian(s) of a student transferring from an out-of-state school must provide the following data within 30 school days of initiating enrollment:

1. Evidence of a medical immunization against communicable diseases as required in Section 1003.22, Florida Statutes (actual records, a temporary certificate, or an exemption is required on the first day of entrance); and
2. Evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
3. Evidence of medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes; and
4. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school; and
5. An official letter of transcript from proper school authority, which shows record of attendance, academic information, and grade placement of the student.

Parents or Guardians may contact the registrar at the school their child will enter for additional information.

B. Evidence of legal guardianship/custody, when appropriate.

C. For students transferring from another Florida school district, records from the previous district are required in order to assist in proper placement. These official records will include the information listed above. (Section A, 1-6)

D. Grade Placement: The grade placement of students transferring from other countries, states, counties, private schools, or home education will be determined by the principal of the receiving school based on placement tests, age and previous school records. Grade placement of students transferring from home education will be determined by age, portfolio, annual evaluation, and other pertinent material furnished through the home education program. A student may be temporarily placed in an age appropriate grade until such time as previous and current school records and/or district assessments may be reviewed and analyzed by the Problem Solving Team to determine the best academic and social grade placement.

II. SPECIFIC REQUIREMENTS

A. Pre-Kindergarten

1. To enter the Voluntary Pre-Kindergarten Program in a public school setting, a child must demonstrate significant need. Program eligibility and selection is based on the following criteria: 1.) the child must be four years of age on or before September 1, and 2.) be at-risk. Risk factors may include unique educational, economic, and/or social needs.
2. To enter the Voluntary Pre-Kindergarten Program for children with disabilities, a child from birth up to age five must be eligible for an Exceptional Student Education Program as defined in the Special Programs and Procedures document.
3. A child is not eligible for the Voluntary Pre-Kindergarten Program if the child is five years of age on or before September 1. On the recommendation of the IEP committee and with the approval of the ESE Director, a student may be assigned to the Pre-Kindergarten classroom for a portion of the Kindergarten year.

B. Kindergarten - First Grade

1. To enter Kindergarten a child must have attained 5 years of age on or before September 1. Before admitting a child to Kindergarten, the principal shall require a birth certificate or other bona-fide proof of date of birth as described in Section 1003.21, Florida Statutes. Other basic requirements for admittance are health examinations and immunization records as given in Section 1003.21 and Section 1003.22, Florida Statutes.

As of the 2002-2003 school year, all school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each Kindergarten student in the district school system upon the students' entry into Kindergarten. (Section 1008.21)

2. To enter First Grade a student must have attained 6 years of age on or before September 1. In addition, the student must have been enrolled in a public school or have satisfactorily completed the requirements for Kindergarten in a non-public school. Students transferring from a non-public school must demonstrate satisfactory performance in reading readiness/language development and mathematics development for promotion to First Grade. (Section 1003.21)
3. For Kindergarten and First Grade students transferring in from out of state, the following State Board Rules (S.B.R.) 6a-1.0985 apply.
 - a. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in Section 1A.
 - b. Any student who transfers from an out-of-state non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent must also provide the data required in Section 1A.

CRITERIA FOR PROMOTION

I. GENERAL REQUIREMENTS

- A. Each district school board shall establish a comprehensive program for student progression which must include:
1. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
 2. Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from previous year's program and that takes into account the student's learning style.
 3. Appropriate alternative placement for a student who has been retained 2 or more years.
- B. Our district curriculum is designed to be concept and process-oriented, promote active involvement of students, emphasize students' thinking and reasoning abilities, provide a broad range of content, emphasize application to real-life experiences, incorporate applicable Florida Sunshine State Standards and meet the developmental needs of all students. The Citrus County Schools Student Progression Plan includes standards for evaluating student performance on the Sunshine State Standards. Student promotion in the Citrus County Public Schools is based upon an evaluation of each student's performance on the Sunshine State Standards (Section 1008.25 (2)(a)). In addition, student progression from one grade level to another is partially based upon proficiency in reading, writing, science, and mathematics (Section 1008.25 (1)). Evaluation of student performance should reflect teacher judgment based on a variety of methods, e.g. classroom assignments/work, observation of performance, progress tests, district and state assessments, progress towards Individual Educational Plan (IEP) goals for ESE students, and other objective data. Promotion will not be determined solely on the basis of a single test/method. However, at the Third Grade level, students scoring at Level 1 on the FCAT reading portion must be retained unless promoted for Good Cause.
- C. Meeting the district or state requirement does not automatically result in promotion. The primary responsibility for determining and documenting each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the student's teacher(s). The final decision in regard to appropriate placement is the responsibility of the school principal.
- D. The promotion of students transferring into our district during the last grading period will be determined primarily by the grades and records received from the sending school. The promotion of Third Grade students transferring into our district during the last grading period will be contingent on their ability to read at or above Level 2 of the FCAT Reading Assessment. The final placement decision of a student transferring into the district is the responsibility of the principal.
- E. A school-based committee with approval of the principal will consider promotion of non-English speaking students on an individual basis.
- F. District set levels for grade level performance are listed in Appendix A. (Section 1008.25 (2)(b))

