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**THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA**



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**2014-2015
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN**

Grades K-5

Effective July 01, 2014

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1 **THE SCHOOL DISTRICT OF**
2 **OSCEOLA COUNTY, FLORIDA**

3
4 **SCHOOL BOARD MEMBERS**

5
6 **CHAIR**

7 Tim Weisheyer

8
9 Barbara Horn

10 Tom Long

11 Kelvin Soto

12 Jay Wheeler

13
14
15 **SUPERINTENDENT**

16 Melba Luciano

17
18
19 **STUDENT PROGRESSION PLAN TASK FORCE**

20
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22 **ELEMENTARY CURRICULUM AND INSTRUCTION**

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1 **I. ENTRY, ATTENDANCE, AND WITHDRAWAL**
2

3 All children who have attained the age of six (6) years or who will have attained the age of six (6)
4 years by February 1 of any school year or who are older than six (6) years of age but who have not
5 attained the age of sixteen (16) years are required to attend school regularly during the entire
6 school term.
7

8 **A. Initial Entry Requirements**
9

10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County schools for
11 the first time to present the following at the time of registration:
12

13 **1. Evidence of Age**

14 Amended 06-27-06, 07-15-03
15

16 Section 1003.21, Florida Statutes, requires that students enrolling in Kindergarten or the first
17 grade must present evidence of their age. Evidence submitted shall be a valid birth
18 certificate, or other documentation of birth, as listed in Florida Statute 1003.21.
19

20 *If a passport or immigration document is used as evidence of age, it may not be duplicated.
21 Only a notation may be placed in the student's record. Adopted 06-27-00
22

23 **2. Health Requirements – Initial Entry**
24

25 **a) Proof of Physical Examination**

26 Amended 06-30-92, 07-01-08, 07-01-09, 12-17-13
27

28 Pursuant to State Board of Education Rule 6A-6.024 FAC, proof shall be presented that
29 the student has received within the last twelve months prior to the anticipated day of
30 enrollment a physical examination by a health professional who is licensed in Florida or
31 in the state where the student resided at the time of the examination.
32

33 If the student has ever been enrolled in a Florida school, that student is exempt,
34 provided that there is documented evidence of a physical examination from that Florida
35 school.
36

37 Students entering Kindergarten from the School District of Osceola County Voluntary
38 Pre-Kindergarten (VPK) program will have already met the school entry physical
39 requirement.
40

41 If, when requested records are received, or upon other verification as documented, no
42 valid physical examination documentation is presented, the student shall be required to
43 submit to a physical examination.
44

45 **b) Immunization**

46 Amended 07-21-98, 07-15-03
47

48 Each student who is otherwise entitled to admittance to an Osceola County school shall
49 be required to present a certificate of immunization on a Florida form, showing that the
50 student has received inoculations for those communicable diseases for which
51 immunization is required by the Division of Health, and Section 1003.22, Florida
52 Statutes.
53

1 Students who have not received the required immunizations as stipulated by state law
2 and who have not received a statutory exemption will be temporarily excluded from
3 school until such immunizations have been administered. Adopted 09-07-99
4

5 **(1) Required Immunizations:**

- 6 • five (5) DTP's(Diphtheria-Tetanus-Pertussis)
 - 7 ○ If the fourth primary dose is on or after the fourth birthday, the fifth dose is not
 - 8 required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for
 - 9 one or more DTP's. DT (pediatric Diphtheria-Tetanus) is acceptable if
 - 10 Pertussis vaccine is medically contraindicated.
- 11 • four (4) Polio
 - 12 ○ If the third dose is on or after the fourth birthday, the fourth dose is not
 - 13 required. IPV (Inactivated Polio Vaccine) is an acceptable alternative for one
 - 14 or more doses of OPV (Oral Polio Vaccine).
- 15 • two (2) MMR's (Measles-Mumps-Rubella)
 - 16 ○ First dose is valid if given on or after first birthday. Second dose is valid if
 - 17 given at least one month after the first dose.
- 18 • Hepatitis B Series of three
 - 19 ○ A student may enter school if the first dose has been administered prior to
 - 20 initial entry; or Series of two for students ages 11-15, minimum four (4)
 - 21 months apart with a valid expiration date.

22
23 Amended 09-07-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-08
24

25 **(2) Pre-K**

26 Amended 07-01-02, 07-01-08
27

- 28 • All required immunizations appropriate to age, including Varicella (chickenpox),
29 and Haemophilus Influenza Type B (HIB). Varicella vaccine is not required if a
30 child has documentation of a history of Varicella disease.
31

32 **(3) Kindergarten-Grade 5**

33 Amended 07-01-02, 07-15-03, 07-01-04, 07-01-08, 07-01-09, 07-01-11, 07-01-12,
34 12-17-13
35

- 36 • All required immunizations and two (2) doses of Varicella. Varicella vaccine is
37 not required if a child has documentation of a history of Varicella disease.
38

39 **Exceptions may be granted as follows:**

- 40 • parental objections on religious grounds documented on Florida Department of
41 Health Form 681 or written certification for exemption for medical reasons by a
42 licensed medical provider. Amended 07-01-11
43

1 **3. Residency Requirements**

2 Amended 06-29-93, 07-21-98, 06-27-06, 07-01-12

- 3
- 4 • A resident parent or guardian admitting a student to an Osceola County School shall
- 5 produce **two (2) documents, one (1) from each of the following categories:**
- 6
- 7 • **Category 1**
- 8 ○ mortgage document, rental or lease agreement, property tax records
- 9
- 10 • **Category 2**
- 11 ○ current utility bill (e.g., cell phone, electric, cable, water, natural gas);
- 12 ○ income tax records;
- 13 ○ proof of receipt of government benefits.
- 14
- 15 • If the parent or guardian is not the lease holder or property owner, then the following is
- 16 required:
- 17
- 18 ○ a completed, notarized Verification of Residency form available through the
- 19 Department of Student Services at the District Office signed by the owner of the
- 20 home with one document from each of the above categories. In addition, parent
- 21 must provide Declaration of Domicile, valid Florida Driver's License (or Florida
- 22 Department of Motor Vehicles picture ID), voter registration, or auto registration with
- 23 the Osceola County address listed for which they reside.
- 24
- 25 ○ The Verification of Residency form shall apply for the school year in which it is
- 26 completed, filed, and approved by Student Services.
- 27
- 28 • If false and/ or misleading information is presented in order to meet residency
- 29 requirements, the child falsely registered shall be subject to immediate withdrawal from
- 30 Osceola District Schools and required to register in the school in the assigned
- 31 attendance zone or in the case of an out-of-district child, a school in the district of
- 32 residence.
- 33
- 34 • Any person knowingly providing false and/ or misleading information may be liable for
- 35 criminal charges under Florida Statutes.
- 36

1 **B. School Admissions**

2
3 **1. Admission to Kindergarten**

4 Amended 07-15-03, 07-01-12

- 5
6 • Children must attain the age of five (5) years on or before September 1 of the school
7 year for which admission to Kindergarten is sought. (Florida Statute 1003.21)
8
9 • Any student who transfers from an out of state public school, and who does not meet
10 regular age requirements for admission to Florida public schools may be admitted if:
11 ○ the student meets the age requirements for the public schools in the state from which
12 he is transferring;
13 ○ the parent provides official documentation that the parent(s) was a legal resident of
14 the state in which the child was previously enrolled;
15 ○ the parent includes an official letter or transcript from the proper school authority
16 which shows record of attendance and academic information of no less than ninety
17 (90) days and grade placement of the student; and
18 ○ all other requirements of registration must be met.
19

20 **2. Admission to First Grade**

- 21
22 • Children must attain the age of six (6) years on or before September 1 of the school year
23 for which admission to first grade is sought or at any time thereafter, provided the child
24 has demonstrated a readiness to enter the first grade in accordance with rules adopted
25 by the State Board of Education. (Florida Statute 1003.21) Amended 07-15-03
26
27 • No student shall be admitted to the first grade who has not attended Kindergarten in a
28 public school or satisfactorily completed Kindergarten in a non-public school from which
29 the district School Board accepts transfer of academic credit.
30
31 • Any student presented for Grade 1 enrollment who has successfully completed
32 Kindergarten in a non-public school which permitted entry earlier than the state minimum
33 requirement (5 years old on or before September 1 of the school year) shall be enrolled
34 in Kindergarten until the student has demonstrated a readiness to enter the first grade.
35

36 **C. Transfer Students**

37
38 **1. General Transfer Information**

- 39
40 • The school principal or designee will determine placement of a student who transfers
41 from other countries, counties, states, private schools or from a home education
42 program. If a student transfers from a school or program other than a regionally
43 accredited institution or with inadequate or incomplete records, placement will be based
44 upon the information available, including any or all of the following:
45 ○ student's age,
46 ○ a review of all existing school records and home education records (e.g., student
47 portfolio, annual evaluations),
48 ○ a review of the previous educational program including, but not limited to, time spent
49 in a program and curriculum requirements of the program,
50 ○ a test on grade level or individual subject-area objectives or competencies to be
51 identified by the principal,
52 ○ an interview with the student and/ or the parent(s)/ guardian(s) by the principal or
53 designee(s),

- teacher judgment of classroom performance during a probationary period to be established by the principal.

2. Placement of Transfer Kindergarten and First Grade Students

- Dates for the legal public school minimum entry age by state and territory (provided by the Florida Department of Education) should be used in accepting Kindergarten and first grade transfer students according to State Board Rule 6A-1.0985.
- Clarification of placement procedures for transfer Kindergarten and first grade students from other states or countries is available through the Department of Student Services.

3. Placement of Transfer Students – Grades 2-5

Amended 07-01-02

- A student in Grades 2-5 who transfers from any other public school in the United States or a foreign country is placed in comparable classes and all records from the previous school are accepted.

4. Students Who Are Not Residing with Their Natural Parents or Legal Guardians

Amended 07-01-12

- In order to enroll any student who is not residing with his or her natural parent or legal guardian, the responsible adult shall sign a Temporary Educational Guardianship for Student form available through the Department of Student Services at the District Office.
- Temporary Educational Guardianship for Student shall only be given in the event of:
 - Hospitalization
 - Incarceration
 - Death
 - Foreign Exchange Student (per School Board Rule 5.25)
 - Parent unable to care for child
- All of the events listed above require appropriate legal documentation which the responsible adult shall provide to Student Services. The Temporary Educational Guardianship for Student form shall apply for the school year in which it is completed, filed, and approved by Student Services.

1 **5. Student Custody**
2

- 3 • Any person or agency who has been given exclusive care, custody, or control over any
4 student by order of any court having jurisdiction to enter such order, may provide a
5 certified or otherwise authenticated copy of such order, Marriage Certificate, or other
6 extraneous criteria not covered by specific rule, to the principal of the school in which
7 each student is enrolled. The order shall be placed in the student’s official records and
8 thereafter such person or agency shall be recognized for all purposes as the sole parent
9 or guardian of the student until subsequent or additional orders changing such status are
10 likewise provided.

11
12 Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, Florida Statutes; SBR
13 6A-198; 316.003 (62); Sections 1000.01, 1000.04, Florida Statutes; SBR 6A-6.311 and
14 6A.6341 and Section 1001.42 (5), Florida Statutes

15
16 **6. English Language Learner (ELL) Students**
17

- 18 • For a student identified as English Language Learner (ELL) and transferring from a
19 school in another country, placement must comply with appropriate procedures for
20 students in the English for Speakers of Other Languages (ESOL) programs found in the
21 ESOL District ELL Plan.

22
23 **a) Home Language Survey (HLS) Responses/ Assessment Criteria**

- 24 • A student with all NO responses on the HLS is considered non-English Language
25 Learner (ELL).
26 • A student with any YES response is referred for additional English language
27 proficiency assessment.
28 • A student with a YES response to question #1 only is **temporarily** placed in general
29 education classes until English proficiency assessment occurs.
30 • A student with more than one YES response is temporarily placed in basic ESOL
31 classes until English language proficiency assessment occurs.
32 • The state-approved grade-appropriate Individual Developmental English Activities
33 (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency
34 and is to be administered within the first 20 days after the enrollment date. Amended
35 07-01-09
36

37 **7. Student with Disabilities**
38

39 **a) 504 Students**
40

41 A transferring 504 student is a student who was previously enrolled in any other school
42 or agency with an active 504 plan and who is enrolling in a Florida school district. Upon
43 notification that a transferring student is one with an active 504 Plan, the receiving
44 school must review the existing 504 Plan and must revise as needed.
45

1 **b) Exceptional Student Education (ESE) Students**

2 Amended 07-01-06

- 3
- 4 • A transferring ESE student is one who was previously enrolled as an ESE student in
- 5 any other school or agency and who is enrolling in a Florida school district or in an
- 6 educational program operated by the Exceptional Student Education Department
- 7 through grants or contractual agreements.
- 8
- 9 • An ESE student who is transferring from one Florida public school district to the
- 10 School District of Osceola County who has a current Individual Education Plan
- 11 including Gifted Students (IEP/ GEP) will be placed in the appropriate educational
- 12 program(s) with a permanent assignment consistent with the plan. The receiving
- 13 school must review and may revise the current IEP/ GEP as necessary.
- 14
- 15 • An ESE student who is transferring from an out-of-state public school with ESE
- 16 documentation will be placed immediately in the appropriate educational program(s).
- 17 A permanent assignment may be made for the student if the student has an IEP and
- 18 evaluation information. If the ESE documentation is not complete, a transfer
- 19 assignment may be made in order for the district to conduct an initial evaluation
- 20 pursuant to Rule 6A-6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08
- 21

22 **8. Home Education**

- 23
- 24 • Students who are participating in a home education program in accordance with Section
- 25 1002.41, Florida Statutes, may be admitted to public school on a part-time basis.
- 26 Adopted 09-17-96
- 27
- 28 ○ Students in home education who wish to attend public school must meet the same
- 29 registration requirements as full-time students, and enroll for and attend at least one
- 30 (1) regularly scheduled class period at the zoned school. Such students must
- 31 register prior to the start of the semester they will attend. Full-time students will be
- 32 given priority in course registration. Home education students who are excluded
- 33 from a class/ course at their zoned school due to space limitations may attend
- 34 another school if space in that class/ course is available. Adopted 09-
- 35 17-96, Amended 06-19-01
- 36
- 37 ○ The Board is not responsible for the transportation of students in a home education
- 38 program to or from the school. The school principal will establish the time and place
- 39 for arrival and departure of home education students. Students who attend school
- 40 on a part-time basis are subject to all applicable rules and regulations pertaining to
- 41 full-time students. Adopted 09-17-96
- 42
- 43 • Home education students are eligible to participate in interscholastic extracurricular
- 44 student activities. The school principal will establish guidelines for participation pursuant
- 45 to Section 1006.15, Florida Statutes, and these guidelines will be made available to
- 46 home education students choosing to participate in interscholastic extracurricular
- 47 activities. Adopted 07-02-96, Amended 02-05-08
- 48

1 **D. Attendance Guidelines**

- 2
- 3 • School attendance is the direct responsibility of parent(s)/ guardian(s) as required by Florida
4 Statute 1003.24. All students are expected to attend school regularly and to be on time for
5 classes in order to benefit from the instructional program and to develop habits of
6 punctuality, self-discipline, and responsibility. Amended 07-15-03
7
 - 8 • Notes or telephone calls from parent(s)/ guardian(s) are required either before or after an
9 absence. It is the responsibility of the student to make up work missed because of
10 absences. Students receiving out-of-school suspension **must** be assigned schoolwork that
11 will cover content and skills taught during the duration of the suspension. Amended 07-01-
12 05

13

14 **1. Student Absences**

- 15
- 16 • Non-attendance in a class shall be considered an absence unless the student is
17 participating in a school activity. Absences shall be classified as:

18

19 **a) Excused Absences**

- 20
- 21 • Absences shall be excused for the following reasons:
 - 22 ○ illness or injury of the student,
 - 23 ○ illness, injury, or death in the immediate family of the student. The immediate
24 family shall be defined as listed in the United States Internal Revenue Service
25 guidelines.
 - 26
 - 27 • If there is a reasonable doubt concerning the illness claimed, the principal shall be
28 authorized to require a statement from an accepted medical authority. Failure to
29 comply with this requirement shall result in the absence being “unexcused.”
30
 - 31 • The Principal of a school shall have sole discretion as to how absences shall be
32 reported to the school. The parent or legal guardian shall report absences through a
33 telephone call, a handwritten note, or both as determined by the Principal. Adopted
34 06-19-01
35
 - 36 • In cases of excused absences, the student shall be allowed to make up the work and
37 teachers of the students shall give every reasonable assistance.
38
 - 39 • Make-up work shall be completed during a period of time equal to at least twice the
40 time for which the absence is excused, unless the teacher allows more time.

41

42 **b) Permitted Absences**

- 43
- 44 • “Permitted” absences may be granted. Only the principal shall have the authority to
45 grant “permitted” absences and then only after he or she has considered the merits
46 of each case. It shall be the principal’s responsibility to give to the parents a copy of
47 the School Board rules pertaining to permitted absences.
48
 - 49 • Arrangements for make-up work shall be made in advance with the instructor of
50 classes to be missed. The student shall assume complete responsibility for the
51 make-up work. The teachers shall cooperate by making assignments, grading
52 materials, and recording grades. The teacher shall set a timeline for receiving the

1 student's work for credit, and this timeline will not exceed twice the number of days
2 of absence.

- 3
- 4 • **Examples of situations warranting “permitted” absences include:**
 - 5 ○ attendance at an important public function,
 - 6 ○ attendance at church meetings, or observances of religious holidays,
 - 7 ○ travel with parents in urgent circumstances,
 - 8 ○ attendance at non-school conventions or conferences,
 - 9 ○ other situations with parental permission and the approval of the principal, or
 - 10 ○ participation in a non-instructional activity.
 - 11
 - 12 • **A student who wishes to participate in a non-instructional activity must:**
 - 13 ○ meet the academic requirements as set forth by the School Board,
 - 14 ○ make arrangements, in advance, with the teacher for missing classes, and
 - 15 ○ accept the responsibility for making up time and work.

16

17 **c) Unexcused Absences**
18 Amended 07-01-08

- 19
- 20 • All absences other than “excused” or “permitted” shall be deemed “unexcused,” and
21 a failing grade may be recorded for the period of the “unexcused” absence, except
22 when students who are suspended from school during grade period exams or
23 semester exams, such students shall be allowed to make up these exams.
 - 24
 - 25 ○ Upon each unexcused absence, the Principal or designee shall contact the
26 student's parent or guardian to determine the reason for the absence.
 - 27
 - 28 ○ If a student has had at least five (5) unexcused absences within a calendar
29 month or ten (10) unexcused absences within a ninety (90) day calendar period,
30 the student's primary teacher shall report to the principal or designee that the
31 student may be exhibiting a pattern of non-attendance. Unless there is clear
32 evidence that the absences are not a pattern of non-attendance, the case shall
33 be referred to the Early Truancy Intervention Team to determine if early patterns
34 of truancy are developing. If the Early Truancy Intervention Team finds that a
35 pattern of non-attendance is developing, whether the absences are excused or
36 not, a meeting with the parent must be scheduled to identify potential remedies.
 - 37
 - 38 ○ If the initial meeting with the parent does not resolve the problem, the Early
39 Truancy Intervention Team shall implement specific interventions that best
40 address the problem.
 - 41
 - 42 ○ The Early Truancy Intervention Team shall be diligent in facilitating intervention
43 services and shall report the case to the Superintendent or his designee only
44 after all reasonable efforts to resolve the problem have been exhausted.
 - 45
 - 46 ○ If the parent, guardian, or other person in charge of the child refuses to
47 participate in the remedial strategies because he/ she believes that those
48 strategies are unnecessary or inappropriate, the parent, guardian, or other
49 person in charge of the child may appeal to the School Board. The School Board
50 may provide a hearing officer, who may be an employee of the School Board, in
51 lieu of a School Board hearing, who shall hear the case and make a
52 recommendation for final action to the School Board. If the School Board's final
53 determination is that the strategies of the Early Truancy Intervention Team are

1 appropriate, and the parent, guardian, or other person in charge of the child still
2 refuses to cooperate, the Superintendent may seek criminal prosecution for
3 noncompliance with compulsory school attendance.
4

- 5 ○ If a child subject to compulsory attendance will not comply with attempts to
6 enforce school attendance, the parent, guardian or Superintendent or his
7 designee shall refer the case to the case staffing committee pursuant to Florida
8 Statutes, and the Superintendent or his designee may file a truancy petition
9 pursuant to procedures outlined in Florida Statute 984.151. Amended 07-15-03,
10 07-01-08

11
12 **d) Tardies**

13 Adopted 07-01-13
14

- 15 • For truancy purposes, five (5) tardies *to school*, or a combination of tardies *to school*
16 and early departures that equals five (5), shall equal one unexcused absence.
17 However, this unexcused absence is for referral purposes, and the electronic record
18 is not to be altered. Actual presence or absence on campus must be accurately
19 reflected in the electronic record.
20

21 **e) Early Departures**

22 Adopted 07-01-13
23

- 24 • For truancy purposes, five (5) early departures, or a combination of tardies *to school*
25 and early departures that equals five (5), shall equal one unexcused absence.
26 However, this unexcused absence is for referral purposes, and the electronic record
27 is not to be altered. Actual presence or absence on campus must be accurately
28 reflected in the electronic record.
29
- 30 • Students who have attended more than half a school day and are released from
31 school prior to the closing of the school day shall be considered an early departure.
32 Early departures shall be either excused or unexcused. The school principal or his/
33 her designee may require the appropriate documentation in order to determine
34 whether or not an early departure is excused or unexcused.
35
 - 36 ○ Examples of excused early departures include, but are not limited to:
37 appointments for medical, legal, or counseling purposes; funerals, family
38 emergencies, etc.
 - 39
 - 40 ○ Examples of unexcused early departures include, but are not limited to: parent's
41 convenience, personal reasons, shopping trips, etc.
42

1 **2. Students with Disabilities**

2
3 **a) 504 Students**

4 Amended 07-01-04

- 5
6 • In the case of a student with excessive absences, a 504 Reevaluation meeting
7 should be held to determine if the absences are caused by the disability of record on
8 the active 504 Plan. If the 504 committee determines that the absences are caused
9 by the disability, the committee must also determine a reasonable course of action,
10 which may include the possible waiver of the attendance guidelines in determining
11 grades, as well as consideration of a change of placement.
12
13 • If the 504 committee determines that the absences are not caused by the disability,
14 the student is treated in the same manner as that for a general education student.

15
16 **b) ESE Students**

- 17
18 • All exceptional students will follow regular education attendance procedures.
19
20 • In the case of an ESE Student with excessive absences, an IEP team meeting must
21 be conducted to determine whether or not the absences are related to the student's
22 disability. If the IEP team determines that the excessive absences **are** related to the
23 student's disability, the IEP team must determine a reasonable course of action
24 which may include the possible waiver of the attendance guidelines in determining
25 grades as well as a change of placement.
26
27 • **If the IEP team determines that the student's excessive absences are not**
28 **related to the student's disability, the student is treated in the same manner as**
29 **that for a general education student.**

30
31 **3. Hospital/ Homebound Program**

32 Amended 07-01-08

- 33
34 • Parent(s)/ guardian(s) may request that the IEP Committee consider eligibility for a
35 hospital/ homebound program for a student with an illness predicted by certified medical
36 personnel to exceed 15 consecutive school days or due to a chronic condition for at
37 least 15 school days which need not be consecutive.

38
39 **4. Student Absences for Religious Reasons**

- 40
41 • Students will be afforded an opportunity to make up missed work without adverse school
42 effects when absent because of a religious holiday. Within five school days prior to an
43 expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal
44 in writing and request that the student be excused from attendance. A written excuse
45 will not be required upon return to school and no adverse or prejudicial effects will result
46 for any student availing herself/ himself of this provision. Students will be permitted to
47 make up missed work according to school procedures.
48
49 • If questions arise regarding this rule, principals will grant the parent(s)/ guardian(s) a
50 conference. Parent(s)/ guardian(s) may appeal the principal's decision to the
51 Superintendent should a conflict arise.

52
53 **5. Virtual Instruction Program**

- Compulsory school attendance and attendance record keeping shall apply to district virtual instruction programs [1002.245 (6)(a); 1003.21, Florida Statutes]. Students in grades K-3 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12 must attend at least 900 hours (5 hours per day) of instruction.

E. Student Withdrawals

1. Student Withdrawals During the Last Two Weeks of the School Year

- The parent(s)/ guardians(s) of a student who leaves school **during** the last two weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete assigned class work. Principals are authorized to make arrangements for the administration of any tests if appropriate.
- Principals may waive the requirements for early withdrawal when unusual/ extenuating circumstances require it.

2. Student Withdrawals for Enrollment in Home Education Programs

- Florida Statute 1002.41 permits parents to choose to place their children in a home education program in lieu of public school. The requirements of the law will be monitored through Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-00, 07-15-03, 02-05-08
- To withdraw a student for enrollment in a home education program, parent(s)/ guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools in writing of the intent to provide home education for the student.

3. Student Withdrawals, ESE (Exceptional Student Education) Students

Adopted 07-01-05, Amended 07-01-06

- A child who is receiving services through Exceptional Student Education (ESE) shall not be administratively withdrawn without prior parental notification, a staffing meeting with parents or guardians to discuss the educational impact of such a decision for the student to withdraw, and all requirements relative to due process have been completed.
- In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or guardians of the student have been documented, and with the approval of the Director of Exceptional Student Education, the student maybe withdrawn by the school.

