Bay District Schools Retention Policy (Chapter 8 of the Bay District Schools Policy Manual)

RETENTION OF STUDENTS K-8

Student progression from grade to grade will be based on achievement criteria. A student who is retained is not to be considered a failure or other factors that contribute social/emotional growth. When a student is retained, he/she must receive an intensive program that is different from the one he/she was previously receiving in order to meet learning style. Students in grades K-8 who have not mastered the district identified criteria for the grade level shall be retained. Students recommended for retention are subject to the provisions of §1005.28, FL. Stat.

If at the end of the first semester a student is in danger of retention, a warning message shall be provided by the student’s teacher to the student and the parent or guardian. This notice must be mailed to the home 30 school days prior to the last day of school if the student appears to be in danger of retention. After this date, each student must continue to complete satisfactorily all assignments to ensure promotion. Parental refusal of grade levels 2, 3, and 4 student’s assessment scores and the reasons the student is not eligible for good cause exemption. Grades three notification of pre-k and kindergarten must state that a request for re-evaluation of the student’s performance and diagnostic assessments supported by the student’s teacher as determined by student performance data and above-average performance assessments.

Requests for Good Cause Exemption from Mandatory Graduation

After receipt of FL state assessment scores, the student’s teacher shall submit a recommendation for student to the principal. The principal will review and file the recommendation, and if approved, provide written notification to the school district. The student shall be promoted to the next grade. All records of the recommendation for retention shall be maintained by the school district.

Students who were retained, and students reading remediation or intensive instructional support, will be matched to strategic and intensive instructional interventions based on screening, progress monitoring, and diagnostic assessments.

Good Cause Exemptions for Level 5 Students

Note: Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

5. The Superintendent, upon the recommendation of the principal, may promote a student under extraordinary circumstances that impacted the student’s performance.

NOTE: If a student moves into Bay District Schools from another state after the administration of the FL state assessment, but prior to the end of the school year, the student may be promoted if the student meets all other promotion criteria.

Bay District Schools

The Superintendent has the sole social promotion. Florida State Statute, 1003.4516 states all students must have successfully completed three middle school or higher levels in English, mathematics, social studies, and science in order to receive social promotion. It’s mandatory course requirements outlined in §1003.4516, he/she/it may be still held for the remaining days of the current school year.

- FL state assessment ELA Score is Level 1, AND
- FL state assessment Math Score is Level 1

Good Cause Exemptions for Level 4 Students

Note: Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

5. Students with disabilities who participate in the FL state assessment and who have an IEP that indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.

4. Students who have received intensive remediation but still demonstrate a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

3. Students with disabilities who participate in the FL state assessment and who have an IEP that indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.

2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.

1. Limited English proficient students who have had less than 2 years of instruction in an ESL program.

4. Students who have received intensive remediation but still demonstrate a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

3. Students with disabilities who participate in the FL state assessment and who have an IEP that indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.

2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.

1. Limited English proficient students who have had less than 2 years of instruction in an ESL program.

4. Students who have received intensive remediation but still demonstrate a deficiency on FL state assessment. Before a student may be considered for a good cause exemption, the student must complete all tutorial/remediation programs offered to the student.

3. Students with disabilities who participate in the FL state assessment and who have an IEP that indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.

2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board rules.

1. Limited English proficient students who have had less than 2 years of instruction in an ESL program.