II. SPECIFIC REQUIREMENTS FOR PROMOTION

- A. Each student must participate in statewide assessment tests. (Section 1008.25(4)) Beginning with grade 1, each student will be evaluated in reading, writing, mathematics, and science at each grade level within the first nine weeks or within nine weeks of entry into the Citrus County School System. Any student who does not meet the specific district levels of performance in reading, writing, mathematics, and science or does not meet the specific levels of performance on statewide assessments (e.g. FCAT Reading, Math, Writing, and Science) must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic need.
- B. Students in grades 3-5 who score an Achievement Level 1 or 2 on FCAT Sunshine State Standards tests in reading or math will be required to receive remediation and intensive instruction through a Progress Monitoring Plan, Individual Education Plan, or be retained. Remediation will be provided through the:
1. use of additional diagnostic assessments, determined by the district to identify the nature of the student's difficulty and areas of academic need; and
 2. implementation of an individual Progress Monitoring Plan (PMP), or an Individual Education Plan (IEP), developed in consultation with a parent that is designed to assist the student in meeting state and district expectations of proficiency; and
 3. utilization of immediate intensive remedial instruction to assist student needs such as:
 - diagnostic/prescriptive approach
 - targeted to specific skill development
 - opportunities for repeated exposure to needed areas of instruction
 - smaller chunks of text or content
 - guided and independent practice
 - skill development and practice integration into all activities
 - frequent monitoring
 - criterion-based evaluation
 4. In addition to the integration of these into the school day, after school remediation, extended year activities, tutorial programs, and Exceptional Education services can be utilized to meet individual needs.
 5. For reading, the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary must be identified along with the desired levels of performance and the instructional and support services to be provided.
- C. If, upon subsequent evaluation after remediation the deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained. Any student who has not met minimum state expectations of the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met.

- D. With the exception of Third Grade students, students (General Education and ESE students seeking a Standard Diploma) who have not met the levels of performance for student progression must be:
1. Remediated before the beginning of the next school year and promoted.
 2. Promoted and remediated during the following year with more intensive intervention and remediation specified in a revised Progress Monitoring Plan (PMP) or Individual Education Plan (IEP).
 3. Retained and remediated in a different program.
- E. It is the ultimate goal of the Citrus County School system that every student read at or above grade level. Each elementary school must regularly assess the reading ability of each K-3 student. (Section 1002.20(11) Any student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments conducted in Kindergarten, grade 1, grade 2 or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency.
- The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must be provided with intensive reading instruction until the reading deficiency is remediated. (Section 1008.25(5) (a))
- F. If the student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained, unless exempted for Good Cause. (Section 1008.25 (5) (b))
- G. At the Fourth Grade level, students who score lower than 3.0 on the essay portion of the FCAT Writing test must be required to receive remediation through a Progress Monitoring Plan (PMP), or Individual Education Plan, or be retained.
- H. Through the Citrus County Curriculum Alignment Process, the Sunshine State Standards are implemented by core curriculum objectives for each grade level course. Documentation of instruction of these standards in the areas of language arts, mathematics, science, social studies, foreign language (cultural literacy), the arts, health & physical education, and applied technology is required at all appropriate grade levels.

III. DISTRICT REQUIREMENTS

- A. Grades Kindergarten – 5 (General Education and ESE students seeking a Standard Diploma)
 - 1. Satisfactory performance should be attained in the core curriculum objectives related to reading, language arts (oral/written expression), mathematics, science, and social studies.
 - 2. All potential Standard Diploma seeking students will take all designated statewide assessments.
- B. Promotion for ESE students who are working toward mastery of the Sunshine State Standards for Special rather than Standard Diploma.

Consideration for promotion of these exceptional students in the above grade levels will be made on the basis of the following criteria:

- 1. Available standardized/criterion-referenced testing and/or alternative assessment results
 - 2. Individual Education Plan goals
 - 3. Classroom performance
 - 4. Progress in social development
 - 5. Progress towards mastery of the Sunshine State Standards for Special Diploma rather than Standard Diploma
- C. Pre-Kindergarten Exceptional Students
 - 1. Pre-Kindergarten children with disabilities are eligible to receive Exceptional Student Education services from birth to five years of age.
 - 2. Students five years of age on or before September 1 are eligible for Kindergarten and should not be placed in a Pre-Kindergarten program.

PLACEMENT OF STUDENTS K-5

I. RETENTION

- A. Students who do not satisfactorily meet the levels of performance established for the grade to which they are assigned may be assigned to the same grade in the next school year. Schools may make a determination to assign students who have not met the levels of performance to a special program (e.g. special class within the regular school year or summer program). These students are to be provided in the instruction designed to continue their progress toward the mastery of the required Sunshine State Standards. Student retention is to be used as one administrative procedure to provide students with the additional time to master skills required for success in the next higher grade.
- B. Students who are to be retained should be considered for school counseling services.
- C. When students are retained, they must receive an intensive program different from the previous year. It would include the following:
 - 1. Be designed based on the individual student needs in reading, math, and science as demonstrated by the student's performance on the FCAT and in the classroom.
 - 2. Be designed to address the individual student's learning styles.
 - 3. Provide immediate intensive intervention that includes appropriate targeted instruction in the five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary) provided by appropriately trained staff.
 - 4. Provide additional uninterrupted instructional time in the area of reading (more than 90 minutes per day is recommended).
 - 5. Provide for frequent monitoring of the student's progress towards meeting the goals identified in the student's Progress Monitoring Plan (PMP) or Individual Education Plan (IEP).
- D. Any student who has been retained and is recommended for retention a second year is to be considered for screening for possible alternative placement such as Exceptional Student Education and/or intensive remedial strategies. The Problem Solving Team should make consideration through discussion.
- E. Students who appear to be having difficulty meeting promotion requirements should be referred to the Problem Solving Team.
- F. School personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement. However, the final decision as to grade placement is the responsibility of the principal.