1 **II. PROGRAM DESCRIPTION**

2
3 **A. Florida System of School Improvement and Accountability**

4 Adopted 09/17/96, Amended 06/15/99, 07-01-09, 07/01/12

- 5
6 • The Florida Standards (6A-1.09401 State Board Rules) are benchmark standards that
7 describe what students should know and be able to do at all Grades Kindergarten through
8 12 in the subjects of:

- 9
- | | |
|--------------------|----------------------|
| ○ language arts | ○ mathematics |
| ○ science | ○ social studies |
| ○ foreign language | ○ health education |
| ○ the arts | ○ physical education |

- 10
11 • All current Florida state standards may be found on the FDOE C-PALMS (Collaborate, Plan,
12 Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>

- 13
14 • Osceola District Schools shall provide appropriate instruction to assist students in the
15 achievement of these standards. Florida's state standards have been incorporated within
16 the Osceola County Curriculum Frameworks, are on file in the Administrative Center, and
17 are in use at each school.

- 18 • District Grade Level Expectations are based upon the Florida Standards and identify what
19 each student should know and be able to do by the end of each grade.

- 20
21 ○ The following areas of study are required for each student, K-5: language arts,
22 mathematics, science/ health, and social studies.
- 23
24 ○ Florida Statute 1003.42 requires elementary schools to provide instructional programs in
25 character-development. Amended 07-15-03
- 26
27 ○ Each school shall provide 150 minutes of physical education each week for students in
28 Kindergarten through Grade 5 and for students in Grade 6 who are enrolled in a school
29 that contains one or more elementary grades so that on any day during which physical
30 education instruction is conducted there are at least 30 consecutive minutes per day.
31 This requirement shall be waived for any student who meets one of the following criteria:
32
- 33 ○ The student is enrolled or required to enroll in a remedial course.
- 34
35 ○ The student's parent indicates in writing to the school that:
- 36 ▪ the parent requests that the student enroll in another course from among those
37 offered as options by the School Board, or
- 38 ▪ the student participates in physical activities outside the school day that are equal to
39 or in excess of the mandated requirement.

40
41 Section 1003.455, Florida Statutes Adopted 07-01-09

- Additional courses of studies may include, but shall not be limited to:
 - Art
 - Career Education
 - Computers
 - Developmental Physical Education
 - Foreign Language
 - Library Science
 - Metric Education
 - Music
 - Safety
 - School Police Liaison Program

Amended 06-27-00, 07-01-06

- In addition, Section 1003.42, Florida Statutes requires that 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:
 - 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.
 - 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.
 - The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
 - Flag education, including proper flag display and flag salute.
 - 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.
 - 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. United States 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.
 - 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

1 purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing
2 and protecting democratic values and institutions.

- 3
- 4 ○ The history of African Americans, including the history of African peoples before the
5 political conflicts that led to the development of slavery, the passage to America, the
6 enslavement experience, abolition, and the contributions of African Americans to society.
7
- 8 ○ The elementary principles of agriculture.
9
- 10 ○ The true effects of all alcoholic and intoxicating liquors and beverages, and narcotics
11 upon the human body and mind.
12
- 13 ○ Kindness to animals.
14
- 15 ○ The history of the state.
16
- 17 ○ The conservation of natural resources.
18
- 19 ○ Comprehensive health education that addresses concepts of community health;
20 consumer health; environmental health; family life, including an awareness of the
21 benefits of sexual abstinence as the expected standard and the consequences of
22 teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition;
23 personal health; prevention and control of disease; and substance use and abuse.
24
- 25 ○ Such additional materials, subjects, courses, or fields in such grades as are prescribed
26 by law or by rules of the State Board of Education and the district school board in
27 fulfilling the requirements of law.
28
- 29 ○ The study of Hispanic contributions to the United States.
30
- 31 ○ The study of women's contributions to the United States.
32
- 33 ○ The nature and importance of free enterprise to the United States economy.
34
- 35 ○ A character-development program in the elementary schools, similar to Character First
36 or Character Counts, which is secular in nature. Beginning in school year 2004-2005,
37 the character-development program shall be required in Kindergarten through Grade 12.
38 Each district school board shall develop or adopt a curriculum for the character-
39 development program that shall be submitted to the department for approval. The
40 character-development curriculum shall stress the qualities of patriotism; responsibility;
41 citizenship; kindness; respect for authority, life, liberty, and personal property; honesty;
42 charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
43
- 44 ○ In order to encourage patriotism, the sacrifices that veterans have made in serving our
45 country and protecting democratic values worldwide. Such instruction must occur on or
46 before Veterans' Day and Memorial Day. Members of the instructional staff are
47 encouraged to use the assistance of local veterans when practicable.
48

49 Amended 07-01-06
50

1 **1. Student Performance - State K-20 Education Priorities**

2 Amended 07-15-03

- 3
- 4 • A comprehensive program of general education when implemented effectively enables
- 5 students to make maximum use of their educational opportunities and to function
- 6 effectively as productive individuals.
- 7
- 8 • The District School Board shall assist schools and teachers in the implementation of
- 9 research-based reading activities, Section 1008.25(4)(b), Florida Statutes.
- 10
- 11 • The School District of Osceola County Curriculum Guidelines also reflect the priorities of
- 12 the Florida K-20 education system.
- 13

14 **B. Special Programs**

15

16 **1. English Language Learner (ELL)**

17 Amended 07-21-98 and 06-27-00

- 18
- 19 • All students with limited English proficiency (ELL) must be appropriately identified in
- 20 order to ensure the provision of appropriate services. Every student identified as ELL
- 21 shall continue to receive appropriate instruction and funding as specified by the District
- 22 ELL Plan, State Board Rules and Regulations, and Florida Statutes until such time as
- 23 the student is reclassified as English proficient. Note: See the School District of
- 24 Osceola County English Language Learner Plan 2004 for full explanation of services
- 25 and model. Amended 06-27-00
- 26

27 **a) Home Language Survey (HLS) and Identification Criteria**

28 Amended 06-27-00

- 29
- 30 • A student with all NO responses on the HLS is considered non-English Language
- 31 Learner.
- 32
- 33 • A student with any YES response is referred for English language proficiency
- 34 assessment.
- 35
- 36 • A student with a YES response to question #1 only is temporarily placed in non-
- 37 ESOL classes until English language proficiency assessment is completed.
- 38
- 39 • A student with a YES response to question #2 and/ or #3 is temporarily placed in
- 40 ESOL classes until English language proficiency assessment is completed.
- 41
- 42 • The grade level appropriate IDEA Oral Language Proficiency Test will be used to
- 43 determine oral/ aural English proficiency and is to be administered within the first 20
- 44 days after enrollment date.
- 45
- 46 • Students in Grades3-12 found to be fluent English speaking will be given a nationally
- 47 normed, standardized reading and writing test, within 20 days from their date of
- 48 enrollment for further assessment of their English proficiency.
- 49
- 50 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/
- 51 ELL committee to determine appropriate ESOL assessment and placement.
- 52

- 1 • Pre-K students with any YES response are considered ELL until the English language
2 assessment is administered in Kindergarten.
- 3
- 4 • PEEP Pre-K students with any YES responses shall be reviewed by a joint ESE/ ELL
5 committee to determine ESOL status.
- 6
- 7 • Every English Language Learner student is entitled to equal access to all academic,
8 categorical, and federal programs offered by the School District of Osceola County. The
9 amount of time the ELL student is assigned to the program(s) shall be comparable to the
10 time assigned to a non-ELL student under similar conditions. An updated ELL student's
11 class schedule must be maintained in the ELL Student Plan as part of the student
12 permanent record. Adopted 06-27-00
- 13
- 14 • English Language Learner students are taught by subject area teachers following the
15 corresponding district curriculum. The instructional personnel provide appropriate and
16 individualized instruction to students through the use of ESOL teaching strategies,
17 appropriate instructional materials, curriculum accommodations, and testing
18 accommodations. The ESOL strategies and accommodations are documented in the
19 teacher's lesson plans as evidence that understandable instruction is being provided.
20 Adopted 06-27-00
- 21
- 22 • Schools with fifteen (15) or more ELL students who speak the same home language
23 shall provide at least one bilingual teacher assistant or bilingual teacher proficient in
24 English and the home language of the students. The ESOL teacher assistant's (or
25 bilingual teacher's) primary assignment is to offer the ELL students additional help in the
26 basic content areas under the supervision of the basic subject area teacher. Adopted
27 06-27-00

28
29 **2. Dropout Prevention Program (DOP)**

30 The academic program for a DOP student may differ from traditional education
31 programs and schools in scheduling, administrative structure, philosophy,
32 curriculum, and/ or setting. The DOP Program employs alternative teaching
33 methodologies, curricula, learning activities, or diagnostic and assessment
34 procedures in order to meet the needs, interests, and talents of eligible students.
35

36 **3. Gifted Education**

37 Amended 07-01-09

- 38
- 39 • For a student enrolled in the gifted program a qualitatively different curriculum consists
40 of carefully planned, coordinated learning experiences that extend beyond the basic
41 curriculum to meet the specific learning needs of the student. The elementary gifted
42 education program is offered at each elementary school.
- 43
- 44 • Elementary school students identified as Gifted shall have an Educational Plan (GEP)
45 that outlines goals and strengths and provides direction for the instructional program.
46 The differentiated instructional program includes advanced-level content, acceleration,
47 and enrichment that incorporate the student's special abilities and interests. Amended
48 07-01-05
- 49

50 **4. Students with Disabilities**

51 **a) 504 Students**

52 Amended 07-01-04, 07-01-09
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- Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan.
- The individual student's Section 504 Plan documents the instructional accommodations required to ensure the student an equal opportunity to participate in or benefit from the general education curriculum. Parent(s)/ guardian(s) of a Section 504 student must be given the opportunity to provide input on decisions made by the Section 504 Committee regarding any alteration to the delivery of instruction of their Section 504 student. Parent(s)/ guardian(s) of a 504 student must be notified of any changes to the student's Section 504 Plan.

b) Exceptional Education Students

Amended 07-01-06, 07-01-08

- **Exceptionalities include:** Intellectual Disabilities, Speech and/ or Language Impaired, Deaf or Hard of Hearing, Visually Impaired, Physically Impaired with Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury, Emotional/ Behavioral Disabilities, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autism Spectrum Disorder, Pre-Kindergarten Students with Developmental Delays (ages 3-6), Pre-Kindergarten Students with Established Conditions (ages 0-2). Amended 07-23-91, 07-21-98, 06-27-00, and 07-01-05
- **ESE Curriculum**
 - The curriculum for the elementary school Exceptional Student Education student will follow the Florida Standards with appropriate accommodations. Moderately and severely disabled students with Intellectual Disabilities and Autism Spectrum Disorder will use a curriculum appropriate for the developmental level of the students. Adopted 06-30-92 and Amended 06-27-06, 07-21-98, 06-27-00, 07-01-05, and 07-01-09
 - For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP's) specify the appropriate goals and benchmarks and unique aspects of their programs.
 - For some students, Access Points for Florida Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Florida Standards for Special Diploma in social studies may be more appropriate. Amended 07-01-09
 - The IEP developed by the team specifies the level of service for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom accommodations. Accommodations may be in the areas of curriculum, instruction, and assessment. Accommodations listed on the IEP must be implemented as indicated. Amended 07-01-05

5. Home Education

- Florida Statute 1002.41 permits parents to choose to place their children in a home education program in lieu of public school. The requirements of the law will be

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2

monitored through Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-00, 07-15-03, and 02-05-08

1 **C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**

3 Adopted 07-01-09, 07-01-13
4

- 5 • The district is committed to the implementation of a Multi-Tiered System of Supports (MTSS)
6 framework to integrate and align efforts to improve educational outcomes and to meet the
7 academic and behavioral needs of all students. The process utilized to ensure
8 implementation of an effective MTSS framework is Problem-Solving/ Response to
9 Intervention (PS/ Rtl). PS/ Rtl is a data-driven decision-making process applied to all
10 aspects of the educational organization. The systematic use of student assessment data at
11 the district, school, classroom, and student levels will guide decisions about the allocation of
12 resources and the intensity of the instruction and interventions needed to improve student
13 learning and/or behavior. The district's schools will provide high quality instruction and
14 intervention(s) matched to student needs and will use rate of progress and level of
15 performance to inform instructional decisions at all three Tiers of instruction.
16
- 17 • School-based Problem Solving Teams will identify students in need of tiered interventions
18 through the review of universal screening data and will determine the appropriate types and
19 levels of interventions based on various data sources. Standard protocol interventions will
20 generally be utilized initially when data indicate a need for interventions beyond Tier 1 core
21 instruction alone. Students' responses to interventions will determine if there is a need for
22 more intensive interventions and diagnostic assessment will assist the Problem Solving
23 Team with development and implementation of intensive interventions. Students who
24 receive interventions beyond the core curriculum will have their rate of progress and level of
25 performance included in their cumulative school records. Teachers will consult the district
26 MTSS/ Rtl Curriculum Guides for available supports.
27

1 **D. Acceleration Plan**

2 Adopted 08-07-12, 07-01-13

- 3
- 4 • The academic progress of all students, including those students who exceed curriculum
- 5 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
- 6 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides
- 7 the following plan for acceleration decisions within the district’s existing Multi-Tiered System
- 8 of Supports/ Response to Intervention framework.
- 9
- 10 ○ School level Problem Solving Teams shall review assessment data at the beginning of
- 11 the school year to determine which students may benefit from acceleration options.
- 12
- 13 ○ Tier 1 acceleration options may include cluster/ ability grouping differentiated
- 14 assignments, curriculum compacting, or telescoping curriculum.
- 15
- 16 ○ Tier 2 acceleration options may include single subject or virtual school instruction.
- 17
- 18 ○ Tier 3 acceleration options may include whole grade acceleration if the Problem Solving
- 19 Team determines such placement may meet the needs of highly able students.
- 20
- 21 ○ For each tier, the Problem Solving Team shall monitor the progress of all students and
- 22 administer additional assessments to determine if students continue to exceed
- 23 benchmarks and whether more targeted acceleration options are appropriate.
- 24
- 25
- 26

1 **III. PROMOTION**
2

- 3 • The purpose of the instructional program in the schools of Osceola County is to provide
4 appropriate instructional and selected services to enable students to perform at or above their
5 grade level academically. Promotion, however, is based primarily on student proficiency in
6 reading, writing, mathematics, and science, and is not automatic. Amended 07-15-03
7
- 8 • Decisions regarding student promotion, and retention and good cause placement are primarily
9 the responsibility of the individual school's professional staff. The final decision concerning
10 grade placement is the responsibility of the principal.
11
- 12 • Student promotion in the Osceola County schools is based upon an evaluation of each student's
13 achievement in terms of appropriate instructional goals. The determination should reflect the
14 recommendation of the school-based placement committee based upon the following:
15 successful progress in the county adopted curriculum, progress tests, classroom assignments,
16 daily observation, standardized tests, and other objective data. The primary responsibility for
17 determining each student's level of performance and ability to function academically, socially
18 and emotionally at the next grade level is that of the classroom teacher, subject to review and
19 approval of the principal.
20

21 **A. Attendance for Promotion Grades K-5**

22 Amended 07-01-09
23

- 24 • Students who miss more than fifteen (15) days per semester will not be promoted except as
25 follows:
26
- 27 ○ If medical evidence is presented to the principal from a competent medical authority to
28 excuse absences in excess of fifteen (15) days.
 - 29 ○ Extenuating circumstances as determined by the principal based on recommendations
30 of teachers, counselors, or Student Services workers.
31
- 32
- 33 • School activities shall not be counted as absences. Assigned work shall be turned in on the
34 day indicated by the teacher.
35

36 **B. Student Performance Levels for Reading, Writing, Mathematics, and Science**

37 Amended 07-15-03
38

- 39 • Florida Statute 1008.25 requires that the district define specific levels of performance in
40 reading, writing, mathematics, and science for each grade level. These levels of
41 performance will be used to identify students who **must** receive remediation or be retained
42 within an intensive program that is different from the previous year's program and takes into
43 account the student's learning style.
44
- 45 • In compliance with School Board's Objective (Improve accepted measures of success
46 annually) and Florida Statute 1008.25, students will be identified as performing at one of
47 three levels which indicates a student's achievement:
48 ○ above grade level,
49 ○ at grade level, or
50 ○ below grade level.
51

- 1 • Performance levels are determined by various indicators that will include, but are not limited
2 to, multiple measures using appropriate grade-level assessments as well as teacher
3 judgment.
4

5 **1. Required Program of Study – Grades K-5**

- 6 • Grades K-5 promotion should be based on successful progress as indicated by report
7 cards, District and State assessments, daily assignments, teacher observation,
8 satisfactory performance in the grade level curriculum, and other data. Amended 06-15-
9 99 and 06-27-00

10
11 **2. Possible Grade Level Assessments**

12 Amended 06-29-93, 06-27-00, 07-01-04, 07-01-05, 07-01-06, 07-01-08, 07-01-09

13
14 • **Kindergarten Indicators**

15 A screening program for all Kindergarten students will be administered yearly. This
16 screening should be done within the first 30 school days of each school year. Results of
17 this screening will identify students are at-risk for academic, behavioral, and/ or social
18 difficulties. School-based Problem Solving Teams will develop and implement
19 interventions for struggling Kindergarten students and will utilize progress monitoring
20 data to determine their responses to interventions.

- 21
22 ○ Florida Kindergarten Readiness Screener (FLKRS)
23 ○ Reading Running Record(s)
24 ○ Osceola Writes (Expository and Narrative)
25 ○ District-adopted reading program assessments
26 ○ District-adopted mathematics program assessments
27 ○ Renaissance Learning STAR Early Literacy Enterprise
28 ○ Renaissance Learning STAR Math Enterprise
29 ○ Fountas and Pinnell Reading Assessment
30 ○ Early Reading Diagnostic Assessments (ERDA)
31 ○ Diagnostic Reading Assessment (DRA)
32 ○ Comprehensive English Language Learning Assessment (CELLA)

33
34 • **First Grade Assessments**

- 35 ○ Reading Running Record(s)
36 ○ Osceola Writes (Expository and Narrative)
37 ○ District-adopted reading program assessments
38 ○ District-adopted mathematics program assessments
39 ○ District-adopted science program assessments
40 ○ Renaissance Learning STAR Early Literacy Enterprise
41 ○ Renaissance Learning STAR Math Enterprise
42 ○ Fountas and Pinnell Reading Assessment
43 ○ ERDA
44 ○ Diagnostic Reading Assessment (DRA)
45 ○ Stanford Achievement Test, Tenth Edition (SAT-10)
46 ○ CELLA
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- **Second Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Expository and Narrative)
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - Basal reading program assessments
 - Renaissance Learning STAR Early Literacy Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - ERDA
 - DRA
 - SAT-10
 - CELLA

- **Third Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Expository and Narrative)
 - District-adopted reading program assessments
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - District Formative Assessments (Reading and Mathematics)
 - Renaissance Learning STAR Early Literacy Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - ERDA
 - DRA
 - SAT-10
 - Florida Comprehensive Assessment Test -- Sunshine State Standards (FCAT-SSS)
Reading
 - FCAT-SSS Mathematics
 - CELLA
 - Fitness Gram

- **Fourth Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Expository and Narrative)
 - District-adopted reading program assessments
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - District Formative Assessments (Reading and Mathematics)
 - Reading Benchmarks Portfolio
 - Renaissance Learning STAR Reading Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - DRA
 - SAT-10
 - FCAT-SSS Reading
 - FCAT-SSS Mathematics
 - FCAT Writing
 - CELLA
 - Fitness Gram

- **Fifth Grade Assessments**

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- Reading Running Record(s)
- Osceola Writes (Expository and Persuasive)
- District-adopted reading program assessments
- District-adopted mathematics program assessments
- District-adopted science program assessments
- District Formative Assessments (Reading, Mathematics, and Science)
- Renaissance Learning STAR Reading Enterprise
- Renaissance Learning STAR Math Enterprise
- Fountas and Pinnell Reading Assessment
- DAR
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Science
- CELLA
- Fitness Gram

- **Promotion of ESE Students**

Promotion of ESE students enrolled in Exceptional Student Education programs for moderate and severe Intellectual Disabilities and some Autism Spectrum Disorder students shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and the Access Points for Florida Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Florida Standards for Special Diploma in social studies. Amended 06-28-94, 07-21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-09

C. STUDENT PERFORMANCE LEVEL CHARTS

Amended 07-01-06, 07-01-07, 07-01-08, 07-01-09, 07/01/11, 07/01/12, 07/01/13, 07/01/14

- The charts on the following pages define five levels of student performance within each grade level and outline the required factors to be considered in end-of-year decision-making for promotion of students to the next grade level. Promotion or retention decisions will not be based upon solely one factor.

GRADE KG	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement						
	Reading /Language Arts				Math	Additional Considerations	Next School Year
<i>Student Performance Level</i>	<i>Fountas and Pinnell Reading Level</i>	<i>DRA² Independent Reading Level</i>	<i>STAR Early Literacy Enterprise</i>	<i>Writing</i>	<i>Math End of Year Benchmark Assessment</i>		<i>Placement Considerations</i>
Above Grade Level	Level D	Level ≥ 6 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Promote
On Grade Level	Level C	Level 3 - 4 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy		Promote
Below Grade Level	Level B	Level 1 - 2 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level A	Level A 90% accuracy	24 th %ile and below Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan
² Developmental Reading Assessment
³ Comprehensive Core Reading Program
⁴ English Language Learners
⁵ Exception Student Education- Individual Education Plan
%ile = Percentile

GRADE 01	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement						
	Reading / Language Arts				Math	Additional Considerations	Next School Year
Student Performance Level	Fountas and Pinnell Reading Level	DRA ² Independent Reading Levels	STAR Early Literacy Enterprise	Writing	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Placement Considerations
Above Grade Level	≥ Level J	> Level 16 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy		Promote
On Grade Level	Levels G to J	Levels 12 - 16 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy		Promote
Below Grade Level	Levels E to F	Levels 8 - 10 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	≤ Level D	< Level 8 90% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan %ile = Percentile							

GRADE 02	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement							
	Reading/ Language Arts				Math		Additional Considerations	Next School Year
Student Performance Level	Fountas and Pinnell Reading Level	DRA ² Independent Reading Levels	STAR Reading Enterprise	Writing	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	≥ Level N	Level ≥ 30 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Levels L to M	Level 24 - 28 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Levels J to K	Level 18 - 20 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	≤ Level J	< Level 18 90% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan

² Developmental Reading Assessment

³ Comprehensive Core Reading Program

⁴ English Language Learners

⁵ Exception Student Education- Individual Education Plan

⁶ Lexile: In Grade 2, students should be reading in a lexile range of 420 – 650 with a stretch goal up to 820. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level.
%ile = Percentile

GRADE 03	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement								
	Reading/ Language Arts				Math			Additional Considerations	Next School Year
Student Performance Level	FCAT 2.0 Reading	SAT-10 Reading	DRA ² Independent Reading Levels	STAR Reading Enterprise	FCAT 2.0 Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	Level 4 - 5	≥ 75 th %ile	Level ≥ 40 90%accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	Level 4-5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	50 th - 74 th %ile	Level 34 - 38 90%accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2*	25 th - 49 th %ile	Level 24 - 30 90%accuracy	25 th - 39 th %ile Student's Score: "On Watch"	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1*	≤ 24 th %ile	≤ Level 20 90%accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan

² Developmental Reading Assessment

³ Comprehensive Core Reading Program

⁴ English Language Learners

⁵ Exception Student Education- Individual Education Plan

⁶ Lexile: In Grade 3, students should be reading in a lexile range of 520 – 820. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level. %ile = Percentile

***Mandatory Retention: Beginning with the 2002-2003 school year, if a 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 the School Board exempts the student from this mandatory retention for good cause. Section 1008.25 (5)(b), Florida Statutes**

GRADE 04	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement							
	Reading/Language Arts			Math			Additional Considerations	Next School Year
Student Performance Level	FCAT 2.0 Reading	STAR Reading Enterprise	FCAT Writing Rubric Score	FCAT 2.0 Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	Level 4 - 5	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	5 - 6	Level 4 - 5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	4	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2	25 th - 39 th %ile Student's Score: "On Watch"	2 - 3	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	< 2	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan

² Developmental Reading Assessment

³ Comprehensive Core Reading Program

⁴ English Language Learners

⁵ Exception Student Education- Individual Education Plan

⁶ Lexile: In Grade 4, students should be reading in a lexile range of 740 – 940 with a stretch goal up to 1010. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level.

