



Third Grade Retention

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- Purpose
- Florida Statute 1008.25
- Good Cause Exemptions
- AIP – IEP
- Good
- Alternative Assessment, Portfolio

Good Cause #2

- Students with disabilities whose individual educational plan (IEP) indicates that participation in the FCAT is not appropriate.
- IEP Insert D

- IEP Insert D, page 2 of 2. If the team answers “no” to one or more – FCAT participation with accommodations:
 - Is the student unable to master the grade-level SSS, even with appropriate and allowable course accommodations?
 - Is the student’s demonstrated cognitive ability the primary reason for the inability to master grade-level standards?
 - Is the student participating in a modified or functional curriculum based upon competencies in the SSS for Special Diploma for all academic areas?
 - Does the student require extensive direct instruction in functional academics and vocational competencies as well as domestic, community living, and leisure activities?
 - Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

Good Cause # 5

- Students with disabilities who participate in FCAT, still demonstrate a deficiency in reading after more than two years of intensive remediation, **and** were previously retained in kindergarten, first, second, or third grade.
- Memo: April 22, 2004

FDOE

Technical Assistance Paper

- Question # 2 (page 1)
- Question # 5 (page 2)
- Question # 6 (page 3)
 - E-mail sent to Principals on May 10th from Dr. Rovira

Frequently Asked Questions

- Intensive remediation
- Just started ESE in January
- 2 years
- IEP
- ESE enough?
- Retained in kindergarten
- Been in different schools

GE → ESE

Questions?

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