- G. English for Speakers of Other Languages (ESOL) students may only be retained based on lack of academic skills, not language deficiency.

II. PROMOTION WITH REMEDIATION:

- A. The principal may “Promote with Remediation” a student who has not met mastery level and all core curriculum objectives, to the next higher grade with a plan for remediation (with the exception of third grade students; see below: III. THIRD GRADE STUDENTS). Promotion with Remediation entails a thorough analysis of a student’s performance record and other related issues and is not to be construed as a social promotion. A student may not be assigned to a grade based solely on age. Appropriate diagnostic instrument(s) will be used in development of a Progress Monitoring Plan (PMP) or Individual Education Plan (IEP) to address student needs in reading, writing, science, and mathematics. The student should also be screened for possible alternative placement (e.g. Exceptional Student Education or alternative programs, etc.).
- B. The student’s teacher must submit documentation to the school principal that indicates the Promotion with Remediation is appropriate and based on the student’s academic record. The school principal shall review and discuss such recommendations with the teacher and, if appropriate, the Problem Solving Team and make the determination as to whether the student should be “Promoted with Remediation” or retained.
- C. In all “Promotion with Remediation” cases, the student’s cumulative folder and report card should indicate “grade assignment with remediation.” Parents must be notified formally in writing that their child is being promoted with a remediation plan to the next higher grade. A statement in the letter to parents must indicate that the criteria for regular promotion has not been met, the major reasons why the promotion was made, and the name of the principal who initiated the promotion. A copy of the notification letter must be placed in the cumulative folder and considered as a class A document, not to be purged.

III. THIRD GRADE STUDENTS

A. Good Cause

No student shall be assigned to a grade level based solely on age or other factors that constitutes social promotion. The district may exempt third grade students from mandatory retention only for Good Cause. Good Cause exemptions shall be limited to the following:

1. Students having limited English proficiency who have had less than 2 years of instruction in a program of English for Speakers of Other Languages (ESOL), or

2. Students with disabilities, whose Individual Education Plan (IEP) indicates that participation in the FCAT is not appropriate because the student is working toward mastery of the Sunshine State Standards for Special Diploma and therefore will be assessed through an alternative assessment.
3. Students who demonstrate acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, or
4. Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least level 2 performance on the FCAT, or
5. Students with disabilities who participate in the FCAT, with an Individual Education Plan (IEP) or a Section 504 Plan that reflects that the student has received the intensive remediation in reading for more that 2 years but still demonstrates a deficiency in reading and who was previously retained in K-3, or
6. Students who have received the intensive remediation in reading for 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 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a progress monitoring plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing students.

B. Request for Good Cause

1. The student's teacher must submit documentation to the school principal that indicates promotion of a student for Good Cause is appropriate and based on the student's academic record. Documentation should include, but not be limited to, the Progress Monitoring Plan (PMP), Individual Education Plan (IEP), report card, and student portfolio.
2. The School principal shall review and discuss such recommendations with the teacher and, if appropriate, the Problem Solving Team and make the determination as to whether the student shall be promoted for Good Cause or retained. If the school principal determines that the student should be promoted for Good Cause, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent must accept or reject the school principal's recommendation in writing.

3. In all promotions for Good Cause cases, parents must be notified formally in writing that their child is being “Promoted for Good Cause”. This notification is to include the category being used to promote for Good Cause. The Good Cause Documentation and Recommendation Form must be placed in the cumulative folder and considered as a class A document, not to be purged. Those students who are promoted for Good Cause using the portfolio option must file work papers within the Good Cause folder. This folder is to be kept with the cumulative folder.

IV. THIRD GRADE RETAINED STUDENTS

A. Transitional Setting

1. The district must provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate areas of deficiency.

B. Midyear Promotion

1. Students who have been retained in third grade can be considered for a mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the school year of retention once the student has demonstrated ability to read at grade level. To be considered for this placement option, students must demonstrate that he/she is a successful and independent reader at or above grade level and is ready to be promoted to the next grade level. (Section 1008.25(7)(b))
2. Tools that school districts may use in reevaluating any student retained may include:
 - a. subsequent assessments
 - b. alternative assessments
 - c. portfolio reviews, in accordance with rules of State Board of Education (Section 1008.25(5) (c))
3. Students promoted during the school year after November 1 must demonstrate proficiency above Level 2 on grade 3 FCAT. The State Board of Education will adopt standards that provide reasonable expectations that the student’s progress is sufficient to master appropriate 4th grade level reading skills.

C. Documentation of Third Grade Retained Students

1. The district will review the Progress Monitoring Plans for all students who scored Level 1 on the reading portion of the FCAT, and did not meet the criteria for one of the Good Cause exemptions.
2. The school district will require a student portfolio to be completed for each student as described in the paragraph above. This portfolio will include RtI progress monitoring, diagnostic assessments, and intensive reading instruction.