%ile = Percentile

GRADE 5	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement						
	Reading/ Language Arts		Math			Additional Considerations	Next School Year
Student Performance Level	FCAT 2.0 Reading	STAR Reading Enterprise	FCAT 2.0 Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	Level 4-5	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	Level 4-5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2	25 th - 39 th %ile Student's Score: "On Watch"	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan ⁶ Lexile: In Grade 5, students should be reading in a lexile range of 830 - 1010. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level. %ile = Percentile							

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1 **D. Promotion to a Higher Grade Level**

2 Amended 07-01-06, 07-01-08

- 3
- 4 • The assignment of a student to a higher grade which results in the student’s accelerated
5 promotion should be made based on exceptionally high achievement or evidence that the
6 student will benefit more from the instructional program at the advanced grade level. The
7 Superintendent or designee should authorize the assignment.
8
 - 9 • The assignment will occur at the end of a grading period agreed upon by both the sending
10 and receiving principal. If an ELL student is involved, the ELL committee shall meet to
11 document the change in the ELL Student Plan.
12
 - 13 • After agreement has been reached regarding an exceptional student, an Individual
14 Education Plan meeting must be held prior to placement in the new assignment. The long-
15 range academic, social, and emotional effect of the decision shall be considered.
16
 - 17 • The principal has the responsibility for making such an assignment, but a student will not be
18 accelerated without parental consent. Amended 06-30-91 and 06-27-00
19
 - 20 • The student’s cumulative record, report card, and permanent record must indicate,
21 “accelerated grade placement” and the name of the principal who made the placement.
22 . Amended 06-15-99
23
 - 24 • Parents shall be notified in writing that their child is receiving an accelerated grade
25 placement to the next higher grade. A copy of this notification shall be placed in the
26 cumulative folder. Notices to parent/ guardian of ELL students must be provided in the
27 primary language, whenever feasible. Amended 06-27-00
28

29 **E. Progress Monitoring Plan (PMP) Process**

30 Amended 07-15-03, 07-01-06, 07-01-08

- 31
- 32 • Florida Statute 1008.25 (4)(b) requires that schools must develop, in consultation with the
33 student’s parent(s), a School District of Osceola County Progress Monitoring Plan (PMP) for
34 students who do not meet district and state levels of proficiency in reading, writing,
35 mathematics, and/ or science. Each PMP must outline an intensive remedial program in
36 the area(s) of weakness designed to assist the student in meeting state and/ or district
37 expectations for proficiency.
38
 - 39 • **The PMP must clearly identify the:**
 - 40 ○ specific, diagnosed academic needs to be remediated,
 - 41 ○ success-based intervention strategies to be used,
 - 42 ○ the intensive variety of remedial instruction to be provided, and
 - 43 ○ monitoring and reevaluation activities to be employed.
44

45 Section 1008.25 (4)(b), Florida Statutes

- 46
- 47 • Each student who does **not** meet the levels of performance as determined by the district
48 **must** be provided with additional diagnostic assessments to determine the nature of the
49 student’s difficulty and areas of academic need. Section 1008.25 (4)(a), Florida Statutes
50
- 51 • Data from the additional assessments are to be used to formulate the student’s PMP.
52

- 1 • Schools shall also provide for the frequent monitoring of the student's progress. Section
2 1008.25(4)(b), Florida Statutes
3
- 4 • Any student who exhibits a substantial deficiency in reading, based upon locally determined
5 assessments, statewide assessments conducted in Kindergarten or Grades 1, 2, or 3 must
6 be given intensive reading instruction immediately following the identification of the reading
7 deficiency. Section 1008.25 (5)(a), Florida Statutes
8
 - 9 ○ Diagnosis and remediation will occur as soon as possible after a student has been
10 identified as deficient in reading, writing, mathematics, and/ or science per Section
11 1008.25(4)(a), Florida Statutes.
 - 12
 - 13 ○ If the student identification occurs during the fourth marking period, the diagnosis will be
14 made at the beginning of the following school year with remediation immediately
15 following.
 - 16
- 17 • A student who is not meeting the school district or state requirements for proficiency in
18 reading and math shall be covered by one of the following plans to target instruction and
19 identify ways to improve his or her academic achievement:
20
 - 21 ○ A federally required student plan, such as an individual education plan, Section 1008.25
22 (4)(b)1, Florida Statutes;
 - 23
 - 24 ○ A schoolwide system of progress monitoring for all students, Section 1008.25 (4)(b)2,
25 Florida Statutes; or
 - 26
 - 27 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida Statutes
28
- 29 • The plan chosen must be designed to assist the student or the school in meeting state and
30 district expectations for proficiency. If the student has been identified as having a deficiency
31 in reading, the K-12 comprehensive reading plan required by Section 1011.62 (8), Florida
32 Statutes, shall include instructional and support services to be provided to meet the desired
33 levels of performance. District school boards may require low performing students to attend
34 remediation programs held before or after regular school hours or during summer if
35 transportation is provided. Section 1008.25 (4)(b)3, Florida Statutes
36
- 37 • If the documented deficiency is not remediated according to the PMP, the student may be
38 retained. Section 1008.25 (4)(c), Florida Statutes
39
- 40 • **Diagnostic assessments may include, but are not limited to:**
41 ○ teacher assessments
42 ○ text/ placement tests
43 ○ Osceola Writes
44 ○ reading running records
45 ○ diagnostic software
46 ○ DRA
47 ○ ERDA
48 Amended 07-01-04, 07-01-09
49

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- Intensive instruction is usually associated with the following:
 - diagnostic/ prescription
 - targeted to specific skill development
 - variety of opportunities for repetitions (repeated exposure)
 - smaller chunks of text or content
 - guided and independent practice
 - skill development and practice integrated into all activities
 - frequent monitoring
 - criterion-based evaluation of success
- Students in Grades K-5 whose performance in reading, writing, mathematics, and/ or science requires remediation **must** have a PMP or comparable individual academic plan.
 - Students whose performance is minimally below grade level may need a PMP.
 - PMP's are required for Kindergarten and first grade students who are performing below grade level.
- An existing PMP is to be **closed** at the conclusion of the school year.
 - At that time, the teacher(s) of the student who had a PMP is to make recommendations regarding the student's educational program for the following year.
 - The PMP should be placed in the student's permanent record at the close of each year or at the time of student withdrawal.
- If a student is to continue remediation during the following year, he or she is to receive a **new PMP**.
 - The new PMP is to be developed through the collaboration of the receiving teacher(s) and the parent(s)/ guardian(s) and approved by the principal.
 - Recommendations of the sending teacher(s) are to be reviewed as part of the PMP progress.
- Students who do not meet minimum performance expectations for the statewide assessment tests in reading, writing, mathematics, and/ or science must continue remedial instruction until expectations are met.

1. **ELL Students – Progress Monitoring Plan Process**

Amended 07-15-03 and 07-01-06

- English Language Learner students who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to a Progress Monitoring Plan/ ELL committee. This committee will develop a PMP for the student in accordance with the following guidelines and procedures: Adopted 06-27-00
 - The reason for the academic under-performance of an ELL student must **not** imply that he/ she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
 - Establish lack of academic progress in reading, writing, mathematics, and/ or science using a composite of indicators that includes, but is not limited to grade level checklists, pre-tests and post-tests, CELLA results, alternate assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.

- 1 ○ The first PMP/ ELL committee meeting develops a PMP that includes a list of
- 2 intensive remedial instructional strategies designed to assist the ELL student (NOTE:
- 3 ESOL accommodations are not considered remedial strategies).
- 4
- 5 ○ The second PMP committee meeting, with ESOL representation, is held within 18
- 6 weeks to review the effectiveness of the remedial strategies. If the ELL student does
- 7 not make satisfactory progress, the curriculum may be suspended and intense
- 8 remedial instruction in reading and/ or mathematics is provided based on the
- 9 student’s deficiencies.
- 10
- 11 ○ If the ELL student still has not made satisfactory progress after implementing the
- 12 PMP for at least 27 weeks, the ELL committee may recommend retention unless
- 13 conditions exist such that retention would be more adverse for the student than
- 14 promotion.
- 15
- 16 ○ The ELL Committee may exempt ELL students from the retention provision. The
- 17 ELL student may be recommended for promotion based on at least three (3) good
- 18 cause considerations such as educational background, academic ability in home/
- 19 native language, receipt of two (2) years or less of instruction in an approved ESOL
- 20 program, current academic progress corresponding to the language arts through
- 21 ESOL manual, acculturation to new culture, home support, age appropriateness, and
- 22 mobility.
- 23

24 **2. Gifted Students**

- 25 • For a gifted student who is performing below grade level, it is appropriate to develop a
- 26 PMP. Accommodations and/ or interventions are to be addressed through the Gifted
- 27 Educational Plan (GEP) process. Amended 07-01-05 and 07-01-06
- 28

29 **3. Students with Disabilities –Progress Monitoring Plan Process**

30 **a) 504 Students**

31 Amended 07-01-04, 07-01-06, 07-01-09

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- 33
- 34 • A PMP must be developed for a 504 student who does not meet the district and state
- 35 levels of proficiency in reading, writing, mathematics, and/ or science.
- 36

37 **b) ESE Students –Progress Monitoring Plan Process**

38 Amended 07-01-05 and 07-01-06

- 39
- 40 • A student who is not meeting the school district or state requirements for proficiency
- 41 in reading and math shall be covered by one of the following plans to target
- 42 instruction and identify ways to improve his or her academic achievement:
- 43
- 44 ○ A federally required student plan, such as an individual education plan, Section
- 45 1008.25 (4)(b)1, Florida Statutes;
- 46
- 47 ○ A schoolwide system of progress monitoring for all students, Section 1008.25
- 48 (4)(b)2, Florida Statutes; or
- 49
- 50 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida
- 51 Statutes
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- If the student's federally required plan does not address the student's deficiency in reading or mathematics as required by Florida law, then the school must address these deficits in either a schoolwide progress monitoring system or an individual progress-monitoring plan.
- When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, the ESE/ Regular Education Teacher should write a PMP to address the student's educational needs. The PMP should be developed with the involvement of the parent/ guardian.

1 **F. Retention**

2 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-15-03, 07-01-04, 07-01-06,
3 07-01-08, 07-01-09
4

- 5 • Students in Grades K-5 who are identified as being considerably or substantially below grade
6 level in reading, writing, mathematics, and/ or science **must** receive remediation or be
7 retained with an intensive program that is different from the previous year's program and
8 takes into account the student's learning style. However, students whose test scores and
9 classroom performance indicate that they are almost at grade level may be promoted with
10 close monitoring or promoted with a PMP.
11
- 12 • Students in Kindergarten or Grade 1, Grade 2, or Grade 3 who exhibit a substantial
13 deficiency in reading must be given intensive reading instruction. The student's reading
14 proficiency must be reassessed at the beginning of the next year, and intensive reading
15 instruction must continue until the reading deficiency is remedied. Section 1008.25(5)(a),
16 Florida Statutes
17
- 18 • The following options are available for students who have not met the levels of performance
19 for student progression:
 - 20 ○ remediate before the beginning of the next school year and promote,
 - 21 ○ promote and remediate during the following year with more intensive intervention and
22 remediation strategies identified in the revised PMP,
 - 23 ○ retain and remediate using an alternative program of instructional delivery.
- 24 • An appropriate placement, which differs from the present placement, must be considered for
25 a student who has been retained two or more years. Section 1008.25(2)(c), Florida Statutes
26
27
- 28 • The principal, upon written authority from the Superintendent or designee, may promote a
29 student who has been previously retained if the principal determines that standards have
30 been met and the student will be able to benefit from instruction at the higher grade. If the
31 placement involves a new school, the assignment will occur at the time agreed upon by both
32 the sending and receiving principal. Amended 06-15-99
33
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35
36

37 **1. Mandatory Retention**

- 38 • No student may be assigned to a grade level based solely on age or other factors that
39 constitute social promotion. Section 1008.25 (6)(a), Florida Statutes Adopted 06-19-01
40
41
- 42 • Beginning with the 2002-2003 school year, students who do not score at Level 2 or
43 higher on the statewide assessment test in reading for Grade 3 **must** be retained unless
44 he or she is exempt from mandatory retention for good cause. [See Exemption From
45 Mandatory Retention (Good Cause) in Grade 3.] Section 1008.25 (5)(b), Florida
46 Statutes Adopted 07-01-02
47
- 48 • If a student transfers after the administration of the FCAT in Grade 3, it is up to the
49 district to assess the student's reading proficiency at the end of the year to determine if
50 the student needs to repeat Grade 3.
51
- 52 • Retention decisions will not be made on a single test score. Adopted 06-19-01
53

1 **2. Special Program Considerations**

2 Amended 07-01-09

3
4 **a) ELL Students**

5 Amended 06-27-00, 07-01-08

- 6
- 7 • An ELL student who has received more than two (2) years of instruction in an
- 8 approved ESOL program may be retained when there is lack of academic progress
- 9 in grade level concepts.
- 10
- 11 • The ELL committee shall meet to document the evidence indicating lack of academic
- 12 progress and to recommend retention. The parent/ guardian shall be invited to
- 13 attend.
- 14
- 15 • The teacher(s) must show extensive documentation of the ESOL strategies used to
- 16 provide the student with understandable instruction.
- 17
- 18 • The reason for retention must not imply the student needs an extra year to learn
- 19 English or that the under-performance is due to the child's limited English
- 20 proficiency.
- 21

22 **b) Students with Disabilities**

23

24 **1) 504 Students**

25 Amended 07-01-04, 07-01-09

- 26
- 27 • A student with a 504 Plan must meet the district and state levels of
- 28 proficiency.
- 29

30 **2) ESE Students**

31 Amended 07-21-98, 07-01-05, 07-01-06, and 07-01-08

32

33 A student enrolled in ESE must meet either the Florida Standards or Access

34 Points for the Florida Standards in reading/ language arts, math, and science at

35 the Independent, Supported, or Participatory level or Florida Standards for

36 special diploma in social studies.

37

38

1 **G. Exemption from Mandatory Retention in Grade 3 (Good Cause)**

2 Adopted 07-01-02, Amended 07-15-03, 07-01-04, 07-01-06, 07-01-09

3
4 **1. Good Cause Exemptions**

- 5
6 • Good cause exemptions shall be limited to the following:
- 7
 - 8 ○ English Language Learner students who have had less than 2 years of instruction in
 - 9 an English for Speakers of Other Languages program;
 - 10
 - 11 ○ Students with disabilities whose individual education plan indicates that participation
 - 12 in the statewide assessment program is not appropriate, consistent with the
 - 13 requirements of State Board of Education rule;
 - 14
 - 15 ○ Students who demonstrate an acceptable level of performance on an alternative
 - 16 standardized reading assessment approved by the State Board of Education;
 - 17
 - 18 ○ Students who demonstrate, through a student portfolio, that the student is reading on
 - 19 grade level as evidenced by demonstration of mastery of the Florida Standards in
 - 20 reading equal to at least a Level 2 performance on the FCAT;
 - 21
 - 22 ○ Students with disabilities who participate in the FCAT and who have an individual
 - 23 education plan or a Section 504 plan that reflects that the student has received the
 - 24 intensive remediation in reading for more than 2 years but still demonstrates a
 - 25 deficiency in reading and was previously retained in Kindergarten, Grade 1, Grade 2,
 - 26 Grade 3; OR
 - 27
 - 28 ○ Students who have received the intensive remediation in reading for 2 or more years
 - 29 but still demonstrate a deficiency in reading and who were previously retained in
 - 30 Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years. Intensive reading
 - 31 instruction for students so promoted must include an altered instructional day based
 - 32 upon a PMP that includes specialized diagnostic information and specific reading
 - 33 strategies for each student. The district school board shall assist schools and
 - 34 teachers to implement reading strategies that research has shown to be successful
 - 35 in improving reading among low performing readers. Section 1008.25 (6)(b)1-6,
 - 36 Florida Statutes
 - 37

1 **2. Requests for Good Cause Exemptions**
2

- 3 • Requests for good cause exemptions for students from the mandatory retention
4 requirement shall be made consistent with the following:
5
6 ○ Documentation through a Grade 3 portfolio shall be submitted from the student's
7 teacher to the school principal that indicates that the promotion of the student is
8 appropriate and is based upon the student's academic record. Amended 07-01-05
9 and 07-01-06
10
11 ○ The State Board of Education adopted the following student portfolio guidelines on
12 January 21, 2003. To be accepted as meeting the portfolio option for demonstrating
13 mastery of the required reading skills, the student portfolio contents must:
14
15 ▪ be selected by the student's teacher;
16 ▪ be an accurate picture of the student's ability and only include work that has
17 been independently produced in the classroom;
18 ▪ include evidence that the benchmarks assessed by Grade 3 FCAT-SSS
19 Reading have been met:
20 ✓ This evidence includes multiple-choice items and passages that are
21 appropriately 60% literary text and 40% information text, and that are
22 between 100-700 words with an average of 350 words.
23 ✓ Such evidence could include:
24 ➤ chapter or unit tests from the district's/ school's adopted core reading
25 curriculum that are aligned with the Florida Standards or
26 ➤ teacher-prepared assessments that are aligned with the Florida
27 Standards.
28 ▪ be an organized collection of evidence of the student's mastery of the Florida
29 Standards Benchmarks for language arts that are assessed by Grade 3
30 FCAT-SSS Reading. For each benchmark, there must be at least five (5)
31 examples of mastery as demonstrated by a grade of "C" or above;
32 ▪ be signed by the teacher and the principal as an accurate assessment of the
33 required reading skills.
34
35 • The school principal shall review and discuss such recommendation with the teacher
36 and make the determination as to whether the student should be promoted or retained.
37 If the school principal determines that the student should be promoted, the school
38 principal shall make such recommendation in writing to the District Superintendent or
39 designee. The District Superintendent or designee shall accept or reject the school
40 principal's recommendation in writing. Section 1008.25 (6)(c)2, Florida Statutes
41
42 • Each school shall provide written notification to the parent of any Grade 3 student who is
43 retained that his or her child has not met requirements for promotion and the reasons the
44 child is not eligible for a good cause exemption. The notification must include a
45 description of proposed interventions and supports that will be provided to the child.
46 Section 1008.25 (7)(b)3, Florida Statutes
47
48 • Third grade students who are retained must be provided intensive interventions in
49 reading to ameliorate the specific reading deficiency, as identified by a valid and reliable
50 diagnostic assessment. The intensive interventions must include: effective instructional
51 practices; participation in the District's summer camp; and appropriate teaching
52 methodologies. Section 1008.25 (7)(a), Florida Statutes
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- Each school will conduct a review of PMP's for all retained Grade 3 students who did not score above Level 1 on the FCAT Reading and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. Section 1008.25 (7)(b)1, Florida Statutes
- A student portfolio will be completed for each retained Grade 3 student. Section 1008.25 (7)(b)1, Florida Statutes
- Retained Grade 3 students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing third and fourth grade students; extended school day, week, or year; and/ or summer reading camps. Section 1008.25 (7)(b)2, Florida Statutes
- Retained Grade 3 students will be provided a high-performing teacher as determined by student performance data and above satisfactory performance appraisals. Section 1008.25 (7)(b)5, Florida Statutes
- The District shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports that were provided to Grade 3 students who scored Level 1 on the Reading FCAT and were retained. Section 1008.25 (7)(b)9, Florida Statutes
- Retained Grade 3 students who can demonstrate that he or she is a successful independent reader, reading at or above grade level, and ready to be promoted to Grade 4 may be promoted mid-year after careful evaluation by the principal. Evaluating any retained Grade 3 student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the Grade 3 FCAT as determined by the State Board. Section 1008.25 (7)(b)4, Florida Statutes

1 **3. Mid-Year Promotion**

2 **a) Before November 1 of the school year:**

- 3
- 4 • Current Student Progression Plan Guidelines for Promotion will be followed:
- 5
- 6 • Student promotion in the Osceola County schools is based upon an evaluation of
- 7 each student’s achievement in terms of appropriate instructional goals. The
- 8 determination should reflect teacher judgment based upon the following: successful
- 9 progress in the county adopted curriculum, progress tests, classroom assignments,
- 10 daily observation, standardized tests, and other objective data. The primary
- 11 responsibility for determining each student’s level of performance and ability to
- 12 function academically, socially and emotionally at the next grade level is that of the
- 13 classroom teacher, subject to review and approval of the principal.
- 14
- 15 • Successful completion of the Grade 3 portfolio to demonstrate mastery of the Grade
- 16 3 Reading Florida Standards for Promotion to Grade 4 as outlined by the State
- 17 Board of Education in compliance with Section 1008.25 (6)(b)4), Florida Statutes.
- 18
- 19 • The teacher/ s, principal and parent/ guardian should meet and be in agreement as
- 20 to the mid-year promotion.
- 21
- 22 • Decisions regarding student promotion, and retention and good cause placement are
- 23 primarily the responsibility of the individual school’s professional staff. The final
- 24 decision concerning grade placement is the responsibility of the principal.
- 25
- 26 • The Superintendent or designee should be notified in writing and authorize the
- 27 assignment.
- 28
- 29 • If an ELL student is involved, the ELL committee shall meet to document the change
- 30 in the ELL Student Plan.
- 31
- 32 • After agreement has been reached regarding an exceptional student, an Individual
- 33 Education Plan meeting must be held prior to placement in the new assignment. The
- 34 long-range academic, social, and emotional effect of the decision shall be
- 35 considered.
- 36
- 37 • The student’s cumulative record and report card must indicate “mid-year grade
- 38 placement.”
- 39
- 40 • The parent notification letter of the mid-year promotion should be placed in the
- 41 student’s cumulative folder.
- 42

1 **b) After November 1 of the School Year:**
2

- 3 • To be eligible for mid-year promotion, a student must demonstrate that he or she:
4 ▪ is a successful and independent reader as demonstrated by reading at or above
5 grade level,
6 ▪ has progressed sufficiently to master appropriate fourth grade reading skills; and
7 ▪ has met additional requirements, as satisfactory achievement in the other
8 curriculum areas as evidenced by the grade of “C” or above on the district
9 progress report and/ or report card in the core curriculum subjects of
10 mathematics, writing, science and social studies.
11 • The student must have completed one of the following:
12 ▪ Successful completion of the Grade 3 portfolio to demonstrate mastery of the
13 Grade 3 Reading Florida Standards for Promotion to Grade 4 as outlined by the
14 State Board of Education in compliance with Section 1008.25 (6)(b)4), Florida
15 Statutes. In addition, there must be evidence that the student scored at or above
16 grade level in reading comprehension consistent with the month of promotion to
17 fourth grade. To accomplish this it would be necessary to administer the Grade 4
18 Group Reading Assessment and Diagnostic Evaluation (GRADE) test to provide
19 the on-grade level evidence. (For example, if the test is given in December, the
20 child must score a 4.5 grade equivalent in reading comprehension.)
21 ▪ Successful completion of the Grade 3 and Grade 4 portfolios to demonstrate
22 mastery of the Grade 3 Reading Florida Standards for Promotion to Grade 4 as
23 outlined by the State Board of Education in compliance with Section 1008.25
24 (6)(b)4), Florida Statutes.
25 • The PMP for any retained third grade student who has been promoted mid-year
26 to fourth grade must continue to be implemented for the entire academic year.
27 Authority: Section 1008.25 (7)(b)(4), Florida Statutes.
28 • The mid-year promotion must be a joint agreement with the teacher, principal,
29 parent and the Superintendent or designee. Section 1003.02 (1)(a), Florida
30 Statutes, gives the school board the responsibility for admission, classification,
31 promotion and graduation of students.
32 • Decisions regarding student promotion, and retention and good cause placement
33 are primarily the responsibility of the individual school’s professional staff. The
34 final decision concerning grade placement is the responsibility of the principal.
35 • The same guidelines will apply for the Exceptional Student Education (ESE) and
36 English for Speakers of Other Languages (ESOL) students.
37 • If an ELL student is involved, the ELL committee shall meet to document the
38 change in the ELL Student Plan.
39 • After agreement has been reached regarding an exceptional student, an
40 Individual Education Plan meeting must be held prior to placement in the new
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1 assignment. The long-range academic, social, and emotional effect of the
2 decision shall be considered.

- 3
- 4 • The district mid-year promotion letter must be sent by the principal to the
5 involved teachers and the parents/ guardian. The Superintendent or designee
6 must receive a copy for approval. A copy should also be placed in the student's
7 cumulative folder.
- 8
- 9 • Retained Grade 3 students who have received intensive instructional services
10 but are still not ready for grade promotion must be offered the option of being
11 placed in a transitional instructional setting. Such a setting shall specifically be
12 designed to produce learning gains sufficient to meet Grade 4 performance
13 standards while continuing to remediate the areas of reading deficiency. Section
14 1008.25 (7)(b)10), Florida Statutes
- 15
- 16 • Retained Grade 3 students will be provided at least one of the following
17 instructional options: supplemental tutoring in research-based reading services;
18 a "Read at Home" plan outlined in a parental contract, including participation in
19 "Families Building Better Readers Workshops" and regular parent-guided home
20 reading; and/ or a mentor or tutor with specialized reading training. Section
21 1008.25 (7)(b)6, Florida Statutes
- 22

23 Amended 07-01-05, 07-01-06

24

25

1 **H. Remediation**

2 Amended 07-15-03, 07-01-06, 07-01-09

3
4 **1. Program Description**

- 5
6 • Remediation must be based on the results of diagnostic assessment(s) and it must be
7 systematically embedded in the total educational program for the student. The daily
8 instruction for the student will be modified based on both the diagnosis and the contents
9 of the PMP or other educational plan(s) (e.g., IEP, ELL Student Plan). Remediation
10 must include an instructional program that is not identical to that provided during the
11 previous school year.
12
13 • Remedial and supplemental instructional resources must be allocated as follows: First,
14 to students who are deficient in reading by the end of Grade 3, and second to students
15 who fail meet performance levels required for promotion. Section 1008.25(3), Florida
16 Statutes
17
18 • The PMP must include one or more of the following instructional intervention strategies:
19 ○ tutoring
20 ○ classroom organization
21 ○ instructional alternatives
22 ○ assignment alternatives-adaptations
23 ○ ESE referral
24 ○ before/ after school instruction
25 ○ extended school year
26 ○ other (see Section 1008.25, Florida Statutes)

27
28 **2. Grades K-5 Continuous Progress Program**

- 29
30 • The K-5 Continuous Progress Program provides immediate and ongoing assistance to
31 students throughout the school year as needed. The K-5 Continuous Progress Program
32 is designed to assist students in achieving adequate progress in the education program.
33 The eligibility criteria for student participation in Grades K-5 may include any
34 combination of the following:
35
36 ○ teacher recommendation,
37 ○ participation necessary to maintain continuous academic progress,
38 ○ score within Achievement Level 1 or 2 on FCAT-SSS,
39 ○ score in the lowest quartile of the FCAT-SSS,
40 ○ score below the twenty-fifth percentile on SAT-9 or SAT-10, **or**
41 ○ in the case of a student with disabilities enrolled in ESE, recommendation of the IEP
42 team, or
43 ○ in the case of an ELL student enrolled in an ESOL program, recommendation of the
44 ELL Committee based upon the student's CELLA score.

