

# **PUPIL PROGRESSION PLAN**

## **FOREWORD**

The purpose of the Pupil Progression Plan for Alachua County Public Schools is to describe School Board procedures for implementing state and district pupil progression requirements. This plan is prepared in accordance with Section 1008.25, Florida School Code:

1. Each district school board shall establish a comprehensive program for pupil progression which shall be based upon an evaluation of each pupil in a curriculum which covers the Sunshine State Standards and Grade Level Expectations and complies with state law.
2. The district program for pupil progression shall be based upon local goals and objectives which are aligned with the Sunshine State Standards. Pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.
3. Each district's comprehensive program for pupil progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 2.5 or below. The program shall further include provisions for assisting such students to achieve the 2.0 cumulative grade point average required for graduation pursuant to s.1008.25.
4. All students are encouraged to obtain a high school diploma. Failure to earn a standard diploma may impact a student's eligibility to receive student financial assistance and pursue post-secondary education.

Promotion, retention, and the specific assignment procedures contained in this plan are designed to insure that students are placed in instructional programs which challenge them to make substantial academic growth and develop intellectually, emotionally, socially, and physically.

## GENERAL PROCEDURES FOR PROMOTION

- A. Pupil promotion and/or credit is based on evaluation of each pupil's achievement in terms of established Sunshine State Standards provided by the state. The basis for making promotion determinations should include teacher judgment based on classroom work, daily observation, formal and informal assessments, parental input and objective data. The primary responsibility for recommending grade placement for the next year is that of professional staff members, subject to review and approval of the principal and Superintendent.
- B. Sunshine State Standards will be incorporated into district subject area curricula and highlighted for documentation purposes. Students must receive a passing score on the Florida Comprehensive Assessment Test (FCAT) as one condition toward receiving a Standard Diploma.
- C. It is the responsibility of teachers to identify students achieving below district or state standards in reading, writing, mathematics, and science. Additional diagnostic assessments of identified students will be performed to determine each student's difficulty. In consultation with the student's parent or guardian, an Academic Improvement Plan will be designed and implemented to assist students in meeting state and district standards. Remedial instruction will be continued until the district and state expectations are met or the student graduates from high school or is not subject to compulsory school attendance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Parents of K-12 students must be notified when students are failing or their performance has decreased more than one letter grade since the last grading period.
- D. Any student who has been retained two or more years must be provided an alternative placement. Such placement shall be designed to meet the educational needs of the student and provide intensive remediation in the core areas of reading and/or mathematics.
- E. An annual report on the Florida Comprehensive Assessment Test (FCAT) is provided to parents/guardians regarding the student's proficiency in reading, writing, math, and science. For high school, course titles may be used to indicate the level of instruction.
- F. Parents will be notified when students are achieving below the expected level and when the student continues to achieve below the expected level. Teachers may suggest or parents may request suggestions for special help and assistance for the student. Students who still do not make satisfactory progress in basic skills may be referred to special programs and/or be retained an additional year in the current grade.
- G. Any elementary or middle school pupil who needs to be considered for assignment to the next higher grade may be assigned to the appropriate higher grade based on reevaluation by the professional staff of the school. The principal will hold a staffing conference including the parent and school professionals. If the determination is made that the student will be able to benefit from instruction at a higher grade, placement may occur at anytime in the school year. The school principal is responsible for making the assignment. Grade 5 students moving to grade 6 or grade 8 students moving to grade 9 may be treated on an exception basis and will be moved either during the first three weeks or at the end of the semester. If such an assignment results in the child being

transferred to another school, both the sending and receiving principals must approve the placement. When necessary, the Superintendent or his designee may help make a decision. When possible, the pre-placement staffing should include appropriate staff members of the sending as well as the receiving school. Parents/guardians should be consulted or included in this process.

- H. All limited English proficient students will receive a recommended grade placement from the school principal or counselor based on age and past educational experiences as verified by student records. Grade placement is not based upon English proficiency. All Limited English Proficiency students receive ESOL services.
- I. With the exception of after-school activities approved by parents, student schedules and course loads shall be appropriate to student needs and will normally be scheduled within the established instructional day. Course loads normally shall not exceed six (6) subjects for middle school students and high school students during the established instructional day.
- J. The Board recognizes the importance of a student grading system which is clearly identified and meaningful to students, parents, and school personnel. The grading system gives each student credit for actual work done and does not compare one student's progress with another. Grades shall be assigned according to School Board Policy.
- K. Promotion or the awarding of high school credit may be competency-based for students who are enrolled in dropout prevention, adult education programs, or regular education programs. This can result in acceleration of credit for some students.
- L. The School Board of Alachua County recognizes the importance of Physical Education in improving the health and fitness of students. Physical Education shall be offered as a regular part of the instructional program in elementary, middle, and high school. The expected outcomes of Physical Education programs are:
  - Improved physical fitness
  - Development of healthy eating habits
  - Development of healthy lifestyles
- M. The district School Board shall annually publish in the local newspaper and report in writing to the State Board of Education by September 1 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 policies and procedures on student retention and promotion
  - by grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT
  - by grade, the number and percentage of all students retained in grades 3 through 10
  - information on the total number of students who were promoted for good cause, by each category of good cause as specified in S. 1008.25(6)(b)
  - any revisions to the school board's policy on student retention and promotion from the prior year

[s. 1008.25(7)(b)F.S.]

N.

<b>Required Instruction</b>	
	Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
<b>1003.42 (a)</b>	The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
<b>1003.42 (b)</b>	The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
<b>1003.42 (c)</b>	The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
<b>1003.42 (d)</b>	Flag education, including proper flag display and flag salute.
<b>1003.42 (e)</b>	The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
<b>1003.42 (f)</b>	The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
<b>1003.42 (g)</b>	The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
<b>1003.42 (h)</b>	The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
<b>1003.42 (i)</b>	The elementary principles of agriculture.
<b>1003.42 (j)</b>	The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
<b>1003.42 (k)</b>	Kindness to animals.
<b>1003.42 (l)</b>	The history of the state.
<b>1003.42 (m)</b>	The conservation of natural resources
<b>1003.42 (n)</b>	Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual

	abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.
<b>1003.42 (o)</b>	Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
<b>1003.42 (p)</b>	The study of Hispanic contributions to the United States.
<b>1003.42 (q)</b>	The study of women’s contributions to the United States.
<b>1003.42 (r)</b>	The nature and importance of free enterprise to the United States economy.
<b>1003.42 (s)</b>	A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
<b>1003.42 (t)</b>	In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
1003.421	<p>Recitation of the Declaration of Independence.</p> <p>(1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.</p> <p>(2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”</p> <p>(3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.</p> <p>(4) Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.</p>