V. SPECIAL ASSIGNMENT/ACCELERATED PLACEMENT

A. Special Assignment

1. On the recommendation of the principal and with the approval of the superintendent, any student may be reassigned to a lower/higher grade so that the student will be able to benefit from instruction at that specified grade level. A Special Assignment/ Accelerated Placement form will be used for the reassignment recommendation. This form is available through the office of Director of Elementary Education.
2. Parents must be notified formally in writing that their child is being assigned to the lower/higher grade. A copy of this notification must be placed in the student's cumulative guidance record along with the Special Assignment/Acceleration Placement form.

B. Accelerated Placement

1. The assignment of a student (who has never been retained) to a higher grade which results in the student skipping a 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 grade level. The probable long-range academic, social, and emotional effect of the decision should be considered. The principal, with the approval of the superintendent, has the responsibility for making such assignments. However, a child will not be accelerated without parental consent. A Special Assignment/Acceleration Placement form will be used for the accelerated placement.
2. The student's cumulative folder and report card should be noted to indicate "accelerated placement" and the name of the principal who has made the placement.
3. Parents must be notified formally in writing that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification must be placed in the cumulative guidance record along with the Special Assignment/Acceleration Placement form.

VI. STUDENTS WHO HAVE BEEN RETAINED FOR TWO YEARS

Students who have been retained for two or more years must have an appropriate alternative placement. The nature of the alternative placement is determined by the school district. This placement should include but not be limited to a program in a different setting. The student should be in a program that meets the student's individual learning needs, including one that addresses his or her individual learning style.

VII. ESE STUDENTS

A. Those students working toward mastery of the Sunshine State Standards for Special Diploma.

1. If the ESE student has not met criteria for promotion, a case review by a committee similar in composition to an IEP review committee, should be held. If deemed appropriate, the committee may recommend an IEP review, and/or a re-evaluation strategy meeting to gather additional data.
2. Appropriate sections of the Special Program and Procedures document concerning placement, IEP review, and re-evaluation procedures should be followed.
3. The committee will present their input to the principal regarding a recommendation for promotion, retention, or administrative promotion based upon consideration of the following:
 - a. Classroom performance
 - b. Mastery of goals on the Individual Education Plan
 - c. Results of other standardized testing and alternative assessment results, if available
 - d. Progress in social development
 - e. Progress towards mastery of the Sunshine State Standards for Special Diploma

ASSESSMENT, PROGRESS MONITORING PLAN, REMEDIATION/ INTERVENTIONS
(READING ENHANCEMENT)

I. ASSESSMENT

- A. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the Commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
- B. The district's comprehensive program for student progression uses assessment data (universal screening and ongoing progress monitoring assessments) to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor the student's response to implemented instruction/interventions. For a specific list of the progress monitoring assessments for each level, please refer to Appendix B.
- C. The specific diagnostic assessments used to determine the nature of the students' difficulties and areas of academic need may include: Fox in a Box, Diagnostic Assessment of Reading, Woodcock Reading Mastery Test. In addition, core instructional program assessments as well as computer assisted instructional assessments can be used for the purpose of diagnosing student needs.
- D. The system for providing targeted intervention or remediation to address specific deficiencies will be guided by the Progress Monitoring Plan. This system will include the use of additional diagnostic assessments (if needed), implementation of the PMP (in consultation with parents), and utilization of immediate intensive remedial instruction.

II. PROGRESS MONITORING PLAN (PMP)

- A. The school in which the student is enrolled must develop and implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency. Students who have demonstrated academic difficulty in the areas of reading, writing, mathematics, or science will have a Progress Monitoring Plan or an Individual Education Plan that includes specialized diagnostic information and specific strategies for each student. Appropriate diagnostic instrument(s) will be used in the development of a Progress Monitoring Plan or an Individual Education Plan, to address student's needs. The Progress Monitoring Plan or Individual Education Plan must be developed in consultation with the parent. This statute does not require parent approval nor does it give the parent the right to veto a Progress Monitoring Plan or Individual Education Plan.

- B. The process for developing the PMP begins with a review of student data. Students who are not meeting specified levels of performance shall be targeted for the development of a PMP. The development of the PMP is done in conjunction with specified personnel (e.g., Curriculum Specialists or Assistant Principal) as well as with consultation with parents. Students who continue to not meet grade level expectations will receive increasingly intense instruction/intervention services to support their academic proficiency. These interventions will be determined through a problem solving/Response to Intervention process. (See Appendix C)

If a student in any grade has been identified as having a deficiency in reading, the Progress Monitoring Plan or Individual Education Plan must identify:

1. The student's specific area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary.
 2. The desired levels of performance in those areas
 3. The instructional support services to be provided to meet the desired levels of performance as outlined in the District K-12 Comprehensive Reading Plan
 4. Frequent monitoring of the student's progress in meeting desired levels of performance.
- C. Districts must assist schools and teachers in implementing research-based reading activities that have shown to be successful in teaching reading to low-performing students. (Section 1008.25 (4)(c))
- D. If documented deficiency has not been remediated according to the Progress Monitoring Plan or Individual Education Plan, the student may be retained.
- E. Each student who does not meet minimum performance expectation for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met.