45
46 Adopted 07-01-02, Amended 07-01-08

1 **3. Reading Enhancement and Acceleration Development (READ) Initiative**

2 Adopted 07-01-04, Amended 07-01-05, 07-01-06, 07-01-08, 07-01-09

- 3
- 4 • The focus of the READ Initiative [Section 1008.25 (7)(b)7; 1008.25 (7)(b)8g, Florida
- 5 Statutes] is to prevent the retention of Grade 3 students and to offer intensive
- 6 accelerated reading instruction to:
- 7 ○ Grade 3 students who failed to meet standards for promotion to Grade 4
- 8 ○ Each K-3 student who is assessed as exhibiting a reading deficiency.
- 9
- 10 • The READ Initiative must:
- 11 ○ be provided to all K-3 students at risk of retention as identified by the Florida School
- 12 Readiness Screening (FLKRS), Early Reading Diagnostic Assessment (ERDA),
- 13 Comprehensive English Language Learning Assessment (CELLA), and/ or the
- 14 appropriate Renaissance Learning Reading assessments that measure phonemic
- 15 awareness, phonics, fluency, vocabulary, and comprehension.
- 16 ○ be provided during regular school hours in addition to the regular reading instruction.
- 17 ○ provide a curriculum in core academic subjects to assist the student in maintaining or
- 18 meeting proficiency levels for the appropriate grade in all academic subjects.
- 19 ○ provide a state-identified reading curriculum (district-adopted textbook/ program)
- 20 that has been reviewed by the Florida Center for Reading Research (FCRR) and
- 21 meets, at a minimum, the following specifications:
- 22 ▪ assists students with a reading deficiency in developing the ability to read at
- 23 grade level
- 24 ▪ provides skill development in phonemic awareness, phonics, fluency, vocabulary
- 25 and comprehension
- 26 ▪ provides scientifically based and reliable assessment
- 27 ▪ provides initial and ongoing analysis of each student’s reading progress
- 28 ▪ is implemented during regular school hours.
- 29 ▪ provides a curriculum in core academic subjects to assist the student in
- 30 maintaining or meeting proficiency levels for the appropriate grade in all
- 31 academic subjects. Section 1008.25 (7)(c), Florida Statutes

32

33 **a) Tier 1 Students –Grade K-3 Students Identified With a Reading Deficiency**

- 34
- 35 • The state requires that all students K-5 have a 90-minute reading block that includes
- 36 initial instruction and differentiated instruction (ii) per the district’s core reading
- 37 program. Research-based supplemental materials should be used to reinforce the
- 38 initial instruction and provide differentiated instruction.
- 39 • Extra time for immediate intensive intervention (iii) must be provided for students
- 40 who are having difficulty. Suggested materials – Research-based materials that
- 41 teach the areas of deficits as determined by a diagnostic test: MacMillan-McGraw-
- 42 Hill Reading Triumphs Intervention, Comprehension Strategies, Read Well, Soar to
- 43 Success, Quick Reads, Elements of Vocabulary, Elements of Fluency, Making
- 44 Words, Leap Pad materials, Phonics and Word Study, Sequential Systematic
- 45 Phonics, Voyager Passport, Compass Learning.
- 46 • Screening, progress monitoring, and diagnostic assessments must be used in order
- 47 to guide instruction.
- 48 • Screening –Renaissance Learning Reading assessments, district-adopted textbook/
- 49 program assessments, FCAT
- 50 • Progress Monitoring –Renaissance Learning Reading assessments, district-adopted
- 51 textbook/ program assessments
- 52 • Diagnostic – DRA, ERDA, Renaissance Learning Reading assessments
- 53 • The teacher-student ratio is the same as other students.

- A PMP) should be written for any child that is not on grade level. When determination is made that a child is not on grade level, no matter what time of year, a PMP should be written that is driven by a diagnostic assessment.
- Students in Grade 3 who score Level 1 on the FCAT reading test must be offered the opportunity to attend a Summer Reading Camp.

b) Tier 2 Students – Students Retained Once in Grade 3 – READ Initiative

- Students may have a reduced student-teacher ratio.
- Students must be provided a minimum of 90-minutes of daily, uninterrupted, scientifically-based reading instruction which includes small group instruction. Immediate Intensive Intervention should continue after the 90 minute block.
- The students must be provided a different curriculum from the year before. The supplemental materials may be different. The core reading program may be the same.
- Screening, progress monitoring, and diagnostic assessments must be used in order to guide instruction.
- Screening – Renaissance Learning Reading assessments, district-adopted textbook/ program assessments, FCAT
- Progress Monitoring should be on-going and weekly – Renaissance Learning Reading assessments, district-adopted textbook/ program assessments, timed readings, or observations.
- Diagnostic measures are required – DRA, ERDA, Renaissance Learning Reading assessments.
- All students retained must have a PMP. The PMP must be driven by a diagnostic assessment.
- The teacher must review the student’s previous PMP to address additional needed supports and services.
- A child retained in Grade 3 must have an ongoing portfolio that meets the state portfolio requirement.
- A child who scores Level 1 on the FCAT reading test must be offered attendance in a Summer Reading Camp.
- All students may be assigned a trained volunteer or mentor and/ or assign someone to tutor each student on deficit areas.
- Students should be provided on-grade level work for the subject areas that are not at risk. An option is a Grade 3 – Grade 4 transition class.
- A student may be promoted mid-year, following the district’s mid-year promotion policy.
- A student may be placed in a transitional instructional setting.
- Before school, after school, Saturday School, and extended year programs with research-based materials and certified teachers to tutor and remediate students must be provided.
- Retained third grade students should be provided a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. A first year teacher may not instruct Grade 3 retained students.

c) Tier 3 Students – Students Retained Twice in Grade 3

(1) Intensive Acceleration Class

- The Intensive Acceleration Class must be provided to any Grade 3 student scoring Level 1 on FCAT reading who was retained in third grade the prior year because of scoring Level 1 on FCAT reading. This means the Grade 3 student is

1 in Grade 3 for the third time. This transitional instructional setting must
2 specifically be designed to produce learning gains sufficient to meet Grade 4
3 performance standards while continuing to remediate the areas of deficiency.

- 4 • There must be a reduced class size. The class size must be smaller than the
5 other Grade 3 classrooms.
- 6 • The student must be provided with an uninterrupted daily reading instruction for
7 the majority of the student contact time and incorporate opportunities to master
8 the Grade 4 Florida Standards in other core subject areas. The state requires a
9 180 minute reading block with at least 90 minutes of uninterrupted time.
10 Computer time to reinforce and remediate should occur in addition to the 180
11 minute reading block.
- 12 • The student must be provided a different CORE curriculum from the year before.
13 The CORE reading program must be one that is research based and has proven
14 success teaching the five components of reading and accelerating reading
15 achievement by two years in one school year. Reading Mastery or MacMillan-
16 McGraw-Hill Reading Triumphs Intervention is the program that has been chosen
17 to meet these criteria.
- 18 • Differentiated materials that are research based materials should be used to
19 reinforce the initial instruction. These materials should teach the areas of
20 deficits. This instruction should take place in the initial instruction and the
21 immediate intensive intervention reading block. Suggested materials are:
22 Comprehension Strategies, Read Well, Soar to Success, Quick Reads, Elements
23 of Vocabulary, Elements of Fluency Making Words, Phonics and Word Study,
24 Sequential Systematic Phonics, Leap Pad materials, Voyager Passport,
25 Compass Learning.
- 26 • Students should be provided intensive language and vocabulary instruction using
27 a scientifically research-based program. The teacher should include the speech
28 language pathologist in designing the Intensive Accelerated Class. The speech
29 language pathologist could work with students whose diagnosed reading
30 deficiencies might best be addressed by a speech language pathologist.
- 31 • The student must have a PMP. The PMP must be driven by a diagnostic
32 assessment.
- 33 • The student must have an ongoing portfolio that meets state portfolio
34 requirements. This portfolio must contain evidence of mastery of benchmarks as
35 well as other information to inform parents and teachers of the student's
36 proficiency, such as results of diagnostics and progress monitoring.
- 37 • The student should be provided grade level work for the subject areas that are
38 not at risk.
- 39 • A Grade 3 – Grade 4 transition class is an option.
- 40 • The teacher must be a high-performing teacher as determined by student
41 performance data and above satisfactory on performance appraisals.
- 42 • The paraprofessional working in this classroom should be trained on materials
43 and strategies used in the classroom.
- 44 • The student must be given weekly progress monitoring measures to ensure
45 progress. The weekly monitoring can be accomplished through the Reading
46 Mastery weekly tests, timed readings, informal classroom assessments, or
47 observations.
- 48 • The student must be given the appropriate Renaissance Learning Reading
49 assessments. The student must be registered with the state Progress Monitoring
50 and Reporting Network (PMRN).
- 51 • The student should be given a diagnostic assessment that meets psychometric
52 standards. The appropriate Renaissance Learning Reading assessment is the
53 diagnostic test to be used.

- The progress of the student must be reported to the Department of Education at the end of the first semester.

I. Extended School Year

Amended 07-01-09

1. ELL Students

- All English Language Learner (ELL) students in Grades K-5 are eligible for an extended school year for either academic or language maintenance needs, provided the services are rendered at the school. The following requirements must be met:
 - The need for an extended school year must be documented in the student's ELL Student Plan.
 - The specific academic or language maintenance needs of the student must be listed in the student's individual ELL Student Plan.

2. Students with Disabilities

a) 504 Students

- Section 504 students may participate in an extended school year if it is available and if they meet the same eligibility requirements as established for all regularly attending students. The current Section 504 Plan would remain in effect for the extended school year. Adopted 07-01-09

b) ESE Students

- The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team. Services are recommended when the data collected over the course of the school year, including before and after scheduled breaks in instruction, indicate a significant regression in life skills. These are skills that cannot be recouped within a reasonable amount of time without ESY services. ESY services may include direct or indirect special education services, related services, or some combination of these. Adopted 06-27-00, Amended 07-01-06

3. Home Education Students

- Home education students may participate in an extended school year if it is available and if they meet the same eligibility requirements as established for all regularly attending students.
- Students who expect to earn credit in a home education program during the summer must register with the Superintendent by the end of the first grading period (second week).

4. Summer Reading Camp

Adopted 07-01-04

- Beginning April 2003, school districts were directed by the Department of Education to provide a "research-based intensive summer reading activities for all students who have failed to meet third grade promotion standards. Such reading camps should be available to all third grade students who score Level 1 on the reading portion of the Florida Comprehensive Assessment Test (FCAT) and focus on intensive intervention in reading."

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- Priority should be given to students who are deficient in reading by the end of Grade 3. The next priority is to serve students in other grade levels who fail to meet performance levels required for promotion as outlined in the Student Progression Plan.

1 **IV. REPORTING STUDENT PROGRESS**

2
3 **A. Parent(s)/ Guardian(s) – Written Notification Requirements**

4 Amended 07-15-03, 07-01-04, and 07-01-06

- 5
- 6 • Section 1008.25 (8)(a), Florida Statutes, specifies that the district school board must
7 annually report to the parent of each student the progress of the student towards achieving
8 state and district expectations for proficiency in reading, writing, science and mathematics,
9 including the student’s results on each statewide assessment test.
 - 10
 - 11 • The evaluation of each student’s progress must be based upon the student’s classroom
12 work, observations, tests, district and state assessments, and other relevant information.
 - 13
 - 14 • Progress reporting must be provided to the parent in writing in the format adopted by the
15 district school board. Progress reports for ELL students shall be provided in the parent’s
16 native language when feasible.
 - 17
 - 18 • No one test with a single administration should determine promotion or retention. The
19 preponderance of evidence from evaluations should be used to determine if a student is
20 ready for the work of the next grade.
 - 21
 - 22 • Section 1008.25 (5)(c), Florida Statutes, specifies that beginning with the 2002-2003 school
23 year, the parent of any student in K-3 who exhibits a substantial deficiency in reading must
24 be notified in writing immediately of the following:
25
 - 26 ○ That his or her child has been identified as having a substantial deficiency in reading and
27 state the exact nature of the difficulty;
 - 28
 - 29 ○ A description of the current services that are provided to the child;
 - 30
 - 31 ○ A description of the proposed supplemental instructional services and supports that will
32 be provided to the child that are designed to remediate the identified area of reading
33 deficiency;
 - 34
 - 35 ○ That if the child’s reading deficiency is not remediated by the end of Grade 3, the child
36 must be retained unless he or she is exempt from mandatory retention for good cause;
 - 37
 - 38 ○ Strategies for parents to use in helping their child succeed in reading proficiency;
 - 39
 - 40 ○ That the FCAT is not the sole determiner of promotion;
 - 41
 - 42 ○ That additional evaluations, portfolio reviews, and assessments are available; and
 - 43
 - 44 ○ The district’s specific criteria and policies for mid-year promotion.
 - 45

1 **B. Report Cards**

2 Amended 07-15-03, 07-01-08, 07/01/14

- 3
- 4 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all elementary
5 school students must clearly grade or mark:
6
 - 7 ○ the student's academic performance in each class or course in Grades K-5 (based upon
8 examinations as well as written papers, class participation and other academic
9 performance criteria);
 - 10 ○ the student's conduct and behavior; and
 - 11 ○ the student's attendance, including absences and tardiness.
 - 12 • The student's final report card for a school year shall contain a statement indicating end-of-
13 year status regarding performance or nonperformance at grade level, acceptable or
14 unacceptable behavior and attendance and promotion or nonpromotion.
15
 - 16 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5) as the
17 primary means of reporting student progress.
 - 18 ○ With the approval of the Superintendent and the School Board, schools may develop
19 additional or supplementary instruments, which may be used in conjunction with the
20 standard report card. Amended 07-29-97 and 06-25-99
 - 21 ○ Report cards shall be issued for all students, Grades K-5, at the close of each grading
22 period. Amended 06-30-92
 - 23 ○ Progress Reports may be issued at the end of the extended year programs and
24 services, i.e., extended school year, Saturday school, before and after school programs.
25 Adopted 06-27-00, Amended 07-01-09
 - 26 ○ Parents are to be notified in writing midway during the nine-week grading period as to
27 the progress of their child. This progress report will be sent home following the district
28 progress report calendar. The district Progress Report and/ or district-approved
29 electronic Progress Report form may be used for this notification. Amended 12-06-05
 - 30 ○ Parents are to be notified in writing midway during a nine week grading period or at any
31 time during a grading period when it is apparent that the student may not pass or is
32 performing unsatisfactorily in any course or grade level. The district Progress Report
33 and/ or approved electronic Progress Report form will be used for this notification.
34 Amended 06-15-99 and 06-27-00
 - 35 • Report cards for English Language Learner (ELL) students must be in the primary language
36 of the parent/ guardian, whenever feasible. Amended 7/27/00 These primary language
37 report cards are to be attached to the English report card.
38
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1 **C. General Rules of Marking or Awarding Grades**

2
3 **1. Report Card Grades**

4 Amended 07-01-04, 07-01-09, 07/01/14

- 5
6 • Teachers will determine report card grades that provide the student and the student's
7 parents(s)/ guardians(s) with an objective evaluation of the student's scholastic
8 achievement and effort. Students and parents are to be advised of the grading criteria
9 employed in the school and in each class at the time of enrollment.
- 10 ○ Marks are based on the quality of student performance relative to expected levels of
11 achievement of the Florida Standards that the teacher observes and evaluates.
 - 12 ○ The student's academic grades are to reflect academic achievement. The quality of
13 the work will be assessed by multiple measures that include, but are not limited to:
 - 14 ▪ teacher observations (oral presentations or reports, speeches, recitations,
15 impromptu speaking, student participation and demonstrations);
 - 16 ▪ classroom assignments (reports, term or research papers, models, projects,
17 exhibits, posters, computer programs and homework);
 - 18 ▪ examinations (essay, multiple-choice and completion tests, oral tests and skill
19 tests requiring demonstrations);
 - 20 ▪ weekly core curriculum benchmark assessments;
 - 21 ▪ alternative methods (portfolios and performance assessment).
- 22
- 23 • Grades in conduct are to be assigned independently of academic achievement.
24 Standards for grading in these areas are to be explained to the students.
- 25
- 26 • Students who enroll in school or class late shall be allowed to make up the class work.
27 In order to receive full semester credit, a student must be enrolled in any school a
28 minimum of forty-five days.
- 29
- 30 • The teacher will record a sufficient number of grades/ marks, as defined in subsection
31 IV.C.1. in this section, to justify the marking-period grade/ mark. A marking-period
32 grade is not based solely on a single project. Passing grades on report cards indicate
33 that the student is working within a range acceptable for the grade or subject, unless the
34 subject is clearly identified as remedial.
- 35
- 36 • To receive a report card a student shall have been enrolled in school at least one-half (1/
37 2) of the forty-five day grading period as established by the official school calendar. If an
38 elementary student is enrolled for less than one-half (1/ 2) of the forty-five day grading
39 period, a report card shall be issued, but a grade is not required. The report card needs
40 to reflect the date of entry and attendance record. If a student withdraws, he shall be
41 issued a grade on the withdrawal form as of the date of withdrawal. Amended 07-02-96,
42 06-27-00, and 07-01-06
- 43
- 44 • Students are to receive grades in all subjects in which they have received instruction that
45 grading period.
- 46

1 **2. Change of Grades**
2

- 3 • Once a grade has been entered into a report card or electronically entered into a system
4 for the preparation of report cards, then any and all grade changes should be made as
5 follows:
6

7 **a) Request by Teacher for Grade Change**
8

- 9 • If the teacher who has made, entered or reported the grade feels it necessary to
10 change the grade, he or she must submit a request in writing to the principal for a
11 grade change.
12
13 • Whether the basis for the change is a mistake at the time of entry, or reconsideration
14 of the assessment materials and evaluative sources, the teacher shall demonstrate
15 in the writing the rationale, basis, and support for the grade as intended to be
16 entered on the change.
17
18 • The principal shall consider the request made by the teacher, and meet with the
19 teacher as the principal deems necessary, and determine whether to make the
20 change as requested.
21
22 • The principal shall determine the request in writing and provide a written explanation
23 as to the basis for the determination to the requesting teacher.
24
25 • Following the direction of the principal, the grade may be changed or left unchanged.
26 Only if directed by the written notification of the principal, may the teacher entered
27 grade be changed.
28
29 • Should a change in grade be directed after the student and parent(s)/ or parent(s)
30 have been first notified of the grade, then the grade change shall be made on an
31 official notification form to the parents, which shall contain the reasons and
32 methodology for the change.
33

34 **b) Change of Grade without Teacher Request**
35

- 36 • If a Principal considers changing a report card grade made, entered, or reported by a
37 teacher, he or she must report in writing to the teacher that he or she is considering a
38 student report card grade change.
39
40 • The teacher will be afforded an opportunity in writing to present the rationale, basis,
41 and explanation for the grade as was entered.
42
43 • The principal shall consider the teacher's written support in making the grade.
44
45 • If the principal should determine to leave the grade as was entered unchanged, the
46 principal need take no further action. If the principal determines to make a grade
47 change over the teacher's objection, the principal shall set forth in writing the reason
48 for the grade change, and provider therein a basis for the change of grade.
49
50 • Following the written notification of the teacher of the decision and basis for grade
51 change, at the direction of the principal, the grade may be changed.
52

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- Should a change in grade be directed by the principal; after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.
- Grade change documentation, including grade change forms, notices, and other relevant documents, shall be retained in the student's cumulative record. Adopted 02-05-08

(1) Dual Language (One Way and Two Way) Considerations – Language Arts and Reading Classes

Adopted 02-05-08, Amended 07-01-09

- Elementary students enrolled in a dual language program shall receive two grades for both Language Arts and Reading classes. The Language Arts class taught in English shall be the one recorded on the student's report card, and the Reading class taught in English shall be the one recorded on the student's report card. In addition, the Language Arts class and the Reading class taught in the target language (e.g., Spanish) shall be treated together as a single special area and recorded on the student's report card as a single special area grade (e.g., Spanish Language Arts/ Reading). Other core subjects shall be taught in either English or the target language and shall be recorded on the student's report card as a single grade by the appropriate teacher.

1 **D. Description and Definition of Marks**

2 Amended 07-15-03, 07-01-06, 07-01-09

- 3
- 4 • Schools shall adhere to the following evaluation plan for grading and reporting student
 - 5 progress. The same evaluation plan applies to English Language Learner (ELL).
 - 6 Amended 06-15-99, 06-27-00, and 06-19-01

7

8 **1. Kindergarten-1**

- 9
- 10 ○ O Outstanding/ Exceeds Expectation
 - 11 ○ S Successfully Meeting Standards
 - 12 ○ N Not Demonstrating Consistently
 - 13 ○ U Unsatisfactory/ Needs Attention

14

15 **2. Grades 2-5**

16

17 Effective July 1, 2009, Grades 2-5 will be given corresponding letter grades using the scale

18 below: Amended 06-19-01, 07-01-06, 07-01-09

19

<u>Grade</u>	<u>Percentage</u>	<u>Definition</u>
A	▪ 90-100	▪ outstanding progress
B	▪ 80-89	▪ above average progress
C	▪ 70-79	▪ average progress
D	▪ 60-69	▪ below average progress
F	▪ 0-59	▪ not passing
I	▪ 0	▪ incomplete

20

21 For **Special Area classes in Grades K-5**, the following grading scale may be used:

22 Amended 06-30-92, and 06-27-06, and 07-01-06

- 23
- 24 ○ O Outstanding
 - 25 ○ S Satisfactory
 - 26 ○ N Not Demonstrating Consistently
 - 27 ○ U Unsatisfactory/ Needs Attention
- 28
- 29 • If the resulting average is not a whole number, the number is rounded to the nearest whole
 - 30 number as follows:
 - 31 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest
 - 32 whole number.
 - 33 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest whole
 - 34 number.
 - 35 • If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete
 - 36 was assigned must be satisfied within two weeks of the issuance of report cards or the "I"
 - 37 becomes "F." At the teacher's discretion a longer period of time may be allowed for makeup
 - 38 work.
 - 39
 - 40
 - 41

1 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students**

2 Amended 06-27-00

- 3
- 4 • The course grade and academic progress of ELL students will be based on the results of
- 5 teacher observation, alternative assessments, and modified tests used to assess the
- 6 understandable instruction provided through the use of ESOL teaching strategies,
- 7 appropriate instructional materials, and curriculum accommodations.
- 8
- 9 • If there is a continued pattern of failure in classroom performance and assessments, the
- 10 ELL committee shall meet to review the reasons for the student's lack of progress. The
- 11 reason(s) documented for the academic under-performance of an ELL student **cannot**
- 12 **imply** that he/ she needs an extra year to learn English or that it is due to the student's lack
- 13 of English proficiency.
- 14
- 15 • The following documentation needs to be in the student permanent records:
- 16
- 17 ○ Documentation of the ESOL strategies used by the ESOL language arts and basic
- 18 content area teacher(s) to provide understandable instruction, including the alternative
- 19 assessment instruments and test accommodations used to evaluate the student's
- 20 academic progress.
- 21
- 22 ○ The records of parental contacts or attempts made to inform the parent/ guardian of the
- 23 student's under-performance. When applicable, copies of the deficiency reports signed
- 24 by the student and parent/ guardian. Notices to parent/ guardian of ELL students must
- 25 be provided in the home/ native language, whenever feasible.
- 26
- 27 ○ The instructional support requested by the teacher(s) to provide additional assistance for
- 28 the student from the ESOL Assistant, Title III Specialist (if available), or ESOL
- 29 Educational Specialist available at the school.
- 30

1 **F. District/ State Assessment Programs**

2 Adopted 06-19-01, Amended 07-15-03, 07-01-06, 07-01-09

- 3
- 4 • All students must participate in all regular district and state assessments for accountability
- 5 purposes [Sections 1008.22, 1008.25 (4)(a), Florida Statutes]. Each student in Grades 1-5
- 6 must participate in the appropriate Renaissance Learning Reading assessment. Each
- 7 student in Grades 3 and 4 will take district formative assessments in reading and
- 8 mathematics. Each student in Grade 5 will take district formative assessments in reading,
- 9 mathematics, and science.
- 10
- 11 • Parents are to be advised of their child's performance on all standardized tests administered
- 12 as part of the countywide testing program.
- 13
- 14 • Beginning with the 2002-2003 school year, all school districts are required to administer the
- 15 school readiness uniform screening implemented by the Department of Education to each
- 16 Kindergarten student in the district school system upon the student's entry into
- 17 Kindergarten. Section 1008.21, Florida Statutes
- 18
- 19 • Home education students who wish to participate in the Florida Comprehensive Assessment
- 20 Test (FCAT) may do so under the following conditions:
- 21
- 22 ○ Home education students may take the FCAT only at the school for which they are
- 23 zoned.
- 24
- 25 ○ Home education students must abide by all the rules of the Student Code of Conduct
- 26 while on any Osceola County school campus. Failure to do so will result in the removal
- 27 of the student from the campus and loss of testing privileges.
- 28
- 29 ○ Home education parents must notify the appropriate school(s) of their intention to
- 30 participate in testing at least two weeks in advance of the scheduled assessment.
- 31

1 **G. Accommodations of District/ State Assessments for Special Program Students**

2
3 **1. ELL Students**

4 Amended 07-01-08

- 5
6
- 7 • ELL students who are currently receiving ESOL services in accordance with the District
8 ELL Plan, shall receive the following test accommodations: flexible setting, flexible
9 scheduling, additional time, assistance in the Heritage language as specified in the Test
10 Accommodations for ELLs in the administrative manual of the FCAT and shall have
11 access to an approved English to heritage language translation dictionary and/ or
12 heritage language to English translation dictionary. Accommodations for all other state
13 assessment(s) will be provided according to the recommendations of test publishers
14 and/ or appropriate district staff.