III. REMEDIATION/INTERVENTIONS

- A. Remediation: Students achieving below district/state standards will be provided remediation.
- B. For those students experiencing difficulty in meeting the levels of performance for student progression, the areas of academic need and intervention strategies will be identified through a problem solving process. Such a process will include the following:
1. Effective, researched based, standards driven, initial instruction
 2. Identification of students with problems through assessment or screening
 3. Diagnosis of specific problems of the individual student
 4. Progress Monitoring Plan, Individual Education Plan, addressing diagnosed problems.
 5. Immediate intensive remedial instruction including, but not limited to, the use of Great Leaps, Phonographix, Earobics, Early Interventions in Reading, Soar to Success, and Early Success.
 6. Progress monitoring, reevaluation and redesign of instruction to meet student's current needs
 7. Continued support and reinforcement
- C. Allocation of remedial and supplemental instruction resources for students shall occur in the following priority: (1) students who are deficient by the end of grade 3 (2) students who fail to meet performance levels required for promotion consistent with the Student Progression Plan. (Section 1008.25 (3)(a,b))
- D. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, grade 3 or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The Response to Intervention Model is used as a framework to guide intervention. The RtI system of tiered interventions follows.
- E. Purpose of Reading Enhancement and Acceleration Development (READ) Interventions
- The focus of READ interventions is to prevent the retention of grade 3 students and to offer intensive acceleration reading instruction to:
1. Grade 3 students who failed to meet standards for promotion to grade 4;
 2. Each K-3 student who is assessed as exhibiting a reading deficiency and is at risk of retention

F. READ Interventions will:

1. Provide interventions to all K-3 students at risk of retention as identified by the statewide assessment system. These assessments must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension as measured by scientifically based and reliable assessments that measure those component areas
2. Provide initial and ongoing analysis of each student's reading progress.
3. Be provided during regular school hours in addition to the regular reading instruction.
4. Be provided through a state-identified reading curriculum that has been reviewed by the Florida Center of Reading Research at Florida State University.
5. Assist students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
6. Provide skill development in phonemic awareness, phonics, fluency vocabulary, and comprehension.
7. Provide scientifically based and reliable assessment.
8. Provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all subjects.
9. Entrust district school boards to assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

IV. PROGRESS MONITORING

For students who have a Progress Monitoring Plan, student progress will be monitored at least three times per year. Progress monitoring instruments will include, but are not limited to, the use of DIBELS, Scholastic Reading Inventory, STAR, classroom performance, benchmark assessments, core program assessments and computer assisted instruction assessments. Progress monitoring reviews will determine whether adjustments need to be made in the instructional interventions. Students who are at higher risk may have more frequent progress monitoring as described in the RtI model framework and may have interventions that are of greater duration and intensity.

SUCCESSFUL PROGRESSION OF RETAINED THIRD GRADE STUDENTS

I. INTERVENTIONS FOR RETAINED THIRD GRADE STUDENTS

- A. Retained Third Grade students must be provided intensive interventions in reading beyond the ninety minute reading block so that the student's specific reading deficiency is remediated. The RtI Problem Solving Team will identify intervention strategies and monitor progress. The intensive interventions must include:
1. Valid diagnostic assessments
 2. A minimum of 90 minutes of daily uninterrupted, scientifically researched-based reading instruction
 3. Effective instructional strategies that include but are not limited to:
 - a. Small group instruction
 - b. Reduced teacher-student ratios
 - c. More frequent progress monitoring
 - d. Tutoring or mentoring
 - e. Transition classes containing 3rd and 4th grade students.
 - f. Extended school day, week, or year.
 - g. Summer reading camps (Summer Camps will provide intensive intervention instruction using "Summer Success," guided reading, read aloud and fluency strategies. Assessments will include "Summer Success" (pre-post), DIBELS, SAT 10, and running records).
 4. Appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.
 5. Participation in summer reading camp.

II. PROGRESS MONITORING PLAN REVIEW (PMP)

- A. Each district shall conduct a review of student Progress Monitoring Plans (PMPs) for all Third Grade students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the Good Cause exemptions.
- B. The review must address additional supports and services needed to remediate the identified areas of reading deficiency.

III. PORTFOLIO REVIEW

The district must complete a student portfolio for each third grade student who did not score above Level 1 on the FCAT reading and did not meet the criteria for one of the Good Cause exemptions. This portfolio must contain mastery of benchmarks, other information to inform parents, and results of diagnostic and progress monitoring.

IV. HIGH PERFORMING TEACHER

Students who are retained in third grade must be provided with a high performing teacher as determined by student performance data and above-satisfactory performance appraisals.

V. PARENT OPTIONS

- A. In addition to required reading enhancement and acceleration strategies, the district must provide parents of third grade students to be retained with at least one of the following instructional options:
 - 1. Supplemental tutoring in scientifically research-based reading services in addition to regular reading block, including tutoring before and/or after school
 - 2. “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading.
 - 3. A mentor or tutor with specialized reading training. (Section 1008.25(7) (a)(b))

VI. INTENSIVE ACCELERATION CLASS FOR RETAINED THIRD GRADE STUDENTS (THIRD GRADE FCAT - TIER 3)

- A. Students retained in grade 3 who subsequently score Level 1 for a second time (retained twice in third grade) shall be placed in an acceleration class. The focus of this class is to increase a child’s reading level at least 2 grade levels in one year.
- B. The acceleration class must:
 - 1. Have a reduced teacher-student ratio
 - 2. Provide uninterrupted reading instruction for a majority of student contact each day
 - 3. Incorporate opportunities to master the grade 4 Sunshine State Standards in the other core subject areas
 - 4. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- C. Provide intensive language and vocabulary instruction using a scientifically based program, including the use of a speech therapist in designing the Intensive Acceleration Class and perhaps work with students whose diagnosed reading deficiencies might best be addressed by a speech language therapist.

- D. Include weekly progress monitoring measures to ensure progress is being made (this progress monitoring can be informal assessments), Section 1008.25(7)(b)8.

VII. TRANSITIONAL INSTRUCTIONAL SETTING

Provide a student who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

VIII. MID-YEAR PROMOTION

6A-1.094222 Standards for Mid-Year Promotion of Retained Third Graders. Effective with the 2004-2005 school year, district school boards are required to adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by Section 1008.25 (5)(b), Florida Statutes. Such mid-year promotions of retained third grade students should occur during the first semester of the academic year.

- A. To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - 1. is a successful and independent reader as demonstrated by reading at or above grade level;
 - 2. has progressed sufficiently to master appropriate fourth grade reading skills; **and**
 - 3. has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.
- B. Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1)(a)-(b) of this rule include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:
 - 1. successful completion of portfolio elements that meet state criteria in subsection (3) of this rule; or
 - 2. satisfactory performance on a locally selected standardized assessment as specified in subsection (4) of this rule.

- C. To promote a student mid-year using a student portfolio, as provided for in paragraph (2)(A) of this rule, 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 as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:
1. be selected by the student's teacher;
 2. be an accurate picture of the student's ability and only include 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, as required by Rule 6A-1.094221, and
 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 fifty (50) percent literary text and fifty (50) percent information text, and that are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of a "C" or better; and
 5. be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- D. To promote a student mid-year using a locally selected standardized assessment, as provided for in paragraph (2)(b) of this rule, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.
- E. The Progress Monitoring Plan (PMP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.
- F. Parents must be notified of specific criteria and policies for mid-year promotion of third grade students. Mid-year promotion means that a student may be promoted at any time during the first semester of retention once the student has demonstrated the ability to read at grade level.

Specific Authority: Section 1008.25(7)(b)4, F.S. Law Implemented 1008.25(7)(b)4, F.S.

IV. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, (ESOL MAY QUALIFY FOR EXTENDED YEAR ACTIVITIES AT THE ELEMENTARY LEVEL)

- A. PMP (Progress Monitoring Plan): This should be utilized for non-ESE students.
- B. IEP (Individual Education Plan): This should be utilized for students in an Exceptional Student Educational program

PARENT NOTIFICATION K-3

I. NOTICE OF DEFICIENCY

A. Parent Notification K-3

1. The parent of any student who exhibits a substantial deficiency in reading must be immediately notified of the student's deficiency. In writing the parent of any student must be given the following:
 - a. Notice that his or her child has been identified as having a substantial deficiency in reading; **and**
 - b. A description of the current services that are provided to the child; **and**
 - c. Strategies for use in helping their success in reading proficiency; **and**
 - d. A description of the proposed supplemental instruction services and supports that will be provided to the child that are designated to remediate the identified area of reading proficiency; **and**
 - e. Notice that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless the student is exempt for Good Cause from mandatory retention. (Section 1008.25 (5) (c))
 - f. The student will be given intensive reading and instruction until the deficiency is corrected.

2. Beginning with the 2004-2005 school year, each school district shall provide written notification to the parent of any student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided by paragraph (6) (b), 1008.25(7)(b) 3. A description of the proposed interventions and supports to remediate the identified areas of reading deficiency must be provided. This will be done through the PMP. Parents must be notified of specific criteria and policies for mid-year promotion of third grade students.

B. Parent Notification-ALL Grades

1. In addition to the previous notification requirements to parents of a child with a reading deficiency, the district must also inform parents of the following.
 - a. The FCAT is not the sole determiner of promotion.
 - b. That additional evaluation, portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion.
 - c. The district's specific criteria and policies for mid-year promotion (Section 1008.25(5)).
2. The parents must be consulted in the development of a detailed Progress Monitoring Plan. As indicated on the PMP, the cooperation and help of the parent is critical in working with the teacher to meet the learning needs of the child.
3. Parents must be notified in writing when it is apparent that the student may need to be retained. Documentation of such notification should be obtained. Ongoing communication with the parents should be maintained. The opportunity for a conference with the teacher or principal must be provided to the parents of any child who may be retained.

COURSE OF STUDY

I. GENERAL INFORMATION

- A. Students in grades Kindergarten through 5 will be provided instruction at their appropriate instructional level(s) and will follow the basic course of study that includes the following subjects aligned with the Sunshine State Standards:
- | | |
|-----------------------|----------------|
| Art | Science |
| Physical Education | Mathematics |
| Music | Social Studies |
| Reading/Language Arts | Health |
- B. All elementary students will be required to pass the same general areas of academic or vocational skills unless specified otherwise in their Individual Education Plan.
- C. Students shall be provided appropriate instruction at all grade levels based upon the Florida Sunshine State Standards. Students who can exceed the grade level indicators and benchmarks set forth in the Sunshine State Standards should be encouraged and provided the opportunity to do so.
- D. District School Boards and staff at each school is available to assist parents in learning about and/or reviewing curriculum, instructional materials and their delivery as well as address related concerns. The school staff will also assist parents with alternatives in sensitive curriculum matters due to certain factors (e.g. cultural or religious considerations, etc.). Parents are encouraged to become familiar with the course study in which their child will participate.
- E. Hospitalized/Homebound instruction is available for students with a medically diagnosed physical or mental condition that confines the student to home or hospital and whose activities are restricted for an extended period of time. The curriculum for each student will be determined by the IEP committee and will focus on the core subjects and IEP goals. Grades will reflect completed assignments and mastery of the Sunshine State Standards for that grade level.