15 **2. Students with Disabilities**

16
17 **a) 504 Students**

18 Amended 07-01-04, 07-01-09

- 19
- 20 • Students with 504 plans may receive accommodations on both district and state
21 assessments. The student's Section 504 Plan should address the accommodations
22 that are regularly provided for classroom activities and assessment and should guide
23 decisions on accommodations for specific test situations. However, allowable
24 accommodations for statewide tests are limited to those listed in the State Board
25 Rule and the state test administration manuals.
 - 26
27 • Accommodations may include: flexible setting, flexible scheduling, flexible timing,
28 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

29
30 **b) ESE Students**

31 Amended 07-01-05 and 07-01-06

- 32
- 33 • Test accommodations during district/ state testing will be implemented as specified in
34 the student's IEP.
 - 35
36 • Statewide assessment accommodations may be used only if they do not alter the
37 underlying content that is being measured by the assessment or negatively affect the
38 assessment's reliability or validity. Allowable accommodations are those that have
39 been used by the student in classroom instruction. Such accommodations may
40 include: presentation, responding, scheduling, setting, and/ or assistive devices.
 - 41
42 • The need for any unique accommodations for use on state assessments not outlined
43 above must be approved by the Commissioner of Education.
- 44

1 **H. Exemptions from District/ State Assessments for Special Program Students**

2 Amended 07-01-08

3
4 **1. ELL Students**

- 5
6 • All ELL students are expected to participate in the FCAT-SSS Reading and FCAT
7 Writing tests. However, ELL students who have received 12 months or less of
8 instruction in an approved ESOL program can be exempt from taking FCAT-SSS
9 Reading and FCAT Writing if an ELL Committee decides it is appropriate. The alternate
10 assessment to be used is the CELLA which will be given at the appropriate grade level.
11 All ELL students, regardless of years of instruction, are expected to participate in the
12 FCAT-SSS Mathematics and Science tests.

13
14 **2. Students With Disabilities**

15
16 **a) 504 Students**

- 17
18 • Students with 504 plans may not be exempted from state assessments.

19
20 **b) ESE Students**

- 21
22 • The IEP committee determines whether a student with a disability participates in
23 state and district assessments. The decision to exclude any student with a disability
24 must be documented by the IEP team by answering “yes” to all of the following
25 questions:
26 ○ Is the student unable to master the grade-level Florida Standards, even with
27 appropriate and allowable course accommodations?
28 ○ Is the student’s demonstrated cognitive ability the primary reason for the inability
29 to master grade-level standards?
30 ○ Is the student participating in a modified or functional curriculum based on
31 competencies from the Access Points for all academic areas?
32 ○ Does the student require extensive direct instruction in functional academics and
33 Career and Technical competencies as well as domestic, community living and
34 leisure activities?
35 ○ Does the student have deficits in adaptive behavior, as demonstrated by the
36 inability to function effectively and independently in everyday living skills
37 (interpersonal and social interactions) across a variety of settings?
38
39 • Students who are excluded from state and district assessments will be assessed
40 through the Florida Alternate Assessment.
41
42

1 **I. Annual Report in Local Newspaper**

2 Adopted 07-15-03, Amended 07-01-06

- 3
- 4 • Beginning with the 2002-2003 school year, each district school board must annually publish
- 5 in the local newspaper, and report in writing to the State Board of Education by September 1
- 6 of each year, the following information on the prior school year:
- 7
- 8 ○ the provisions of the law relating to public school student progression and the district
 - 9 school board's policies and procedures on student retention and promotion;
 - 10
 - 11 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
 - 12 at levels 1 and 2 on the reading portion of the FCAT;
 - 13
 - 14 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
 - 15
 - 16 ○ information on the total number of Grade 3 students who were promoted for good cause
 - 17 by each category of good cause as specified in Section 1008.25 (6)(b), Florida Statutes;
 - 18
 - 19 ○ any revisions to the district school board's policy on student retention and promotion
 - 20 from the prior year. Section 1008.25 (8)(b), Florida Statutes

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**THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA**



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**2014-2015
MIDDLE SCHOOL
STUDENT PROGRESSION PLAN**

Grades 6-8

Effective July 01, 2014

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4 **THE SCHOOL DISTRICT OF**
5 **OSCEOLA COUNTY, FLORIDA**

6
7 **SCHOOL BOARD MEMBERS**

8
9 **CHAIR**

10 Tim Weisheyer

11
12 Barbara Horn

13 Tom Long

14 Kelvin Soto

15 Jay Wheeler

16
17
18 **SUPERINTENDENT**

19 Melba Luciano

20
21
22 **STUDENT PROGRESSION PLAN TASK FORCE**

23
24 Michael Allen, Assistant Superintendent

25 **MIDDLE SCHOOL CURRICULUM AND INSTRUCTION**

26
27 John Boyd, Director of Government and Labor Relations

28 **HUMAN RESOURCES**

29 (407) 870-4800

30
31
32 **MIDDLE SCHOOL CONTRIBUTORS**

33
34 Matthew Phillips, Principal, Narcoossee Middle School

35 Daryla Bungo, Director of Student Services

36 Linda Schroder-King, Director of Exceptional Student Education

37 Sonia Vazquez Esposito, Director of Charter Schools and Educational Choices

38 Angela Marino, Chief of Special Programs and Information and Technology

39 Dalia Medina, Director of Multicultural Education

40 Belynda Pinkston, Executive Director of Secondary and Post-Secondary Education

41 Beth Rattie, Principal of Adult Learning Center Osceola (ALCO) and Alternative Programs

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1 **I. ENTRY, ATTENDANCE, AND WITHDRAWAL**

2
3 All children who have attained the age of six (6) years or who will have attained the age of six (6)
4 years by February 1 of any school year or who are older than six (6) years of age but who have not
5 attained the age of sixteen (16) years are required to attend school regularly during the entire
6 school term.

7
8 **A. Initial Entry Requirements**

9
10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County schools for
11 the first time to present the following at the time of registration:

12
13 **1. Evidence of Age**

14 Amended 06-27-95, 07-15-03

15
16 Section 1003.21, Florida Statutes (FS), requires that students enrolling in Florida public
17 schools must present evidence of their age. Evidence submitted shall be a valid birth
18 certificate, or other documentation of birth, as listed in Section 1003.21, FS.

19
20 *If a passport or immigration document is used as evidence of age, it may not be duplicated.
21 Only a notation may be placed in the student's record. Adopted 06-27-00

22
23 **2. Health Requirements – Initial Entry**

24
25 **a) Proof of Physical Examination**

26 Amended 06-30-92, 07-01-08, 12-17-13

27
28 Pursuant to State Board of Education Rule 6A-6.024 FAC, proof shall be presented that
29 the student has received within the last twelve months prior to the anticipated day of
30 enrollment a physical examination by a health professional who is licensed in Florida or
31 in the state where the student resided at the time of the examination.

32
33 If the student has ever been enrolled in a Florida school, that student is exempt, if there
34 is documented evidence of a physical examination from that Florida school.

35
36 Students entering Kindergarten from the School District of Osceola County Voluntary
37 Pre-Kindergarten (VPK) program will have already met the school entry physical
38 requirement.

39
40 If, when requested records are received, or upon other verification as documented, no
41 valid physical examination documentation is presented, the student shall be required to
42 submit to a physical examination.

43
44 **b) Immunization**

45 Amended 07-21-98, 07-15-03

46
47 Each student who is otherwise entitled to admittance to an Osceola County school shall
48 be required to present a certificate of immunization on a Florida form, showing that the
49 student has received inoculations for those communicable diseases for which
50 immunization is required by the Division of Health, and Section 1003.22, FS.

51
52 Students who have not received the required immunizations as stipulated by state law
53 and who have not received a statutory exemption will be temporarily excluded from
54 school until such immunizations have been administered. Adopted 9/ 7/ 99

1 **Required Immunizations:**

- 2 • five (5) DTP's (Diphtheria-Tetanus-Pertussis)
- 3 ○ If the fourth primary dose is on or after the fourth birthday, the fifth dose is not
- 4 required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for one or
- 5 more DTP's. DT (pediatric Diphtheria-Tetanus) is acceptable if Pertussis vaccine
- 6 is medically contraindicated.
- 7 • four (4) Polio
- 8 ○ If the third dose is on or after the fourth birthday, the fourth dose is not required.
- 9 IPV (Inactivated Polio Vaccine) is an acceptable alternative for one or more
- 10 doses of OPV (Oral Polio Vaccine).
- 11 • two (2) MMR's (Measles-Mumps-Rubella)
- 12 ○ First dose is valid if given on or after first birthday. Second dose valid if given at
- 13 least one month after the first dose.
- 14 • Hepatitis B Series of three
- 15 ○ A student may enter school if the first dose has been administered prior to initial
- 16 entry; or series of two for students ages 11-15, minimum four (4) months apart.

17

18 Amended 09-07-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-08

19

20 **Grade 6**

21 Amended 07-01-02, 07-01-04, 07-01-08

22

23 All required immunizations and one (1) dose of Varicella (chickenpox). Varicella vaccine

24 is not required if child has documentation of Varicella disease as documented by the

25 healthcare provider.

26

27 **Grade 7-8**

28 Adopted 07-01-08, Amended 07-01-09, 07-01-11

29

30 All required immunizations, one (1) dose of Varicella, and a Tetanus-Diphtheria (Tdap)

31 booster. Students thirteen (13) years of age or older who have never had chickenpox

32 and who receive the chickenpox vaccine on or after the age of thirteen (13) are required

33 to have two (2) doses at least twenty-eight (28) days apart.

34

35 The Centers for Disease Control and Prevention recommends that a dose of

36 Meningococcal Conjugate Vaccine 4 (MCV4) be administered to children and

37 adolescents eleven (11) through eighteen (18) years of age. This vaccine is **NOT** a

38 requirement for enrollment. Adopted 07-01-08

39

40 **Exceptions may be granted as follows:**

- 41 • parental objections on religious grounds documented on Florida Department of
- 42 Health Form 681 or
- 43 • written certification for exemption for medical reasons by a licensed medical provider
- 44 Amended 07-01-11
- 45

1 **3. Residency Requirements**

2 Amended 06-29-93, 07-21-98, 06-27-95, 07-01-12

3
4 A resident parent or guardian admitting a student to an Osceola County School shall
5 produce **two (2) documents, one (1) from each of the following categories:**

6
7 **Category 1**

8 mortgage document
9 rental or lease agreement
10 property tax records

11
12 **Category 2**

13 current utility bill (e.g., cell phone, electric, cable, water, natural gas)
14 income tax records
15 proof of receipt of government benefits

16
17 If the parent or guardian is not the lease holder or property owner, then the following is
18 required:

- 19
20 • a completed, notarized Verification of Residency form available through the Department
21 of Student Services at the District Office signed by the owner of the home with one
22 document from each of the above categories. In addition, parent must provide
23 Declaration of Domicile, valid Florida Driver's License (or Florida Department of Motor
24 Vehicles picture ID), voter registration, or auto registration with the Osceola County
25 address listed for which they reside.

26
27 The Verification of Residency form shall apply for the school year in which it is completed,
28 filed, and approved by Student Services.

29
30 If false and/ or misleading information is presented in order to meet residency requirements,
31 the child falsely registered shall be subject to immediate withdrawal from Osceola District
32 Schools and required to register in the school in the assigned attendance zone or in the
33 case of an out-of-district child, a school in the district of residence.

34
35 Any person knowingly providing false and/ or misleading information may be liable for
36 criminal charges under Florida Statutes.

1 **B. Transfer Students**

2
3 **1. General Transfer Information**

4
5 The school principal or designee will determine placement of a student who transfers from
6 other countries, counties, states, private schools or from a home education program. If a
7 student transfers from a school or program other than a regionally accredited institution or
8 with inadequate or incomplete records, placement will be based upon the information
9 available, including any or all of the following:

- 10 ▪ student's age,
- 11 ▪ a review of all existing school records and home education records (e.g., student
12 portfolio, annual evaluations),
- 13 ▪ a review of the previous educational program including, but not limited to, time spent in a
14 program and curriculum requirements of the program,
- 15 ▪ a test on grade level or individual subject-area objectives or competencies to be
16 identified by the principal,
- 17 ▪ an interview with the student and/ or the parent(s)/ guardian(s) by the principal or
18 designee(s),
- 19 ▪ teacher judgment of classroom performance during a probationary period to be
20 established by the principal.

21
22 **2. Placement of Transfer Students – Grades 6-8**

23 Amended 07-01-02, 07-01-06

24
25 A student in Grades 6-8 who transfers from any other public school in the United States or a
26 foreign country is placed in comparable classes, and all records from the previous school
27 are accepted.

28
29 Grades will be transferred as follows:

- 30
31 A = 100
- 32 B = 89
- 33 C = 79
- 34 D = 69
- 35 F = 59

36
37 In the event percentages are provided, percentages will be used.

1 **3. Students Who Are Not Residing with Their Natural Parents or Legal Guardians**

2 Amended 07-01-12

3
4 In order to enroll any student who is not residing with his or her natural parent or legal
5 guardian, the responsible adult shall sign a Temporary Educational Guardianship for
6 Student form available through the Department of Student Services at the District Office.
7 Temporary Educational Guardianship for Student shall only be given in the event of:

- 8
9 ▪ Hospitalization
10 ▪ Incarceration
11 ▪ Death
12 ▪ Foreign Exchange Student (per School Board Rule 5.25)
13 ▪ Parent unable to care for child

14
15 All of the events listed above require appropriate legal documentation which the responsible
16 adult shall provide to Student Services. The Temporary Educational Guardianship for
17 Student form shall apply for the school year in which it is completed, filed, and approved by
18 Student Services.

19
20 **4. Student Custody**

21
22 Any person or agency who has been given exclusive care, custody, or control over any
23 student by order of any court having jurisdiction to enter such order, may provide a certified
24 or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous
25 criteria not covered by specific rule, to the principal of the school in which each student is
26 enrolled. The order shall be placed in the student's official records and thereafter such
27 person or agency shall be recognized for all purposes as the sole parent or guardian of the
28 student until such time as subsequent or additional orders changing such status are likewise
29 provided.

30
31 Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, FS; SBR 6A-198; 316.003
32 (62), FS; 1000.01, 1000.04, FS; SBR 6A-6.311 and 6A.6341 and 1001.42 (5), FS
33

1 **5. Student with Disabilities**

2
3 **a) 504 Students**

4
5 A transferring 504 student is a student who was previously enrolled in any other school
6 or agency with an active 504 plan and who is enrolling in a Florida school district. Upon
7 notification that a transferring student is one with an active 504 Plan, the receiving
8 school must review the existing 504 Plan and must revise as needed.
9

10 **b) Exceptional Student Education (ESE) Students**

- 11
- 12 ▪ A transferring ESE student is one who was previously enrolled as an ESE student in
13 any other school or agency and who is enrolling in a Florida school district or in an
14 educational program operated by the Exceptional Student Education Department
15 through grants or contractual agreements.
 - 16
 - 17 ▪ An ESE student who is transferring from one Florida public school district to the
18 School District of Osceola County who has a current Individual Education Plan
19 including Gifted Students (IEP/ GEP) will be placed in the appropriate educational
20 program(s) with a permanent assignment consistent with the plan. The receiving
21 school **must** review and may revise the current IEP/ GEP as necessary. Amended
22 07-01-06
 - 23
 - 24 ▪ An ESE student who is transferring from an out-of-state public school with ESE
25 documentation will be placed immediately in the appropriate educational program(s).
26 A permanent assignment may be made for the student if the student has an IEP and
27 evaluation information. If the ESE documentation is not complete, a transfer
28 assignment may be made in order for the district to conduct an initial evaluation
29 pursuant to Rule 6A-6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08
30

31 **6. English Language Learner (ELL) Students**

32
33 For a student identified as English Language Learner (ELL) and transferring from a school in
34 another country, placement must comply with appropriate procedures for students in the
35 English for Speakers of Other Languages (ESOL) programs found in the ESOL District ELL
36 Plan.
37

38 **Home Language Survey (HLS) Responses/ Assessment Criteria**

- 39 • A student with all NO responses on the HLS is considered non-English Language
40 Learner (ELL).
- 41 • A student with any YES response is referred for additional English language proficiency
42 assessment.
- 43 • A student with a YES response to question #1 only is **temporarily** placed in general
44 education classes until English proficiency assessment occurs.
- 45 • A student with more than one YES response is temporarily placed in basic ESOL
46 classes until English language proficiency assessment occurs.
- 47 • The state-approved grade-appropriate Individual Developmental English Activities
48 (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency and
49 is to be administered within the first 20 days after the enrollment date. Amended 07-01-
50 09
51

1 **7. Home Education**
2

3 Students who are participating in a home education program in accordance with Section
4 1002.41, FS, may be admitted to public school on a part-time basis. Adopted 09-17-96
5

- 6 • Students in home education who wish to attend public school must meet the same
7 registration requirements as full-time students, and enroll for and attend at least one (1)
8 regularly scheduled class period at the zoned school. Such students must register prior
9 to the start of the semester they will attend. Full-time students will be given priority in
10 course registration. Home education students who are excluded from a class/ course at
11 their zoned school due to space limitations may attend another school if space in that
12 class/ course is available. Adopted 09-17-96, Amended 06-19-01 and 02-05-08
13
- 14 • The Board is not responsible for the transportation of students in a home education
15 program to or from the school. The school principal will establish the time and place for
16 arrival and departure of home education students. Students who attend school on a
17 part-time basis are subject to all applicable rules and regulations pertaining to full-time
18 students. Adopted 09-17-96
19
- 20 • Home education students are eligible to participate in interscholastic extracurricular
21 student activities. The school principal will establish guidelines for participation pursuant
22 to Section 1006.15, FS, and these guidelines will be made available to home education
23 students choosing to participate in interscholastic extracurricular activities. Adopted 07-
24 02-96
25
26

1 **C. Attendance Guidelines**

2
3 School attendance is the direct responsibility of parent(s)/ guardian(s) as required by Section
4 1003.24, FS. All students are expected to attend school regularly and to be on time for classes
5 in order to benefit from the instructional program and to develop habits of punctuality, self-
6 discipline, and responsibility. Amended 07-15-03
7

8 Notes or telephone calls from parent(s)/ guardian(s) are required either before or after an
9 absence. It is the responsibility of the student to make up work missed because of absences.
10 Students receiving out-of-school suspension **must** be assigned schoolwork that will cover
11 content and skills taught during the duration of the suspension. Amended 07-01-05
12

13 **1. Student Absences**

14
15 Non-attendance in a class shall be considered an absence unless the student is
16 participating in a school activity. Absences shall be classified as:
17

18 **a) Excused Absences**

19
20 Absences shall be excused for the following reasons:

- 21 • illness or injury of the student,
- 22 • illness, injury, or death in the immediate family of the student. The immediate family
23 shall be defined as listed in the United States Internal Revenue Service guidelines.
24

25 If there is a reasonable doubt concerning the illness claimed, the principal shall be
26 authorized to require a statement from an accepted medical authority. Failure to comply
27 with this requirement shall result in the absence being “unexcused.”
28

29 The Principal of a school shall have sole discretion as to how absences shall be reported
30 to the school. The parent or legal guardian shall report absences through a telephone
31 call, a handwritten note, or both as determined by the Principal. Adopted 06-19-01
32

33 In cases of excused absences, the student shall be allowed to make up the work, and
34 teachers of the students shall give every reasonable assistance.
35

36 Make-up work shall be completed during a period equal to at least twice the time for
37 which the absence is excused, unless the teacher allows more time.
38

39 Students whose absences have been approved as "excused" or "permitted", and who
40 complete the make-up assignments as required by school policy, shall receive grades
41 for the periods of such absences in the same manner as if not absent from school. Each
42 school shall establish procedures to ensure good attendance in each grading period.
43 Amended 07-01-06
44

1 **b) Permitted Absences**
2

3 “Permitted” absences may be granted. Only the principal shall have the authority to
4 grant “permitted” absences and then only after he or she has considered the merits of
5 each case. It shall be the principal’s responsibility to give to the parents a copy of the
6 School Board rules pertaining to permitted absences.
7

8 Arrangements for make-up work shall be made in advance with the instructor of classes
9 to be missed. The student shall assume complete responsibility for the make-up work.
10 The teachers shall cooperate by making assignments, grading materials, and recording
11 grades. The teacher shall set a timeline for receiving the student’s work for credit, and
12 this timeline will not exceed twice the number of days of absence.
13

14 **Examples of situations warranting “permitted” absences include:**

- 15 • attendance at an important public function,
- 16 • attendance at church meetings, or observances of religious holidays,
- 17 • travel with parents in urgent circumstances,
- 18 • attendance at non-school conventions or conferences,
- 19 • other situations with parental permission and the approval of the principal, or
- 20 • participation in a non-instructional activity.

21 **A student who wishes to participate in a non-instructional activity must:**

- 22 • meet the academic requirements as set forth by the School Board,
- 23 • make arrangements, in advance, with the teacher for missing classes, and
- 24 • accept the responsibility for making up time and work.

25 **c) Unexcused Absences**
26

27 All absences other than “excused” or “permitted” shall be deemed “unexcused.” Middle
28 school students who are suspended from school shall be allowed to make up all
29 schoolwork missed and receive full credit for all completed schoolwork. Amended 07-
30 01-05, 07-01-08
31

- 32 • Upon each unexcused absence, the Principal or designee shall contact the student’s
33 parent or guardian to determine the reason for the absence.
34
- 35 • If a student has had at least five (5) unexcused absences within a calendar month or
36 ten (10) unexcused absences within a ninety (90) day calendar period, the student’s
37 primary teacher shall report to the principal or designee that the student may be
38 exhibiting a pattern of non-attendance. Unless there is clear evidence that the
39 absences are not a pattern of non-attendance, the case shall be referred to the Early
40 Truancy Intervention Team to determine if early patterns of truancy are developing.
41 If the Early Truancy Intervention Team finds that a pattern of non-attendance is
42 developing, whether the absences are excused or not, a meeting with the parent
43 must be scheduled to identify potential remedies.
44
- 45 • If the initial meeting with the parent does not resolve the problem, the Early Truancy
46 Intervention Team shall implement specific interventions that best address the
47 problem.
48
- 49 • The Early Truancy Intervention Team shall be diligent in facilitating intervention
50 services and shall report the case to the Superintendent or his designee only after all
51 reasonable efforts to resolve the problem have been exhausted.
52
53

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- If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/ she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the School Board. If the School Board's final determination is that the strategies of the Early Truancy Intervention Team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.
- If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian or Superintendent or his designee shall refer the case to the case staffing committee pursuant to Florida Statutes, and the Superintendent or his designee may file a truancy petition pursuant to procedures outlined in Florida Statutes. Section 984.151, FS Amended 07-15-03

d) Tardies

Adopted 07-01-13

For truancy purposes, five tardies *to school*, or a combination of tardies *to school* and early departures that equals five (5), shall equal one unexcused absence. However, this unexcused absence is for referral purposes, and the electronic record is not to be altered. Actual presence or absence on campus must be accurately reflected in the electronic record.

e) Early Departures

Adopted 07-01-13

For truancy purposes, five (5) early departures, or a combination of tardies *to school* and early departures that equals five (5), shall equal one unexcused absence. However, this unexcused absence is for referral purposes, and the electronic record is not to be altered. Actual presence or absence on campus must be accurately reflected in the electronic record.

Students who have attended more than half a school day and are released from school prior to the closing of the school day shall be considered an early departure. Early departures shall be either excused or unexcused. The school principal or his/ her designee may require the appropriate documentation in order to determine whether an early departure is excused or unexcused.

- Examples of excused early departures include, but are not limited to: appointments for medical, legal, or counseling purposes; funerals, family emergencies, etc.
- Examples of unexcused early departures include, but are not limited to: parent's convenience, personal reasons, shopping trips, etc.

1 **2. Students with Disabilities**

2
3 **a) 504 Students**

4 Amended 07-01-04

5
6 In the case of a student with excessive absences, a 504 Reevaluation meeting should
7 be held to determine if the absences are caused by the disability of record on the active
8 504 Plan. If the 504 committee determines that the absences are caused by the
9 disability, the committee must also determine a reasonable course of action, which may
10 include the possible waiver of the attendance guidelines in determining grades, as well
11 as consideration of a change of placement.

12
13 If the 504 committee determines that the absences are not caused by the disability, the
14 student is treated in the same manner as that for a general education student.

15
16 **b) ESE Students**

17 All exceptional students will follow regular education attendance procedures.

18
19 In the case of an ESE Student with excessive absences, an IEP team meeting must be
20 conducted to determine whether the absences are related to the student's disability. If
21 the IEP team determines that the excessive absences **are** related to the student's
22 disability, the IEP team must determine a reasonable course of action which may include
23 the possible waiver of the attendance guidelines in determining grades as well as a
24 change of placement.

25
26 If the IEP team determines that the student's excessive absences **are not** related to the
27 student's disability, the student is treated in the same manner as that for a general
28 education student.

29
30 **3. Hospital/ Homebound Program**

31
32 Parent(s)/ guardian(s) may request that the IEP committee consider eligibility for a hospital/
33 homebound program for a student with an illness predicted by certified medical personnel to
34 exceed 15 consecutive school days or due to a chronic condition for at least 15 school days
35 which need not run consecutively. Amended 07-01-08

36
37 **4. Student Absences for Religious Reasons**

38
39 Students will be afforded an opportunity to make up missed work without adverse school
40 effects when absent because of a religious holiday. Within five school days prior to an
41 expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal in
42 writing and request that the student be excused from attendance. A written excuse will not
43 be required upon return to school and no adverse or prejudicial effects will result for any
44 student availing herself/ himself of this provision. Students will be permitted to make up
45 missed work according to school procedures.