SECTION 504 (REHABILITATION ACT)

Eligible 504 students will receive accommodations as indicated in their Accommodations Plan.

REPORTING PROCEDURES

- A. An annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency in reading, writing, science, and mathematics, including results on each statewide assessment test, classroom work, observations, tests, district assessments, and other relevant information. (Section 1008.25(8))
- B. Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. (Section 1008.25 (8)(a))
- C. Districts must annually publish in the local newspaper the following: the district policies and procedures on student retention and promotion; the number and percentage of all students by grade level performing at Levels 1 and 2 on the FCAT Reading; the number and percentage, by grade, of all students retained; the total number of students promoted for Good Cause, by each category; and any revisions to the district school board's policy on retention and promotion. (Section 1008.25 (8)(b))
- D. Districts shall report to the Department of Education, in the manner described by the department, the progress of students in class at the end of the first semester. (Section 1008.25(7)(b) 8)
- E. Districts shall report to the State Board of Education as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports. By September 1, each district school board with a school with a performance grade of "F" must adopt policies for feeder schools that minimize promotion of unprepared students to the next school level.
- F. Report Cards
 - 1. All schools shall use a standard report card as the primary means of reporting student progress.
 - 2. An alternative reporting format may be used for exceptional students working toward mastery of Sunshine State Standards for Special Diploma.

3. Schools will inform parents of students' progress toward annual goals as defined in the student's IEP at least as often as parents are informed of the progress for their child without disabilities.
 - a. With the approval of the assistant superintendent, schools may develop additional or supplementary reporting instruments, which may be used in conjunction with the standard report card.
 - b. Report cards are to be issued four times a year. Grades will be issued to all students in attendance at least 15 days of the reporting/grading period. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.
 - c. Report cards are to be issued on uniform dates as adopted annually on the official school calendar. Each student and his or her parent are to be informed of academic progress through report cards.

G. Report Card Grades

Report card grades are to provide the student and/or the student's parents with an objective evaluation of scholastic achievement.

1. Numerical Guidelines for assigning letter grades:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below
N/A	Not applicable at this time

2. Non-numerical guidelines for assigning letter grades:

S	Satisfactory
N	Needs improvement
U	Unsatisfactory

3. Guidelines for other grading codes:

P	Performing satisfactorily
I	Inconsistent success shown
E	Extending/applying learning to other areas
N	Needs attention, little or no progress shown

4. Level Explanations

Above Grade Level (Designated as +): The student is being instructed using materials for curriculum standards that are above grade level.

On Grade Level (Designated as √): The student is being instructed using materials for curriculum standards that are at grade level.

Below Grade Level (Designated as -): The student is being instructed using materials for curriculum standards that are below grade level.

5. In the case where a teacher is the sole instructor for a subject, that teacher will assign the grade for that area.
6. For subjects jointly taught, the teachers are to work out a mutually agreeable plan as to how grading and documentation responsibilities are to be assigned. They may assign a grade based upon the percentage of time the student spends with each teacher.
7. If a child is receiving services from any of the exceptional student programs, the program and progress will be indicated. The grades will reflect the student's performance according to his or her Individual Education Plan. In addition, ESE students will receive statements toward progress of annual goals. If a student is not making adequate progress toward mastery of the annual goals on his or her IEP, a meeting should be held to review the IEP and the student's progress.

H. Interim Progress Reports

A county approved interim progress report will be issued to all students at the mid point of each regularly scheduled grading period. Parents will receive reports on their student's performance on statewide assessment tests or any other form of standardized test administered as part of the countywide testing program.

I. Retention Notification

1. Parents must be notified in writing when it is apparent that the student may need to be retained. Documentation should be kept of such notification. Ongoing communication with the parents should be maintained.
2. The report card must clearly reflect the student's level of instructional achievement. Parents 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. Satisfactory grades in remedial programs must indicate that the student is working satisfactorily in a program below the range acceptable for the grade assignment.

3. The opportunity for a conference with the teacher or principal must be provided the parents of any child who may be retained.

STEP-BY-STEP PROGRAM

The Step-by-Step Program is available for schools that are interested in a staggering start schedule for Pre-K and Kindergarten students. This program enables Pre-K and Kindergarten students to attend their first day in class in a small group setting.