46
47 If questions arise regarding this rule, principals will grant the parent(s)/ guardian(s) a
48 conference. Parent(s)/ guardian(s) may appeal the principal's decision to the
49 Superintendent should a conflict arise.

1 **5. Virtual Instruction Program**

2
3 Compulsory school attendance and attendance record keeping shall apply to district virtual
4 instruction programs [1002.245 (6)(a); 1003.21, Florida Statutes]. Students in grades K-3
5 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12
6 must attend at least 900 hours (5 hours per day) of instruction.
7

8 **D. Student Withdrawals**

9
10 **1. Student Withdrawals during the Last Two Weeks of the School Year**

11 The parent(s)/ guardians(s) of a student who leaves school **during** the last two weeks of the
12 school year must show evidence that the withdrawal is necessary and the student must
13 successfully complete assigned class work. Principals are authorized to arrange for the
14 administration of any tests if appropriate.
15

16 Principals may waive the requirements for early withdrawal when unusual/ extenuating
17 circumstances require it.
18

19
20 **2. Student Withdrawals for Enrollment in Home Education Programs**

21 Section 1002.41, FS, permits parents to choose to place their children in a home education
22 program in lieu of public school. The requirements of the law will be monitored through
23 Charter Schools and Educational Choices. Amended 7/ 23/ 91, 07-21-98, 06-27-00, 07-15-
24 03, 02-05-08
25

26 To withdraw a student for enrollment in a home education program, parent(s)/ guardian(s)
27 must initiate the withdrawal process at the school and notify the Superintendent of Schools
28 in writing of the intent to provide home education for the student.
29

30
31 **3. Student Withdrawals, Exceptional Student Education (ESE)**

32 (Adopted 07-01-05 and 07-01-06)

33 A child who is receiving services through Exceptional Student Education (ESE) shall not be
34 administratively withdrawn without prior parental notification, a staffing meeting with parents
35 or guardians to discuss the educational impact of such a decision for the student to
36 withdraw, and all requirements relative to due process have been completed.
37

38 In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or
39 guardians of the student have been documented, and with the approval of the Director of
40 Exceptional Student Education, the student maybe withdrawn by the school.
41
42

1 **II. PROGRAM DESCRIPTION**

2
3 **A. Florida System of School Improvement and Accountability**

4 Adopted 09-17-96, Amended 06-15-99, 07-01-09, 07/01/12

5
6 The Florida Standards (6A-1.09401 State Board Rules) are benchmark standards that describe
7 what students should know and be able to do at all Grades Kindergarten through 12 in the
8 subjects of:

- 9
- 10 -- language arts -- mathematics
- 11 -- science -- social studies
- 12 -- foreign language -- health education
- 13 -- the arts -- physical education.

14
15 All current Florida state standards may be found on the FDOE C-PALMS (Collaborate, Plan,
16 Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>

17
18 Osceola District Schools shall provide appropriate instruction to assist students in the
19 achievement of these standards. Florida’s state standards have been incorporated within the
20 Osceola County Curriculum Frameworks, are on file in the Administrative Center, and are in use
21 at each school.

22
23 District Grade Level Expectations are based upon the Florida Standards and identify what each
24 student should know and be able to do by the end of each grade.

25
26 In addition, Section 1003.42, FS, requires that members of the instructional staff of the public
27 schools, subject to the rules of the State Board of Education and the district school board, shall
28 teach efficiently and faithfully, using the books and materials required that meet the highest
29 standards for professionalism and historic accuracy, following the prescribed courses of study,
30 and employing approved methods of instruction, the following:

- 31 1. The history and content of the Declaration of Independence, including national sovereignty,
32 natural law, self-evident truth, equality of all persons, limited government, popular
33 sovereignty, and inalienable rights of life, liberty, and property, and how they form the
34 philosophical foundation of our government.
- 35 2. The history, meaning, significance, and effect of the provisions of the Constitution of the
36 United States and amendments thereto, with emphasis on each of the 10 amendments that
37 make up the Bill of Rights and how the constitution provides the structure of our
38 government.
- 39 3. The arguments in support of adopting our republican form of government, as they are
40 embodied in the most important of the Federalist Papers.
- 41 4. Flag education, including proper flag display and flag salute.
- 42 5. The elements of civil government, including the primary functions of and interrelationships
43 between the Federal Government, the state, and its counties, municipalities, school districts,
44 and special districts.
- 45 6. The history of the United States, including the period of discovery, early colonies, the War
46 for Independence, the Civil War, the expansion of the United States to its present
47 boundaries, the world wars, and the civil rights movement to the present. United States
48 history shall be viewed as factual, not as constructed, shall be viewed as knowable,
49 teachable, and testable, and shall be defined as the creation of a new nation based largely
50 on the universal principles stated in the Declaration of Independence.
- 51 7. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European
52 Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to

1 be taught in a manner that leads to an investigation of human behavior, an understanding of
2 the ramifications of prejudice, racism, and stereotyping, and an examination of what it
3 means to be a responsible and respectful person, for the purposes of encouraging tolerance
4 of diversity in a pluralistic society and for nurturing and protecting democratic values and
5 institutions.

- 6 8. The history of African Americans, including the history of African peoples before the political
7 conflicts that led to the development of slavery, the passage to America, the enslavement
8 experience, abolition, and the contributions of African Americans to society.
- 9 9. The elementary principles of agriculture.
- 10 10. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon
11 the human body and mind.
- 12 11. Kindness to animals.
- 13 12. The history of the state.
- 14 13. The conservation of natural resources.
- 15 14. Comprehensive health education that addresses concepts of community health; consumer
16 health; environmental health; family life, including an awareness of the benefits of sexual
17 abstinence as the expected standard and the consequences of teenage pregnancy; mental
18 and emotional health; injury prevention and safety; nutrition; personal health; prevention and
19 control of disease; and substance use and abuse.
- 20 15. Such additional materials, subjects, courses, or fields in such grades as are prescribed by
21 law or by rules of the State Board of Education and the district school board in fulfilling the
22 requirements of law.
- 23 16. The study of Hispanic contributions to the United States.
- 24 17. The study of women's contributions to the United States.
- 25 18. The nature and importance of free enterprise to the United States economy.
- 26 19. A character-development program in the elementary schools, similar to Character First or
27 Character Counts, which is secular in nature. Beginning in school year 2004-2005, the
28 character-development program shall be required in Kindergarten through Grade 12. Each
29 district school board shall develop or adopt a curriculum for the character-development
30 program that shall be submitted to the department for approval. The character-development
31 curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness;
32 respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial,
33 ethnic, and religious tolerance; and cooperation.
- 34 20. In order to encourage patriotism, the sacrifices that veterans have made in serving our
35 country and protecting democratic values worldwide. Such instruction must occur on or
36 before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged
37 to use the assistance of local veterans when practicable.

38 Amended 07-01-06
39

1 **1. General Academic Requirements**

2 The following areas of study are required for each student, Grades 6-8:
3 Amended 06-15-99, 06-27-00, 07-01-02, 07-01-08, 07-01-09, 07-01-10

4
5 **Grade 6**

6 Language Arts (or Language Arts through ESOL)	1year
7 Mathematics	1 year
8 Comprehensive Science I	1 year
9 World History	1 year
10 Electives as offered by each school*	

11
12 **Grade 7**

13 Language Arts (or Language Arts through ESOL)	1year
14 Mathematics	1 year
15 Comprehensive Science II	1 year
16 Civics, Economics, and Geography	1 year
17 Electives as offered by each school*+	

18
19 **Grade 8**

20 Language Arts (or Language Arts through ESOL)	1year
21 Mathematics	1 year
22 Comprehensive Science III	1 year
23 United States History, including Florida History	1 year
24 Electives as offered by each school*+	

25
26 *Intensive Reading is required for eligible students and replaces an elective course
27 opportunity.

28
29 +Career and Educational Planning is required for all middle school students and may be
30 completed in either Grade 7 or 8 within an eligible existing course (or as an elective course
31 by itself).

32
33 **2. Electives**

34 Additional courses of studies may include, but shall not be limited to: (Amended 06-27-00,
35 07-01-02)

36		
37 Art		Band
38 Career and Technical Education		Foreign Language
39 Music		Reading
40 Writing Skills		

41
42 **3. Health/ Personal Development Requirement**

43 One semester of Health or Personal Development is required for students in Grades 7 or 8,
44 unless a middle school principal elects to cover district Health performance standards in a
45 science course, and the following criteria are met:

- 46 • The science teacher assigned is certified in both science and health, **and**
- 47 • A letter of explanation is sent to the Superintendent prior to the beginning of the school
48 year. This letter must be signed by the principal and the teacher and must ensure that
49 all student performance standards for both the Comprehensive Science and the Health
50 courses will be met.

1 **4. Physical Education**

2 The opportunity to enroll in physical education courses will be regularly scheduled each year
3 by each school.

4
5 Beginning with the 2009-2010 school year, the equivalent of one class period per day of
6 physical activity for one semester of each school year is required for students enrolled in
7 Grades 6 through 8. This requirement shall be waived for any student who meets one of the
8 following criteria:

- 9
10 • The student is enrolled or required to enroll in a remedial course.
11 • The student's parent indicates in writing to the school that:
12 ○ the parent requests that the student enroll in another course from among those
13 offered as options by the School Board, or
14 ○ the student participates in physical activities outside the school day that are equal to
15 or in excess of the mandated requirement.

16
17 (Section 1003.455, FS) Adopted 07-01-08

18
19 **5. Computer Literacy**

20 In addition to the courses identified above, students must master basic skills in the area of
21 computer literacy.

22
23 **6. Civics**

24 Adopted 07-01-10

25
26 Beginning with students entering Grade 6 in the 2012-2013 school year, one of the three
27 social studies courses required for promotion must be at least a one-semester civics
28 education course.

29
30 The civics education course must address: the roles and responsibilities of federal, state,
31 and local governments; the structures and functions of the legislative, executive, and judicial
32 branches of government; and the meaning and significance of historic documents, such as
33 the Articles of Confederation, Declaration of Independence, and Constitution of the United
34 States.

35
36 During the 2013-2014 school year, each student's performance on the statewide,
37 standardized end-of-course assessment in civics education must constitute 30% of the
38 student's final course grade.
39

1 **7. Career and Education Planning**

2 Adopted 07-01-10

3
4 Beginning with students entering Grade 6 in the 2006-2007 school year, this requirement
5 may be completed in either Grade 7 or 8, and must include:

- 6 • career exploration using Florida CHOICES or a comparable cost-effective program;
- 7 • educational planning using the online student advising system known as Florida
8 Academic Counseling and Tracking for Students (FACTS);
- 9 • and shall result in the completion of a personalized academic and career plan which
10 must inform students of:
 - 11 ○ high school graduation requirements,
 - 12 ○ high school assessment and college entrance test requirements,
 - 13 ○ Florida Bright Futures Scholarship Program requirements,
 - 14 ○ state university and Florida college admission requirements, and
 - 15 ○ programs through which a high school student can earn college credit, including
16 Advanced Placement, International Baccalaureate, Advanced International
17 Certificate of Education, dual enrollment, career academy opportunities, and courses
18 that lead to national industry certification.

19
20 **8. Middle School Dual Enrollment in High School Courses**

21 Amended 06-30-92, 06-29-93, 07-21-98, 06-15-99, 06-19-01, 07-01-02, 07-01-06, 07-01-08,
22 07-01-09, 07-01-10

23
24 Middle school students in Grades 7 or 8 may elect to enroll in high school (dual enrollment)
25 courses, if offered at their school of enrollment with the following conditions:

- 26 • The teachers of these courses must have the appropriate certification(s) to teach the
27 course(s) offered.
- 28 • The textbook, the district performance standards, and the grading policy are the same as
29 for the high school course.
- 30 • These courses must be Level II or above as outlined in the Florida Course Code
31 Directory.
- 32 • In order to receive high school credit, the student must earn a final grade of an “A,” “B,”
33 or “C.”
- 34 • Students may transfer high school academic *whole, not half*, credits or Career and
35 Technical elective *whole, not half*, credits earned prior to entry into the ninth grade.
- 36 • Students who earn credit through middle school dual enrollment in high school courses
37 shall meet requirements toward promotion to the next grade level and toward high
38 school graduation if the student earns passing scores on statewide, standardized end-of-
39 course assessments, as state law requires.
- 40 • If a student does not earn an average course grade of a “C” or higher by the time of the
41 progress report at the midpoint of the second, third, or fourth nine weeks, then the
42 student shall be scheduled into the appropriate middle school level course, and the
43 average course grade earned in the high school level course shall apply toward the
44 middle school level course grade with the weight of one letter grade higher. To
45 accomplish this task, the teacher of the appropriate middle school level course in which
46 the student is rescheduled shall augment the student’s nine weeks average by ten (10)
47 percentage points.
- 48 • The student’s transcript shall include grades for all middle school dual enrollment in high
49 school courses, and these course grades shall be used to calculate their high school
50 grade point average and class rank.
- 51 • Successful completion of a high school level Algebra I, Geometry, or Biology I course is
52 not contingent upon the student’s performance on the statewide, standardized end-of-
53 course assessment required under Section 1008.22(3)(c)2.a., FS.

- However, the following conditions apply in order to earn high school credit.
 - Beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I statewide, standardized end-of-course assessment.
 - Beginning with the 2012-2013 school year, to earn high school credit for a Geometry course, a middle school student must pass the Geometry statewide, standardized end-of-course assessment.
 - Beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle school student must pass the Biology I statewide, standardized end-of-course assessment.

9. Student Performance - State K-20 Education Priorities

Amended 07-15-03

A comprehensive program of general education when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The District School Board shall assist schools and teachers in the implementation of research-based reading activities, Section 1008.25 (4)(b), FS.

The School District of Osceola County Curriculum Guidelines also reflect the priorities of the Florida K-20 education system.

B. Special Programs

1. English Language Learner (ELL)

Amended 07-21-98 and 06-27-00

All students with limited English proficiency (ELL) must be appropriately identified in order to ensure the provision of appropriate services. Every student identified as ELL shall continue to receive appropriate instruction and funding as specified by the District ELL Plan, State Board Rules and Regulations, and Florida Statutes until such time as the student is reclassified as English proficient. Note: See the School District of Osceola County English Language Learner Plan 2004 for full explanation of services and model. Amended 06-27-00

a) Home Language Survey (HLS) and Identification Criteria

Amended 06-27-00

- A student with all NO responses on the HLS is considered non-English Language Learner.
- A student with any YES response is referred for English language proficiency assessment.
- A student with a YES response to question #1 only is temporarily placed in non-ESOL classes until English language proficiency assessment is completed.
- A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL classes until English language proficiency assessment is completed.
 - The grade level appropriate IDEA Oral Language Proficiency Test will be used to determine oral/ aural English proficiency and is to be administered within the first 20 days after enrollment date.

- Students in Grades 3-12 found to be fluent English speaking will be given a nationally normed, standardized reading and writing test, within 20 days from their date of enrollment for further assessment of their English proficiency.
- Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/ELL committee to determine appropriate ESOL assessment and placement.
- Every English Language Learner student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the ELL student is assigned to the program(s) shall be comparable to the time assigned to a non-ELL student under similar conditions. An updated ELL student's class schedule must be maintained in the ELL Student Plan as part of the student permanent record. Adopted 06-27-00
- English Language Learner students are taught by subject area teachers following the corresponding district curriculum. The instructional personnel provide appropriate and individualized instruction to students through the use of ESOL teaching strategies, appropriate instructional materials, curriculum accommodations, and testing accommodations. The ESOL strategies and accommodations are documented in the teacher's lesson plans as evidence that understandable instruction is being provided. Adopted 06-27-00
- Schools with fifteen (15) or more ELL students who speak the same home language shall provide at least one bilingual teacher assistant or bilingual teacher proficient in English and the home language of the students. The ESOL teacher assistant's (or bilingual teacher's) primary assignment is to offer the ELL students additional help in the basic content areas under the supervision of the basic subject area teacher. Adopted 06-27-00

2. Dropout Prevention Program (DOP)

The academic program for a DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, and/ or setting. The DOP Program employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students.

3. Gifted Education

For a middle school student enrolled in the gifted program, a qualitatively different curriculum consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

Middle school students identified as Gifted have an Educational Plan (GEP) that outlines goals and strengths, and provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration, and enrichment that incorporate the student's special abilities and interests. Amended 07-01-02 and 07-01-05

1 **4. Students with Disabilities**

2
3 **a) 504 Students**

4 Amended 07-01-04, 07-01-09

5
6 Any alteration to the delivery of instruction of student assignments for a 504 student is
7 the decision of the Section 504 Committee and must be addressed in the 504 Plan. The
8 individual student's Section 504 Plan documents the instructional accommodations
9 required to ensure the student an equal opportunity to participate in or benefit from the
10 general education curriculum. Parent(s)/ guardian(s) of a Section 504 student must be
11 given the opportunity to provide input on decisions made by the Section 504 Committee
12 regarding any alteration to the delivery of instruction of their Section 504 student.
13 Parent(s)/ guardian(s) of a 504 student must be notified of any changes to the student's
14 Section 504 Plan.

15
16 **b) Exceptional Education Students**

17
18 **Exceptionalities include:** Intellectual Disabilities, Speech and/ or Language Impaired,
19 Deaf or Hard of Hearing, Visually Impaired, Physically Impaired with Other Health
20 Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with
21 Traumatic Brain Injury, Emotional/ Behavioral Disabilities, Specific Learning Disabled,
22 Gifted, Homebound or Hospitalized, Dual Sensory Impaired, and Autism Spectrum
23 Disorder. Amended 7/ 23/ 91, 07-21-98, 06-27-00, 07-01-05, 07-01-06, and 07-01-08

24
25 **ESE Curriculum**

26 Adopted 06-30-92

27 Amended 06-27-95, 07-21-98, 06-27-00, 07-01-05, 07-01-06, 07-01-08, 07-01-09

28
29 The curriculum for the middle school Exceptional Student Education students will follow
30 the Florida Standards with appropriate accommodations. Moderately and severely
31 disabled students with Intellectual Disabilities and Autism Spectrum Disorder will use a
32 curriculum appropriate for the developmental level of the students.

33
34 For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP's)
35 specify the appropriate goals and benchmarks and unique aspects of their programs.

36
37 For some students, Access Points for Florida Standards in reading/ language arts, math,
38 and science at the Independent, Supportive, or Participatory Levels or Florida Standards
39 for Special Diploma in social studies may be appropriate.

40
41 The IEP developed by the team specifies the level of services for specific content areas.
42 The IEP also addresses annual goals and short-term objectives to meet the unique
43 needs of the student as well as appropriate classroom accommodations.
44 Accommodations may be in the areas of curriculum, instruction, and assessment.
45 Accommodations listed on the IEP must be implemented as indicated. Amended 07-01-
46 05

47
48 **5. Home Education**

49
50 Section 1002.41, FS, permits parents to choose to place their children in a home education
51 program in lieu of public school. The requirements of the law will be monitored through
52 Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-00, 07-01-
53 02, 07-15-03, 02-05-08

1 **C. Multi-Tiered Systems of Support (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**

3 Adopted 07-01-09, 07-01-13
4

5 The district is committed to the implementation of a Multi-Tiered System of Supports (MTSS)
6 framework to integrate and align efforts to improve educational outcomes and to meet the
7 academic and behavioral needs of all students. The process utilized to ensure implementation
8 of an effective MTSS framework is Problem-Solving/ Response to Intervention (PS/ Rtl). PS/
9 Rtl is a data-driven decision-making process applied to all aspects of the educational
10 organization. The systematic use of student assessment data at the district, school, classroom,
11 and student levels will guide decisions about the allocation of resources and the intensity of the
12 instruction and interventions needed to improve student learning and/or behavior. The district's
13 schools will provide high quality instruction and intervention(s) matched to student needs and
14 will use rate of progress and level of performance to inform instructional decisions at all three
15 Tiers of instruction.
16

17 School-based Problem Solving Teams will identify students in need of tiered interventions
18 through the review of universal screening data and will determine the appropriate types and
19 levels of interventions based on various data sources. Standard protocol interventions will
20 generally be utilized initially when data indicate a need for interventions beyond Tier 1 core
21 instruction alone. Students' responses to interventions will determine if there is a need for more
22 intensive interventions and diagnostic assessment will assist the Problem Solving Team with
23 development and implementation of intensive interventions. Students who receive interventions
24 beyond the core curriculum will have their rate of progress and level of performance included in
25 their cumulative school records. Teachers will consult the district MTSS/ Rtl Curriculum Guides
26 for available supports.
27

28 **D. Acceleration Plan**

29 Adopted 08-07-12, 07-01-13
30

31 The academic progress of all students, including those students who exceed curriculum
32 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
33 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the
34 following plan for acceleration decisions within the district's existing Multi-Tiered System of
35 Supports/ Response to Intervention framework.
36

- 37 • School level Problem Solving Teams shall review assessment data at the beginning of the
38 school year to determine which students may benefit from acceleration options.
39
- 40 • Tier 1 acceleration options may include cluster/ ability grouping differentiated assignments,
41 curriculum compacting, or telescoping curriculum.
42
- 43 • Tier 2 acceleration options may include single subject or virtual school instruction.
44
- 45 • Tier 3 acceleration options may include whole grade acceleration if the Problem Solving
46 Team determines such placement may meet the needs of highly able students.
47
- 48 • For each tier, the Problem Solving Team shall monitor the progress of all students and
49 administer additional assessments to determine if students continue to exceed benchmarks
50 and whether more targeted acceleration options are appropriate.
51

1 **III. PROMOTION**

2
3 The purpose of the instructional program in the schools of Osceola County is to provide appropriate
4 instructional and selected services to enable students to perform at or above their grade level
5 academically. Promotion, however, is based primarily on student proficiency in reading, writing,
6 mathematics, and science, and is not automatic. Amended 07-15-03
7

8 Decisions regarding student promotion and retention are primarily the responsibility of the individual
9 school's professional staff. The final decision concerning grade placement is the responsibility of
10 the principal.
11

12 Student promotion in the Osceola County schools is based upon an evaluation of each student's
13 achievement in terms of appropriate instructional goals. The determination should reflect teacher
14 judgment based upon the following: successful progress in the county adopted curriculum,
15 progress tests, classroom assignments, daily observation, standardized tests, and other objective
16 data. The primary responsibility for determining each student's level of performance and ability to
17 function academically, socially and emotionally at the next grade level is that of the classroom
18 teacher, subject to review and approval of the principal.
19

20 **A. Attendance for Promotion, Grades 6-8**

21 Amended 06-30-92, 07-02-96, 06-27-00, 07-01-09, 07-01-10
22

- 23 1. In order to receive full semester credit, a student must be enrolled in any school a
24 minimum of forty-five school days. Loss of credits shall be kept to a minimum.
- 25 2. Students who enroll in school or class late shall be allowed to make up the class work.
26
- 27 3. School activities shall not be counted as absences. Assigned work shall be turned in on
28 the day indicated by the teacher.
29

30 **Grading of Make-up Work** Amended 07-01-06

31 Make-up work shall be completed during a period of time equal to at least twice the time for
32 which the absence is excused, unless the teacher allows more time.
33

34
35 Students whose absences have been approved as "excused" or "permitted", and who complete
36 the make-up assignments as required by school policy, shall receive grades for the periods of
37 such absences in the same manner as if not absent from school. Each school shall establish
38 procedures to ensure good attendance in each grading period.
39

40 Authorization: Section 1001.41, FS; Implementation: Section 1003.21, FS, and Chapter 75-
41 130, Laws of Florida; 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53, 1011.61,
42 1003.26, FS, and SBR 6A-1.451
43

1 **B. General Promotion Requirements – Grades 6-8**

2 Amended 06-27-00, 07-01-02, 08-20-02, 07-15-03, and 07-01-06

3
4 In order to be promoted to the next grade level, students in Grades 6-8 must meet the following
5 criteria:

- 6
7 • Pass each of the core subjects of mathematics, language arts, science, and social studies.
8 The district-adopted grading scale (see IV.D.) will determine a passing grade for each
9 course.
- 10
11 • Pass at least one elective course each semester.
12 ○ Schools may require students to pass reading as a fifth core subject in lieu of the
13 elective course requirement.

14
15 Final grades are awarded on a yearly basis in middle school.

- 16
17 • When two nine weeks are used to determine a final grade (e.g., a semester course), each
18 nine weeks shall count 50% of the final grade. The total will be divided by two (2).
19
20 • If a semester exam is given, each nine weeks grade and final exam grade shall count 20%
21 of the final grade, and the total shall be divided by five (5).
22

23 If the resulting average is not a whole number, the number is rounded to the nearest whole
24 number as follows:

- 25
26 • If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest
27 whole number.
28
29 • If the decimal is less than 0.5, then the number is rounded down to the nearest whole
30 number.
31

32 In Grades 6-8, the grade percentage values of the grading period and exam grade are averaged
33 to determine the final grade. No grade percentage below 60% will be considered passing for
34 that subject. In determining final grades, a zero shall be assigned for no work or dishonest
35 work. Grades in high school dual enrollment classes taught in Grades 7 and 8 must be
36 determined following the high school academic policy. Amended 06-30-92, 06-27-00, 07-01-05,
37 and 07-01-06
38

39 Students not meeting the above criteria for promotion may earn promotion by successfully
40 completing a summer remediation or testing program as provided at their school. Students who
41 are not successful with the provided opportunity are to be retained. Amended 07-02-96 and 06-
42 15-99
43

1 **C. Student Performance Levels for Reading, Writing, Mathematics, and Science**

2 Amended 07-15-03

3
4 Section 1008.25, FS, requires that the district define specific levels of performance in reading,
5 writing, mathematics, and science for each grade level. These levels of performance will be
6 used to identify students who **must** receive remediation or be retained within an intensive
7 program that is different from the previous year's program and takes into account the student's
8 learning style.

9
10 In compliance with School Board's Objective (Improve accepted measures of success annually)
11 and Section 1008.25, FS, students will be identified as performing at one of three levels which
12 indicates a student's achievement:

- 13
14
 - 15 ▪ above grade level,
 - 16 ▪ at grade level, or
 - 17 ▪ below grade level.

18 Performance levels are determined by various indicators that will include, but are not limited to,
19 multiple measures using appropriate grade-level assessments as well as teacher judgment.

20
21 **1. Required Program of Study – Grades 6-8**

22 Grades 6-8 promotion should be based on standardized test results, daily assignments,
23 teacher observation, teacher made tests, satisfactory attainment of the student performance
24 standards in the curriculum frameworks and other objective information. If the achievement
25 level is not met, the teacher shall utilize deficiency/ progress reports to communicate with
26 the parent during the grading period. Notices to parent/ guardian of ELL students must be
27 provided in the primary language, whenever feasible. Amended 06-27-00 and 07-01-02

28
29 **2. Possible Grade-Level Assessments**

30 Amended 07-01-08

31
32 **Sixth Grade Assessments**

- 33
 - 34 ▪ Reading Running Record(s)
 - 35 ▪ District-adopted mathematics program assessments
 - 36 ▪ District-adopted science program assessments
 - 37 ▪ Basal reading program assessments
 - 38 ▪ Stanford Diagnostic Reading Test (SDRT)
 - 39 ▪ Renaissance Learning STAR Reading Enterprise
 - 40 ▪ Renaissance Learning STAR Math Enterprise
 - 41 ▪ Florida Comprehensive Assessment Test (FCAT) Reading
 - 42 ▪ FCAT Mathematics
 - 43 ▪ Florida End of Course Assessments (EOC)
 - 44 ▪ Comprehensive English Language Learning Assessment (CELLA)
 - 45 ▪ Fitness Gram

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Seventh Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SDRT
- Renaissance Learning STAR Reading Enterprise
- Renaissance Learning STAR Math Enterprise
- FCAT Reading
- FCAT Mathematics
- Florida EOC
- CELLA
- Fitness Gram

Eighth Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SDRT
- Renaissance Learning STAR Reading Enterprise
- Renaissance Learning STAR Math Enterprise
- FCAT Reading
- FCAT Mathematics
- FCAT Writing
- FCAT Science
- Florida EOC
- CELLA
- Fitness Gram

Promotion of ESE Students

Promotion of ESE students enrolled in Exceptional Student Education programs for moderate and severe Intellectual Disabilities and some students with Autism Spectrum Disorder shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and the Access Points for Florida Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Sunshine State Standards/ Next Generation Sunshine State Standards/ Florida Standards for Special Diploma in social studies. Amended 6-28-94, 06-27-95, 07-21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-09

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D. Student Performance Level Chart

Amended 07-01-09

The chart on the following page defines five levels of student performance within each grade level and outlines the required factors to be considered in end-of-year decision-making for promotion of students to the next grade level.

GRADES 6-8	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS, AND SCIENCE-- PROMOTION / REMEDIATION / RETENTION						
Classroom Performance	Factors to Consider in End-of-Year Decision-Making					Decisions for Next Year	
<ul style="list-style-type: none"> • School-Based Placement Committee • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • ELL Students - English Language Development • ESE - IEP performance goals and assessments • Parent conference and consultation • Principal recommendation 	<i>Student Performance Level</i>	<i>FCAT-SSS Reading and Math; (FCAT Science, Grade 8 only)</i>	<i>SAT 10 Reading and Math (Grade 7 only)</i>	<i>FCAT Writing</i>	<i>Did the student have a PMP¹ this year?</i>	<i>New PMP¹ Required Next Year?</i>	<i>Promote or Retain?</i>
	Above Grade Level	Achievement Level 4, 5	Stanines 7, 8, 9	5.0, 5.5, 6.0	NO	NO	<i>Promote to next grade level</i>
	On Grade Level	Achievement Level 3	Stanines 4, 5, 6	3.5, 4.0, 4.5	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Achievement Level 2*	Stanine 3	2.0, 2.5, 3.0	YES	YES	<i>Retain with a new PMP¹ or Promote with a new PMP¹</i>
					NO	YES	
	Below Grade Level, Considerably	Achievement Level 1*	Stanine 2	1.0, 1.5	YES	YES	<i>Retain with a new PMP¹ or Promote with a new PMP¹</i>
					NO	YES	
Below Grade Level, Substantially	Achievement Level 1*	Stanine 1	0	YES	YES	<i>Retain with a new PMP¹ or Promote with a new PMP¹</i>	
				NO	YES		

¹ Progress Monitoring Plan

• *To demonstrate annual learning gains, Grade 6 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **134** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **96** DSS points in FCAT-SSS Math.

• *To demonstrate annual learning gains, Grade 7 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **111** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **79** DSS points in FCAT-SSS Math.

• *To demonstrate annual learning gains, Grade 8 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **93** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **65** DSS points in FCAT-SSS Math.

1 **E. Promotion to a Higher Grade Level**

2
3 The assignment of a student to a higher grade which results in the student's accelerated
4 promotion should be made based on exceptionally high achievement or evidence that the
5 student will benefit more from the instructional program at the advanced grade level. The
6 Superintendent or designee should authorize the assignment.
7

8 The assignment will occur at the end of a grading period agreed upon by both the sending and
9 receiving principal. If an ELL student is involved, the ELL committee shall meet to document the
10 change in the ELL Student Plan. Amended 07-01-06, 07-01-08

11
12 After agreement has been reached regarding an exceptional student, an Individual Education
13 Plan meeting must be held prior to placement in the new assignment. The long-range
14 academic, social, and emotional effect of the decision shall be considered.
15

16 The principal has the responsibility for making such an assignment, but a student will not be
17 accelerated without parental consent. Amended 6/ 30/ 91 and 06-27-00
18

19 The student's cumulative record, report card, and permanent record must indicate, "accelerated
20 grade placement" and the name of the principal who made the placement. Amended 06-15-99
21

22 Parents shall be notified in writing that their child is receiving an accelerated grade placement to
23 the next higher grade. A copy of this notification shall be placed in the cumulative folder.
24 Notices to parent/ guardian of ELL students must be provided in the primary language,
25 whenever feasible. Amended 06-27-00
26

1 **F. Progress Monitoring Plan (PMP) Process**

2 Amended 07-15-03, 07-01-04, 07-01-06, and 07-01-08

3
4 As required by Section 1008.25 (4)(b), FS, schools must develop, in consultation with the
5 student's parent(s), a School District of Osceola County Progress Monitoring Plan (PMP) for
6 students who do not meet district and state levels of proficiency in reading, writing,
7 mathematics, and/ or science. Each Progress Monitoring Plan must outline an intensive
8 remedial program in the area(s) of weakness designed to assist the student in meeting state
9 and/ or district expectations for proficiency.

10 **The Progress Monitoring Plan must clearly identify the:**

- 11
12
13 1. specific, diagnosed academic needs to be remediated,
14
15 2. success-based intervention strategies to be used, and
16
17 3. the intensive variety of remedial instruction to be provided, and
18
19 4. monitoring and reevaluation activities to be employed, Section 1008.25 (4)(b), FS.

20
21 Each student who does **not** meet the levels of performance as determined by the district **must**
22 be provided with additional diagnostic assessments to determine the nature of the student's
23 difficulty and areas of academic need, Section 1008.25 (4)(a), FS.

- 24
25 ■ Data from the additional assessments are to be used to formulate the student's PMP.
26
27 ■ Schools shall also provide for the frequent monitoring of the student's progress, Section
28 1008.25(4)(b), FS.
29
30 ■ Diagnosis and remediation will occur as soon as possible after a student has been identified
31 as deficient in reading, writing, mathematics, and/ or science, Section 1008.25(4)(a), FS.
32
33 ■ If the student identification occurs during the fourth marking period, the diagnosis will be
34 made at the beginning of the following school year with remediation immediately following.
35

36 A student who is not meeting the school district or state requirements for proficiency in
37 reading and math shall be covered by one of the following plans to target instruction and
38 identify ways to improve his or her academic achievement:

- 39
40 1. A federally required student plan, such as an individual education plan, Section 1008.25
41 (4)(b)1, FS;
42
43 2. A schoolwide system of progress monitoring for all students, Section 1008.25 (4)(b)2,
44 FS; or
45
46 3. An individualized progress monitoring plan, Section 1008.25 (4)(b)3, FS.
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The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by Section 1011.62 (8), FS, shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided, Section 1008.25 (4)(b)3, FS.

If the documented deficiency is not remediated according to the PMP, the student may be retained, Section 1008.25 (4)(c), FS.

1 **Diagnostic assessments may include, but are not limited to:**

- 2 ▪ teacher assessment
- 3 ▪ text/ placement tests
- 4 ▪ reading running records
- 5 ▪ diagnostic software
- 6 ▪ STAR Reading
- 7 ▪ STAR Math

8
9 **Intensive instruction is usually associated with the following:**

- 10 ▪ diagnostic/ prescription
- 11 ▪ targeted to specific skill development
- 12 ▪ variety of opportunities for repetitions (repeated exposure)
- 13 ▪ smaller chunks of text or content
- 14 ▪ guided and independent practice
- 15 ▪ skill development and practice integrated into all activities
- 16 ▪ frequent monitoring
- 17 ▪ criterion-based evaluation of success

18
19 Students in Grades 6-8 whose performance in reading, writing, mathematics, and/ or science
20 requires remediation **must** have a PMP or comparable individual academic plan.

- 21 ▪ Students whose performance is minimally below grade level may need a PMP.
- 22 ▪ PMP's are required for Grades 6-8 students who are performing below grade level.

23
24 An existing PMP is to be **closed** at the conclusion of the school year.

- 25 ▪ At that time, the teacher(s) of the student who had a PMP is to make recommendations
26 regarding the student's educational program for the following year.
- 27 ▪ The PMP should be placed in the student's permanent record at the close of each year or at
28 the time of student withdrawal.

29
30 If a student is to continue remediation during the following year, he or she is to receive a **new**
31 **PMP**.

- 32 ▪ The new PMP is to be developed through the collaboration of the receiving teacher(s) and
33 the parent(s)/ guardian(s) and approved by the principal.
- 34 ▪ Recommendations of the sending teacher(s) are to be reviewed as part of the PMP
35 progress.

36
37 Students who do not meet minimum performance expectations for the statewide assessment
38 tests in reading, writing, mathematics, and/ or science must continue remedial instruction until
39 expectations are met.

1 **1. ELL Students – Progress Monitoring Plan Process**

2 Amended 07-15-03 and 07-01-06

3
4 English Language Learner students who are unable to demonstrate mastery in academic
5 subject areas as described in the Student Progression Plan will be referred to a Progress
6 Monitoring Plan/ ELL committee. This committee will develop a PMP for the student in
7 accordance with the following guidelines and procedures:

8 Adopted 06-27-00

- 9
10 ▪ The reason for the academic under-performance of an ELL student must **not** imply that
11 he/ she needs an extra year to learn English or that it is due to the student’s lack of
12 English proficiency.
13
14 ▪ Establish lack of academic progress in reading, writing, mathematics, and/ or science
15 using a composite of indicators that includes, but is not limited to: grade level checklists,
16 pre-tests and post-tests, CELLA results, alternate assessment results, previous
17 academic records, diagnostic assessment in the home language, and any other
18 appropriate indicator of academic progress.
19
20 ▪ The first PMP/ ELL committee meeting develops a PMP that includes a list of
21 intensive remedial instructional strategies designed to assist the ELL student (NOTE:
22 ESOL accommodations are not considered remedial strategies).
23
24 ▪ The second PMP committee meeting, with ESOL representation, is held within 18
25 weeks to review the effectiveness of the remedial strategies. If the ELL student does
26 not make satisfactory progress, the curriculum may be suspended and intense
27 remedial instruction in reading and/ or mathematics is provided based on the
28 student’s deficiencies.
29
30 ▪ If the ELL student still has not made satisfactory progress after implementing the
31 PMP for at least 27 weeks, the ELL committee may recommend retention unless
32 conditions exist such that retention would be more adverse for the student than
33 promotion.
34
35 ▪ The ELL Committee may exempt ELL students from the retention provision. The
36 ELL student may be recommended for promotion based on at least three (3) good
37 cause considerations such as educational background, academic ability in home/
38 native language, receipt of two (2) years or less of instruction in an approved ESOL
39 program, current academic progress corresponding to the language arts through
40 ESOL manual, acculturation to new culture, home support, age appropriateness, and
41 mobility.

42
43 **2. Gifted Students**

44 For a gifted student who is performing below grade level, it is appropriate to develop a PMP.
45 Accommodations and/ or interventions are to be addressed through the Gifted Educational
46 Plan (GEP) process. Amended 07-01-05 and 07-01-06

1 **3. Students with Disabilities –Progress Monitoring Plan Process**
2

3 **a) 504 Students**

4 Amended 07-01-04, 07-01-06, 07-01-09

5
6 A PMP is to be developed for a 504 student who does not meet district and state levels
7 of proficiency in reading, writing, mathematics, and/ or science.
8

9 **b) ESE Students – Progress Monitoring Plan Process**

10 Amended 07-01-06

11
12 A student who is not meeting the school district or state requirements for proficiency in
13 reading and math shall be covered by one of the following plans to target instruction and
14 identify ways to improve his or her academic achievement:
15

- 16 1. A federally required student plan, such as an individual education plan, Section
17 1008.25 (4)(b)1, FS;
- 18 2. A schoolwide system of progress monitoring for all students, Section 1008.25
19 (4)(b)2, FS; or
- 20 3. An individualized progress monitoring plan, Section 1008.25 (4)(b)3, FS.
21

22
23
24 If the student’s federally required plan does not address the student’s deficiency in
25 reading or mathematics as required by Florida law, then the school must address these
26 deficits in either a schoolwide progress monitoring system or an individual progress-
27 monitoring plan.
28

29 When an ESE student is determined to be performing below grade level in reading,
30 writing, or mathematics, ESE/ Regular Education Teacher should write a PMP to
31 address the student’s educational needs. The PMP should be developed with the
32 involvement of the parent/ guardian.
33

1 **G. Middle School Success Plan**

2 Adopted 07-01-04, Amended 07-01-06

3
4 Per Section 1008.25, FS, beginning with the 2004-2005 school year, each principal of a school
5 with Grades 6, 7, or 8 shall designate a certified staff member at the school to develop and
6 administer a personalized middle school success plan for each entering sixth grade student who
7 scored below Level 3 in reading on the most recently administered FCAT.

8
9 Each student's success plan must be:

- 10 • incorporated in the student's PMP,
11 • developed in collaboration with the student and his or her parent,
12 • implemented until the student completes the eighth grade or scores at Level 3 or above in
13 reading on the FCAT, and
14 • included as part of:
15 ▪ a progress report or report card,
16 ▪ a general orientation at the beginning of the school year, or
17 ▪ an electronic mail or other written correspondence.

18
19 Each student's success plan must:

- 20 • identify educational goals and intermediate benchmarks for the student in the core
21 curriculum areas;
22 • be based upon academic performance data and the identification of the student's strengths
23 and weaknesses;
24 • include academic intervention strategies with frequent progress monitoring;
25 • provide innovative methods to promote the student's advancement which may include:
26 ▪ flexible scheduling,
27 ▪ tutoring,
28 ▪ focus on core curricula,
29 ▪ online instruction,
30 ▪ an alternative learning environment, and
31 ▪ other interventions that have been shown to accelerate the learning process.
32
33

1 **H. Retention**

2 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-01-02, 07-15-03, 07-01-06, 07-01-08, 07-
3 01-09

- 4
- 5 **▪ No student may be assigned to a grade level based solely on age or other factors that**
6 **constitute social promotion, Section 1008.25 (6)(a), FS. Adopted 06-19-01**
 - 7
 - 8 **▪ Retention decisions will not be made on a single test score. Adopted 06-19-01**
 - 9
 - 10 **▪ Students in Grades 6-8 who are identified as being considerably or substantially below grade**
11 **level in reading, writing, mathematics, and/ or science **must** receive remediation or be**
12 **retained with an intensive program that is different from the previous year's program and**
13 **takes into account the student's learning style. However, students whose test scores and**
14 **classroom performance indicate that they are almost at grade level may be promoted with**
15 **close monitoring or promoted with a PMP.**
 - 16
 - 17 **▪ The following options are available for students who have not met the levels of performance**
18 **for student progression:**
 - 19 **• remediate before the beginning of the next school year and promote,**
 - 20 **• promote and remediate during the following year with more intensive intervention and**
21 **remediation strategies identified in the revised PMP,**
 - 22 **• retain and remediate using an alternative program of instructional delivery.**
 - 23

24 An appropriate placement, which differs from the present placement, must be considered for a
25 student who has been retained two or more years, Section 1008.25(2)(b), FS.

- 26
- 27 **▪ Students classified as retained after the summer programs will be eligible for such**
28 **appropriate placement. Recommendation for placement is to be determined on an**
29 **individual basis considering:**
 - 30 **• Teacher recommendations**
 - 31 **• Parent recommendations**
 - 32 **• Test scores -- FCAT, FCAT 2.0, SAT-10**
 - 33 **• Rtl Intervention Assistance Team recommendations**
 - 34 **• ELL committee recommendation for ELL students.**
 - 35
 - 36 **▪ The principal, upon written authority from the Superintendent, may promote a student who**
37 **has been previously retained if the principal determines that standards have been met and**
38 **the student will be able to benefit from instruction at the higher grade. If the placement**
39 **involves a new school, the assignment will occur at the time agreed upon by both the**
40 **sending and receiving principal. Amended 06-15-99**
 - 41
 - 42 **▪ Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory**
43 **remediation program.**
 - 44
 - 45 **▪ Eighth grade students promoted to the ninth grade may take courses during an extended**
46 **school year for acceleration.**
 - 47
 - 48

1 **1. Special Program Considerations**
2

3 **a) ELL Students**

4 Amended 06-27-00

- 5
- 6 ▪ An ELL student who has received more than two (2) years of instruction in an
7 approved ESOL program may be retained when there is lack of academic progress
8 in grade level concepts.
 - 9
 - 10 ▪ The ELL committee shall meet to document the evidence indicating lack of academic
11 progress and to recommend retention. The parent/ guardian shall be invited to
12 attend.
 - 13 ▪ The teacher(s) must show extensive documentation of the ESOL strategies used to
14 provide the student with understandable instruction.
 - 15 ▪ The reason for retention **must not imply** the student needs an extra year to learn
16 English or that the under-performance is due to the child's limited English
17 proficiency.

18

19 **b) Students with Disabilities**

20

21 **(1) 504 Students**

22 Amended 07-01-04, 07-01-09

23

24 A student with a 504 Plan must meet the district and state levels of proficiency.

25

26 **(2) ESE Students**

27

28 A student enrolled in ESE must meet either the Florida Standards, or the Access
29 Points for Florida Standards in reading/ language arts, math, and science at the
30 Independent, Supported, or Participatory level, or Florida Standards for Special
31 Diploma in social studies. Amended 07-21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-
32 09

33

1 **I. Remediation**

2 Amended 07-15-03, 07-01-06, 07-01-09

3
4 Remediation must be based on the results of diagnostic assessment(s) and it must be
5 systematically embedded in the total educational program for the student. The daily instruction
6 for the student will be modified based on both the diagnosis and the contents of the PMP or
7 other educational plan(s) (e.g., IEP, ELL Student Plan). Remediation must include an
8 instructional program that is not identical to that provided during the previous school year.
9

10 The PMP must include one or more of the following instructional intervention strategies:

- 11 ▪ tutoring
- 12 ▪ classroom organization
- 13 ▪ instructional alternatives
- 14 ▪ assignment alternatives-adaptations
- 15 ▪ ESE referral
- 16 ▪ before/ after school instruction
- 17 ▪ extended school year
- 18 ▪ other (see Section 1008.25, FS).

19
20 Parents of students who have been retained or identified as needing remediation may contract
21 with state certified teachers or enroll students in an approved remedial program to teach
22 individual students in lieu of attendance in a remedial school program. However, if the parent
23 chooses this option, he or she must notify the child's school principal in writing within fifteen (15)
24 days after the PMP conference. Such students will be required to pass a school-approved
25 exam.
26

27 Amended 07-02-96
28

1 **J. Extended School Year**

2 Amended 07-01-09

3
4 **1. ELL Students**

5 All English Language Learner (ELL) students in Grades 6-8, are eligible for an extended
6 school year for either academic or language maintenance needs, provided the services are
7 rendered at the school. The following requirements must be met:

- 8 ■ The need for an extended school year must be documented in the student's ELL Student
9 Plan.
- 10 ■ The specific academic or language maintenance needs of the student must be listed in
11 the student's ELL Student Plan.

12
13 **2. Students with Disabilities**

14
15 **a) 504 Students**

16 Section 504 students may participate in an extended school year if it is available and if
17 the students meet the same eligibility requirements as established for all regularly
18 attending students. The current Section 504 Plan would remain in effect for the
19 extended school year. Adopted 07-01-09

20
21 **b) ESE Students**

22 The determination of Extended School Year (ESY) services is a decision of the
23 Individual Educational Planning team. Services are recommended when the data
24 collected over the course of the school year, including before and after scheduled breaks
25 in instruction, indicate a significant regression in life skills. These are skills that cannot
26 be recouped within a reasonable amount of time without ESY services. ESY services
27 may include direct or indirect special education services, related services, or some
28 combination of these.

29 Adopted 06-27-00, Amended 07-01-06

30
31 **3. Home Education Students**

32 Home education students may participate in an extended school year if it is available and if
33 they meet the same eligibility requirements as established for all regularly attending
34 students.

35
36 Students who expect to earn credit in a home education program during the summer must
37 register with the Superintendent by the end of the first grading period (second week).
38

1 **IV. REPORTING STUDENT PROGRESS**

2
3 **A. Parent(s)/ Guardian(s) – Written Notification Requirements**

4 Amended 07-15-03, 07-01-04

5
6 Section 1008.25 (7)(a), FS, specifies that the district school board must annually report
7 to the parent of each student the progress of the student towards achieving state and
8 district expectations for proficiency in reading, writing, science and mathematics,
9 including the student's results on each statewide assessment test. The evaluation of
10 each student's progress must be based upon the student's classroom work,
11 observations, tests, district and state assessments, and other relevant information.
12 Progress reporting must be provided to the parent in writing in the format adopted by the
13 district school board. Progress reports for ELL students shall be provided in the parent's
14 native language when feasible. No one test with a single administration should
15 determine promotion or retention. The preponderance of evidence from evaluations
16 should be used to determine if a student is ready for the work of the next grade.
17

1 **B. Report Cards**

2 Amended 07-15-03, 07-01-08

- 3
- 4 • Section 1003.33 (1), FS, requires that district report cards for all secondary school students
- 5 must clearly grade or mark:
- 6
- 7 ○ the student's academic performance in each class or course in Grades 6-8 (based upon
- 8 examinations as well as written papers, class participation and other academic
- 9 performance criteria);
- 10
- 11 ○ the student's conduct and behavior; and
- 12
- 13 ○ the student's attendance, including absences and tardiness.
- 14
- 15 • The student's final report card for a school year shall contain a statement indicating end-of-
- 16 year status regarding performance or nonperformance at grade level, acceptable or
- 17 unacceptable behavior and attendance and promotion or nonpromotion.
- 18
- 19 • All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5, 6-8, and 9-
- 20 12) as the primary means of reporting student progress.
- 21
- 22 • With the approval of the Superintendent and the School Board, schools may develop
- 23 additional or supplementary instruments, which may be used in conjunction with the
- 24 standard report card. Amended 07-29-97 and 06-25-99
- 25
- 26 • Report cards shall be issued for all students, 6-8, at the close of each grading period.
- 27 Amended 06-30-92
- 28
- 29 • Progress Reports may be issued at the end of the extended year programs and services,
- 30 i.e., extended school year, Saturday school, before and after school programs. Adopted 06-
- 31 27-00, 07-01-09
- 32
- 33 • Parents are to be notified in writing midway in a nine week grading period or at any time
- 34 during a grading period when it is apparent that the student may not pass or is performing
- 35 unsatisfactorily in any course or grade level. The county Deficiency/ Progress Report and/
- 36 or approved electronic Progress Report form will be used for this notification.
- 37 • Amended 06-15-99 and 06-27-00
- 38
- 39 • Report cards for English Language Learner (ELL) students must be in the primary language
- 40 of the parent/ guardian, whenever feasible. These primary language report cards are to be
- 41 attached to the English report card. Adopted 06-27-00
- 42

1 **C. General Rules of Marking or Awarding Grades**

2
3 **1. Report Card Grades**

4 Amended 07-01-04, 07-01-09

- 5
6 • Teachers will determine report card grades that provide the student and the student's
7 parents(s)/ guardians(s) with an objective evaluation of the student's scholastic
8 achievement, and effort.
9
- 10 • Marks are based on the quality of student performance relative to expected levels of
11 achievement of the Florida Standards that the teacher observes and evaluates.
12
- 13 • The student's academic grades are to reflect academic achievement. The quality of the
14 work will be assessed by multiple measures that include, but not limited to:
15 ○ teacher observations (oral presentations or reports, speeches, recitations, impromptu
16 speaking, student participation and demonstrations);
17 ○ classroom assignments (reports, term or research papers, models, projects, exhibits,
18 posters, computer programs and homework);
19 ○ examinations (essay, multiple-choice and completion tests, oral tests and skill tests
20 requiring demonstrations);
21 ○ weekly core curriculum benchmark assessments;
22 ○ alternative methods (portfolios and performance assessment).
23
- 24 • The teacher will record a sufficient number of grades/ marks, as defined in subsection
25 IV.C.1. in this section, to justify the marking-period grade/ mark. A marking-period
26 grade is not based solely on a single project. Passing grades on report cards indicate
27 that the student is working within a range acceptable for the grade or subject, unless the
28 subject is clearly identified as remedial.
29
- 30 • To receive a report card a student shall have been enrolled in school at least one-half (1/
31 2) of the forty-five day grading period as established by the official school calendar. If a
32 middle school student is enrolled for less than one-half (1/ 2) of the forty-five day grading
33 period, a report card shall be issued, but a grade is not required. The report card needs
34 to reflect the date of entry and attendance record. If a student withdraws, he shall be
35 issued a grade on the withdrawal form as of the date of withdrawal. Amended 07-02-96,
36 06-27-00, and 07-01-06
37
- 38 • Students are to receive grades in all subjects in which they have received instruction that
39 grading period.
40

1 **2. Change of Grades**
2

3 Once a grade has been entered into a report card or electronically entered into a system for
4 the preparation of report cards, then any and all grade changes should be made as follows:
5

6 **a) Request by Teacher for Change of Grade**
7

- 8 • If the teacher who has made, entered or reported the grade feels it necessary to
9 change the grade, he or she must submit a request in writing to the principal for a
10 grade change.
- 11
- 12 • Whether the basis for the change is a mistake at the time of entry, or reconsideration
13 of the assessment materials and evaluative sources, the teacher shall demonstrate
14 in the writing the rationale, basis and support for the grade as intended to be entered
15 on the change.
- 16
- 17 • The principal shall consider the request made by the teacher, and meet with the
18 teacher, as the principal deems necessary, and determine whether to make the
19 change as requested.
- 20
- 21 • The principal shall determine the request in writing and provide a written explanation
22 as to the basis for the determination to the requesting teacher.
- 23
- 24 • Following the direction of the principal, the grade may be changed or left unchanged.
25 Only if directed by the written notification of the principal, may the teacher entered
26 grade be changed.
- 27
- 28 • If a change in grade be directed after the student and parent(s)/ or parent(s) have
29 been first notified of the grade, then the grade change shall be made on an official
30 notification form to the parents, which shall contain the reasons and methodology for
31 the change.
- 32

33 **b) Change of Grade without Teacher Request**
34

- 35 • If a Principal considers changing a report card grade made, entered, or reported by a
36 teacher, he or she must report in writing to the teacher that he or she is considering a
37 student report card grade change.
- 38
- 39 • The teacher will be afforded an opportunity in writing to present the rationale, basis,
40 and explanation for the grade as was entered.
- 41
- 42 • The principal shall consider the teacher's written support in making the grade.
43
- 44 • If the principal should determine to leave the grade as was entered unchanged, the
45 principal need take no further action. If the principal determines to make a grade
46 change over the teacher's objection, the principal shall set forth in writing the reason
47 for the grade change, and provider therein a basis for the change of grade.
- 48
- 49 • Following the written notification of the teacher of the decision and basis for grade
50 change, at the direction of the principal, the grade may be changed.
- 51
- 52 • Should a change in grade be directed by the principal; after the student and
53 parents(s)/ or parent(s) have been first notified of the grade, then the grade change

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shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

- Grade change documentation, including grade change forms, notices, and other relevant documents, shall be retained in the student's cumulative record. Adopted 02-05-08

1 **D. Description and Definition of Marks**

2 Amended 07-15-03

3
4 Schools shall adhere to the following evaluation plan for grading and reporting student progress.
5 The same evaluation plan applies to English Language Learners (ELL).
6 Amended 06-15-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-06

7
8 In Grades 6-8, the determination of individual nine weeks grades shall be computed by the
9 following system. However, for the determination of end-of-year final grades for promotion, see
10 III.A.