Appendix A
CRITERIA FOR DETERMINING PROFICIENCY EXPECTATIONS FOR END-OF-YEAR

GRADE LEVEL	SOURCES
Kindergarten	<ul style="list-style-type: none"> * Mastery of Kindergarten Skills Chart * Guided Reading Level B
First	<p>Reading</p> <ul style="list-style-type: none"> * Report card grades “P” or “E” on PIEN scale and on grade level * Fountas & Pinnell Guided Reading Level I * Reading 60 or more words correct per minute (WCPM) on the final FAIR assessment * Successful performance on Harcourt Reading assessments <p>Math</p> <ul style="list-style-type: none"> * Report card grades “P” or “E” on PIEN scale and on grade level * Successful performance on Every Day Math Assessments
Second	<p>Reading</p> <ul style="list-style-type: none"> * Report card grades “P” or “E” on PIEN scale and on grade level * Fountas & Pinnell Guided reading level M * STAR/SRI score at or above the 25th percentile ranking * Reading 90 or more words correct per minute (WCPM) on the final FAIR assessment * Successful performance on Harcourt Reading assessments <p>Math</p> <ul style="list-style-type: none"> * Report card grades “P” or “E” on PIEN scale and on grade level * STAR score at or above the 25th percentile ranking * Successful performance on Every Day Math Assessments
Third **Required per F.S. 1008.25	<p>Reading</p> <ul style="list-style-type: none"> * Report card grades “C” or better on graded scale (or “P” or “E” on PIEN scale) and on grade level * Fountas & Pinnell Guided reading level P * STAR/SRI score at or above the 25th percentile ranking * Successful performance on Harcourt Reading assessments * *Level 2 or above on FCAT Reading (unless Good Cause exemption applies) <p>Math</p> <ul style="list-style-type: none"> * Report card grades C or better on graded scale (“P” or “E” on PIEN scale) and on grade level * STAR score at or above the 25th percentile ranking * Successful performance on Every Day Math Assessments * Level 3 or above on FCAT Math

Appendix A, continued
CRITERIA FOR DETERMINING PROFICIENCY EXPECTATIONS FOR END-OF-YEAR

<p>Fourth</p>	<p>Reading</p> <ul style="list-style-type: none"> * Report card grades “C” or better on graded scale and on grade level * Fountas & Pinnell Guided reading level S * STAR/SRI score at or above the 25th percentile ranking * Successful performance on Harcourt Reading assessments * Level 2 or above on FCAT Reading <p>Math</p> <ul style="list-style-type: none"> * Report card grades C or better on graded scale and on grade level * STAR score at or above the 25th percentile ranking * Successful performance on Every Day Math Assessments * Level 3 or above on FCAT Math
<p>Fifth</p>	<p>Reading</p> <ul style="list-style-type: none"> * Report card grades “C” or better on graded scale and on grade level * Fountas & Pinnell Guided reading level T * STAR/SRI score at or above the 25th percentile ranking * Successful performance on Harcourt Reading assessments * Level 2 or above on FCAT Reading (unless Good Cause exemption applies) <p>Math</p> <ul style="list-style-type: none"> * Report card grades C or better on graded scale and on grade level * STAR score at or above the 25th percentile ranking * Successful performance on Every Day Math Assessments * Level 3 or above on FCAT Math

Appendix B
PROGRESS MONITORING TOOLS AVAILABLE AT EACH GRADE LEVEL

Progress monitoring occurs three times annually for all students.

Progress Monitoring Assessments	K	1	2	3	4	5
<u>F.A.I.R.</u>	X	X	X	X	X	X
<u>Kindergarten Skills Chart</u>	X					
<u>STAR EL</u>	X	X				
<u>STAR Reading/Scholastic Reading Inventory (SRI)</u>		X	X	X	X	X
<u>STAR Math</u>			X	X	X	X
<u>Citrus Benchmark Assessment Test</u>				X	X	X
<u>Core Program Benchmark Assessments</u>		X	X	X	X	X
<u>Running Records</u>		X	X	X	X	X
<u>Accelerated Reading Level</u>		X	X	X	X	X
<u>Accelerated Math Level</u>			X	X	X	X
<u>FASTT Math</u>		X	X	X	X	X

Appendix C
PROBLEM SOLVING/RESPONSE TO INTERVENTION (RTI) PROCESS

Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity.

Tier I: Core Instruction

- Focus: For all students
- Program: Core Instructional Program
- Grouping: Multiple grouping formats to meet student needs
- Time: 90 minutes for Reading
- Assessment: Progress Monitoring assessments at least 3 times annually
- Interventionist: General education teacher
- Setting: General education classroom

Tier II: Supplemental Instruction

- Focus: For students identified with specific academic and behavioral difficulties, and who have not responded to Tier I efforts.
- Program: Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I.
- Grouping: Small group instruction in groups of six (6) or less students with similar areas of deficiency.
- Time: In addition to and in alignment with Core Instruction and Tier II interventions;
- Frequency: Daily for reading; a reasonable amount of time for other subjects/behavior to collect sufficient data to determine effectiveness of support
- Assessment: Progress monitoring twice monthly or more often on target skill to ensure adequate progress and learning.
- Interventionist: Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist).
- Setting: Appropriate setting designated by the school; may be within or outside of the classroom.

Tier III: (Following Problem Solving Team review)

- Focus: For students identified with specific academic and behavioral difficulties, and who have not responded to Tier I or Tier II efforts.
- Program: Sustained, intensive scientifically research-based interventions.
- Grouping: Small group instruction of three (3) or less students with similar areas of deficit.
- Time: In addition to and in alignment with Core Instruction and Tier II interventions; a supplemental session per day in a small group or individually (to total 150 minutes daily for reading).
- Assessment: Progress monitoring at a more frequent rate than for Tier II to ensure adequate progress and learning.
- Interventionist: Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist).
- Setting: Appropriate setting designated by the school; may be within or outside of the classroom.

Appendix D
RtI PROCESS FOR REFERRING STUDENTS TO THE PROBLEM SOLVING TEAM