11
12 **1. Grades 6-12 Percentage Value Definition**

13 Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades using the scale
14 below: Amended 06-19-01 and 07-01-06

15

<u>Grade</u>	<u>Percentage</u>	<u>Definition</u>
A	▪ 90-100	▪ outstanding progress
B	▪ 80-89	▪ above average progress
C	▪ 70-79	▪ average progress
D	▪ 60-69	▪ below average progress
F	▪ 0-59	▪ not passing
I	▪ 0	▪ incomplete

- 16
- 17 • If the resulting average is not a whole number, the number is rounded to the nearest
18 whole number as follows:
 - 19 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the
20 nearest whole number.
 - 21 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest whole
22 number.

23 Adopted 02-05-08

- 24 • If an "I" (incomplete) is recorded on a report card, the requirements for which the
25 incomplete was assigned must be satisfied within two weeks of the issuance of report
26 cards or the "I" becomes "F." At the teacher's discretion a longer period of time may be
27 allowed for makeup work.

- For **Special Area/ Exploratory classes in Grades 6-8**, the following grading scale may be used: Adopted 06-30-92

<u>Grade</u>	<u>Definition</u>
S	▪ Successful Progress
N	▪ Needs Improvement
U	▪ Unsatisfactory

E. Guidelines for Grading and Reporting Academic Progress of ELL Students
Amended 06-27-00, 07-01-09

- The course grade and academic progress of ELL students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum accommodations.
- If there is a continued pattern of failure in classroom performance and assessments, the ELL committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an ELL student cannot imply that he/ she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
- The following documentation needs to be in the student permanent records:
 - Documentation of the ESOL strategies used by the ESOL language arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
 - The records of parental contacts or attempts made to inform the parent/ guardian of the student's under-performance. When applicable, copies of the deficiency reports signed by the student and parent/ guardian. Notices to parent/ guardian of ELL students must be provided in the home/ native language, whenever feasible.
 - The instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant, Title III Specialist (if available), or ESOL Educational Specialist available at the school.

1 **F. District/ State Assessment Programs**

2 Adopted 06-19-01, Amended 07-15-03

- 3
- 4 • All students must participate in all regular district and state assessments for accountability
- 5 purposes [Sections 1008.22, 1008.25 (4)(a), FS]. Each student in Grades 6-8 must
- 6 participate in the Spring SAT-10 testing for Reading Comprehension and Math Problem
- 7 Solving subtests.
- 8
- 9 • Home education students who wish to participate in the Florida Comprehensive Assessment
- 10 Test (FCAT) may do so under the following conditions:
- 11
- 12 ○ Home education students may take the FCAT only at the school for which they are
- 13 zoned.
- 14
- 15 ○ Home education students must abide by all the rules of the Student Code of Conduct
- 16 while on any Osceola County school campus. Failure to do so will result in the removal
- 17 of the student from the campus and loss of testing privileges.
- 18
- 19 ○ Home education parents must notify the appropriate school(s) of their intention to
- 20 participate in testing at least two weeks in advance of the scheduled assessment.
- 21

1 **G. Accommodations of District/ State Assessments for Special Program Students**

2
3 **1. ELL Students**

4 Amended 07-01-08

- 5
6
- 7 • ELL students who are currently receiving ESOL services in accordance with the District
8 ELL Plan, shall receive the following test accommodations: flexible setting, flexible
9 scheduling, additional time, assistance in the Heritage language as specified in the Test
10 Accommodations for ELLs in the administrative manual of the FCAT and shall have
11 access to an approved English to heritage language translation dictionary and/ or
12 heritage language to English translation dictionary. Accommodations for all other state
13 assessment(s) will be provided according to the recommendations of test publishers
14 and/ or appropriate district staff.

15 **2. Students with Disabilities**

16
17 **a) 504 Students**

18 Amended 07-01-04, 07-01-09

- 19
- 20 ○ Students with 504 plans may receive accommodations on both district and state
21 assessments. The student's Section 504 Plan should address the accommodations
22 that are regularly provided for classroom activities and assessment and should guide
23 decisions on accommodations for specific test situations. However, allowable
24 accommodations for statewide tests are limited to those listed in the State Board
25 Rule and the state test administration manuals.
 - 26
27 ○ Accommodations may include: flexible setting, flexible scheduling, flexible timing,
28 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

29
30 **b) ESE Students**

31 Amended 07-01-05 and 07-01-06

- 32
- 33 ○ Test accommodations during district/ state testing will be implemented as specified in
34 the student's IEP.
 - 35
36 ○ Statewide assessment accommodations may be used only if they do not alter the
37 underlying content that is being measured by the assessment or negatively affect the
38 assessment's reliability or validity. Allowable accommodations are those that have
39 been used by the student in classroom instruction. Such accommodations may
40 include: presentation, responding, scheduling, setting, and/ or assistive devices.
 - 41
42 ○ The need for any unique accommodations for use on state assessments not outlined
43 above must be approved by the Commissioner of Education.
- 44

1 **H. Exemptions from District/ State Assessments for Special Program Students**

2 Amended 07-01-08

3
4 **1. ELL Students**

- 5
6 • All ELL students are expected to participate in the FCAT-SSS Reading and FCAT
7 Writing tests. However, ELL students who have received 12 months or less of
8 instruction in an approved ESOL program can be exempt from taking FCAT-SSS
9 Reading and FCAT Writing if an ELL Committee decides it is appropriate. The alternate
10 assessment to be used is the CELLA which will be given at the appropriate grade level.
11 All ELL students, regardless of years of instruction, are expected to participate in the
12 FCAT-SSS Mathematics and Science tests.

13
14 **2. Students With Disabilities**

15
16 **a) 504 Students**

- 17
18 • Students with 504 plans **may not** be exempted from state assessments.

19
20 **b) ESE Students**

21 Amended 07-01-09

- 22
23 • The IEP committee determines whether a student with a disability participates in
24 state and district assessments. The decision to exclude any student with a disability
25 must be documented by the IEP team answering “yes” to all of the following
26 questions:
- 27 ○ Is the student unable to master the grade-level Florida Standards, even with
28 appropriate and allowable course accommodations?
 - 29 ○ Is the student’s demonstrated cognitive ability the primary reason for the inability
30 to master grade-level standards?
 - 31 ○ Is the student participating in a modified or functional curriculum based on
32 competencies from the Access Points for all academic areas?
 - 33 ○ Does the student require extensive direct instruction in functional academics and
34 Career and Technical competencies as well as domestic, community living and
35 leisure activities?
 - 36 ○ Does the student have deficits in adaptive behavior, as demonstrated by the
37 inability to function effectively and independently in everyday living skills
38 (interpersonal and social interactions) across a variety of settings?
- 39
40 • **Students who are excluded from state and district assessment will be**
41 **assessed through the Florida Alternate Assessment.**
42
43

1 **I. Annual Report in Local Newspaper**

2 Adopted 07-15-03, Amended 07-01-06

- 3
- 4 • Beginning with the 2002-2003 school year, each district school board must annually publish
- 5 in the local newspaper, and report in writing to the State Board of Education by September 1
- 6 of each year, the following information on the prior school year:
- 7
- 8 ○ the provisions of the law relating to public school student progression and the district
 - 9 school board's policies and procedures on student retention and promotion;
 - 10
 - 11 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
 - 12 at levels 1 and 2 on the reading portion of the FCAT;
 - 13
 - 14 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
 - 15
 - 16 ○ information on the total number of Grade 3 students who were promoted for good cause
 - 17 by each category of good cause as specified in Section 1008.25 (6)(b), FS;
 - 18
 - 19 ○ any revisions to the district school board's policy on student retention and promotion
 - 20 from the prior year. Section 1008.25 (8)(b), FS.

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**THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA**



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**2014-2015
HIGH SCHOOL
STUDENT PROGRESSION PLAN**

Grades 9-12

Effective July 01, 2014

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1
2
3 **THE SCHOOL DISTRICT OF**
4 **OSCEOLA COUNTY, FLORIDA**

5
6 **SCHOOL BOARD MEMBERS**
7

8 **CHAIR**

9 Tim Weisheyer

10
11 Barbara Horn

12 Tom Long

13 Kelvin Soto

14 Jay Wheeler

15
16 **SUPERINTENDENT**

17 Melba Luciano

18
19
20 **STUDENT PROGRESSION PLAN TASK FORCE**

21
22 Dr. Michael Akes, Assistant Superintendent

23 **HIGH SCHOOL CURRICULUM AND INSTRUCTION**

24
25 John Boyd, Director of Government and Labor Relations

26 **HUMAN RESOURCES**

27 (407) 870-4800
28

29
30 **HIGH SCHOOL CONTRIBUTORS**

31
32 Robert Studly, Principal, Liberty High School

33
34 Daryla Bungo, Director of Student Services

35 Linda Schroder-King, Director of Exceptional Student Education

36 Sonia Vazquez Esposito, Director of Charter Schools and Educational Choices

37 Angela Marino, Chief of Special Programs and Information and Technology

38 Dalia Medina, Director of Multicultural Education

39 Belynda Pinkston, Executive Director of Secondary and Post-Secondary Education

40 Beth Rattie, Principal of Adult Learning Center Osceola (ALCO) and Alternative Programs

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1 **I. ENTRY, ATTENDANCE, AND WITHDRAWAL**

2
3 All children who have attained the age of six (6) years or who will have attained the age of six (6)
4 years by February 1 of any school year or who are older than six (6) years of age but who have not
5 attained the age of sixteen (16) years are required to attend school regularly during the entire
6 school term.

7
8 **A. Initial Entry Requirements**

9
10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County schools for
11 the first time to present the following at the time of registration:

12
13 **1. Evidence of Age**

14 Amended 06-27-95, 07-15-03

15
16 Section 1003.21, Florida Statutes, requires that students enrolling in Florida public schools
17 must present evidence of their age. Evidence submitted shall be a valid birth certificate, or
18 other documentation of birth, as listed in Florida Statute 1003.21.

19
20 *If a passport or immigration document is used as evidence of age, it may not be duplicated.
21 Only a notation may be placed in the student's record. Adopted 06-27-00

22
23
24 **a) Maximum Age Limit for Attendance**

- 25
26
- 27 • A person who has attained the age of eighteen (18) years and has not earned at
28 least 16 credits on or before opening of the school year shall not be enrolled in any
29 regular high school program and shall be directed to enroll in a Career Center or the
30 Adult High School unless a Review Committee, composed of a guidance counselor,
31 the principal, and the Student Services Director, determines it is the most appropriate
32 educational placement.
 - 33 • A student who attains the age of sixteen (16) years during the school year is not
34 subject to compulsory school attendance beyond the date upon which he/ she attains
35 that age if the student files a formal declaration of intent to terminate school
36 enrollment with the district at the exit interview. The declaration must acknowledge
37 that terminating school enrollment is likely to reduce the student's earning potential
38 and must be signed by the exiting student and the parent/ guardian.
 - 39 • A child who attains the age of eighteen (18) years during the school year is not
40 subject to compulsory school attendance beyond the date which he/ she attains that
41 age.
 - 42 • A student with a disability shall be considered to be "in a continuous study program"
43 when that student's Individual Education Plan (IEP) requires continued services by
44 the district. If a student with a disability graduates with a special diploma, a
45 certificate of completion, or a special certificate of completion, and has not reached
46 the age of 22, the student may, at his/ her option, continue to receive Free and
47 Appropriate Public Education (FAPE) until that student's twenty-second (Age 22)
48 birthday or until he/ she earns a standard diploma whichever comes first. Graduation
49 with a standard diploma, regardless of age, constitutes cessation of FAPE requiring
50 written prior notice.
51
52
53

1 **2. Health Requirements**
2

3 **a) Proof of Physical Examination**

4 Amended 06-30-92, 07-01-09, 12-17-13
5

6 Pursuant to State Board of Education Rule 6A-6.024 FAC, proof shall be presented that
7 the student has received within the last twelve months prior to the anticipated day of
8 enrollment a physical examination by a health professional who is licensed in Florida or
9 in the state where the student resided at the time of the examination.

10
11 If the student has ever been enrolled in a Florida school, that student is exempt,
12 provided that there is documented evidence of a physical examination from that Florida
13 school.
14

15 Students entering Kindergarten from the School District of Osceola County Voluntary
16 Pre-Kindergarten (VPK) program will have already met the school entry physical
17 requirement.
18

19 If, when requested records are received, or upon other verification as documented, no
20 valid physical examination documentation is presented, the student shall be required to
21 submit to a physical examination.
22

23 **b) Immunization**

24 Amended 07-21-98 and 07-15-03
25

26 Each student who is otherwise entitled to admittance to an Osceola County School, shall
27 be required to present a certificate of immunization on a Florida form, showing that the
28 student has received inoculations for those communicable diseases for which
29 immunization is required by the Division of Health, and Florida Statute 1003.22.
30

31 Students who have not received the required immunizations as stipulated by state law
32 and who have not received a statutory exemption will be temporarily excluded from
33 school until such immunizations have been administered. Adopted 09-07-99
34
35

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(1) Required Immunizations:

- five (5) DTP's (Diphtheria-Tetanus-Pertussis)
 - ✓ If the fourth primary dose is on or after the fourth birthday, the fifth dose is not required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for one or more DTP's DT (pediatric Diphtheria-Tetanus) is acceptable if Pertussis vaccine is medically contraindicated.
- four (4) Polio
 - ✓ If the third dose is on or after the fourth birthday, the fourth dose is not required. IPV (Inactivated Polio Vaccine) is an acceptable alternative for one or more doses of OPV (Oral Polio Vaccine).
- two (2) MMR's (Measles-Mumps-Rubella)
 - ✓ First dose is valid if given on or after first birthday. Second dose is valid if given at least one month after the first dose.
- Hepatitis B Series of three
 - ✓ A student may enter school if the first dose has been administered prior to initial entry; or Series of two for students ages 11-15, minimum four (4) months apart with a valid expiration date.

Amended 09-07-99, 06-27-00, 06-19-01, 07-01-02, 07-01-08

(2) Grades 9-11

Amended 07-01-02, 07-01-08, 07-01-09, 07-01-11, 07-01-12

All required immunizations, one (1) dose of Varicella, and Tetanus-Diphtheria (Tdap) booster

Students thirteen (13) years of age or older who have never had chickenpox (Varicella) and who receive chickenpox vaccine on or after the age of thirteen (13) are required to have two (2) doses at least twenty-eight (28) days apart.

The Centers for Disease Control and Prevention recommends that a dose of Meningococcal Conjugate Vaccine 4 (MCV4) be administered to all children and adolescents eleven (11) through eighteen (18) years of age. This vaccine is **NOT** a requirement for enrollment.

(3) Grades 12

Adopted 07-01-11, 07-01-12

All required immunizations and Tetanus-Diphtheria (Tdap) booster

Exceptions may be granted as follows:

- parental objections on religious grounds documented on Florida Department of Health Form 681 or
- written certification for exemption for medical reasons by a licensed medical provider. Amended 07-01-11

1 **3. Residency Requirements**

2 Amended 06-29-93, 06-27-95, 07-21-98, 07-01-12

3
4 A resident parent or guardian admitting a student to an Osceola County School shall
5 produce two (2) documents, one (1) from each of the following categories:
6

- 7 • Category 1
- 8 ○ mortgage document
 - 9 ○ rental or lease agreement
 - 10 ○ property tax records
- 11
- 12 • Category 2
- 13 ○ current utility bill (e.g., cell phone, electric, cable, water, natural gas)
 - 14 ○ income tax records
 - 15 ○ proof of receipt of government benefits

16
17 If the parent or guardian is not the lease holder or property owner, then the following is
18 required:

19
20 a completed, notarized Verification of Residency form available through the Department of
21 Student Services at the District Office signed by the owner of the home with one document
22 from each of the above categories. In addition, parent must provide Declaration of Domicile,
23 valid Florida Driver's License (or Florida Department of Motor Vehicles picture ID), voter
24 registration, or auto registration with the Osceola County address listed for which they
25 reside.

26
27 The Verification of Residency form shall apply for the school year in which it is completed,
28 filed, and approved by Student Services.

29
30 If false and/ or misleading information is presented in order to meet residency requirements,
31 the child falsely registered shall be subject to immediate withdrawal from Osceola District
32 Schools and required to register in the school in the assigned attendance zone or in the
33 case of an out-of-district child, a school in the district of residence.

34
35 Any person knowingly providing false and/ or misleading information may be liable for
36 criminal charges under Florida Statutes.
37

1 **B. Transfer Students**

2
3 **1. General Transfer Information**

4 Amended 07-01-04 and 07-01-06

- 5
6
- 7 • The school principal or designee will determine placement of a student who transfers
8 from other countries, counties, states, private schools or from a home education
9 program.

 - 10 • The procedures for the acceptance of transfer work and credit for students entering
11 Osceola County's public high schools shall be as follows:
12

 - 13 • Credits and grades earned and offered for acceptance shall be based on official
14 transcripts, when available, and shall be accepted at face value subject to validation if
15 required by the receiving school's accreditation. All out of state credits will be accepted
16 as regular level credits unless specifically designated otherwise. If validation of the
17 official transcript is deemed necessary, or if the student is unable to obtain an official
18 transcript or is a home education student, credits shall be validated through performance
19 during the first grading period as outlined in subsection B.1.(2). However, schools shall
20 make every appropriate effort to assist the student in obtaining an official transcript.
21

 - 22 • Validation of credits shall be based on performance in classes at the receiving school. A
23 student transferring into a school shall be placed at the appropriate sequential course
24 level and should have a minimum grade point average of 2.0 at the end of the first
25 grading period. Students who do not meet this requirement shall have credits validated
26 using the Alternative Validation Procedure, as outlined in subsection (3).
27

 - 28 • Alternative Validation Procedure. If validation based on performance as described
29 above is not satisfactory, then any one of the following alternatives shall be used for
30 validation purposes as determined by the teacher, principal, and parent:
31
 - 32 ○ Portfolio evaluation by the superintendent or designee;
 - 33 ○ Written recommendation by a Florida certified teacher selected by the parent and
34 approved by the principal;
 - 35 ○ Demonstrated performance in courses taken through dual enrollment or at other
36 public or private accredited schools;
 - 37 ○ Demonstrated proficiencies on nationally-normed standardized subject area
38 assessments;
 - 39 ○ Demonstrated proficiencies on the FCAT; or
 - 40 ○ Written review of the criteria utilized for a given subject provided by the former
41 school. Students must be provided at least ninety (90) days from date of transfer to
42 prepare for assessments outlined in subsection I.B.1.(3)(d) and (3)(e) if required.

43 Auth: Section 1003.25(3), Florida Statutes; Imple: Section 1003.25(3), Florida Statutes
44

1 **2. Placement of Transfer Students – Grades 9-12**

2 Amended 07-01-06

- 3
- 4 • A student in Grades 9-12 who transfers from any other public school in the United States
- 5 or a foreign country is placed in comparable classes and all records from the previous
- 6 school are accepted.
- 7
- 8 • Students who transfer into Osceola County from public schools shall be classified
- 9 according to their grade placement at the school from which they transfer. If a student is
- 10 unable to obtain an official transcript after receiving assistance from the school, students
- 11 may be placed at an appropriate sequential course level and may validate their
- 12 placement through performance during the first grading period as outlined in subsection
- 13 B.1.(2). Thereafter they will follow classification as set up by Osceola County except for
- 14 those students who transfer as seniors.
- 15
- 16 • The requirements of the School Board shall not be retroactive for transfer students
- 17 provided the student has met all requirements of the school, school district, or state from
- 18 which he/ she is transferring (6A-1.095). However, in order to receive a diploma from a
- 19 Florida school, the student must take and pass the FCAT sections required by state law.
- 20 Adopted 06-30-92, Amended 06-27-95 and 07-01-06
- 21
- 22 • In the year of their transfer, all transfer students will be expected to attempt to earn a
- 23 minimum of three and one-half (3 ½) credits per semester. However, no requirement for
- 24 specific course work will be retroactive except as stated above.
- 25
- 26 • Work or credits from state or regionally accredited SACS/ CITA public or private schools
- 27 or institutions shall be accepted at face value, subject to validation if deemed necessary.
- 28 Amended 07-01-02
- 29
- 30 • Graduation with a diploma from any school system in the United States or any other
- 31 country, regardless of age, fulfills a student's compulsory public education required by
- 32 state law.
- 33
- 34 • Schools may inform parents and students that transferring from a school with a six
- 35 period schedule to a school with a different schedule, or vice versa, may delay
- 36 graduation and/ or result in lower grades or loss of credits.
- 37

1 **3. Students Who Are Not Residing with Their Natural Parents or Legal Guardians**

2 Amended 07-01-09, 07-01-12

- 3
- 4 • In order to enroll any student who is not residing with his or her natural parent or legal
- 5 guardian, the responsible adult shall sign a Temporary Educational Guardianship for
- 6 Student form available through the Department of Student Services at the District Office.
- 7
- 8 ○ Temporary Educational Guardianship for Student shall only be given in the event of:
- 9 ○ Hospitalization
- 10 ○ Incarceration
- 11 ○ Death
- 12 ○ Foreign Exchange Student (per School Board Rule 5.25)
- 13 ○ Parent unable to care for child
- 14
- 15 • All of the events listed above require appropriate legal documentation which the
- 16 responsible adult shall provide to Student Services. The Temporary Educational
- 17 Guardianship for Student form shall apply for the school year in which it is completed,
- 18 filed, and approved by Student Services.
- 19

20 **4. Student Custody**

- 21
- 22 • Any person or agency who has been given exclusive care, custody, or control over any
- 23 student by order of any court having jurisdiction to enter such order, may provide a
- 24 certified or otherwise authenticated copy of such order, Marriage Certificate, or other
- 25 extraneous criteria not covered by specific rule, to the principal of the school in which
- 26 each student is enrolled. The order shall be placed in the student's official records and
- 27 thereafter such person or agency shall be recognized for all purposes as the sole parent
- 28 or guardian of the student until such time as subsequent or additional orders changing
- 29 such status are likewise provided.
- 30

31 Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, Florida Statutes; SBR

32 6A-198; Section 316.003 (62), Florida Statutes; Sections 1000.01, 1000.04, Florida

33 Statutes; SBR 6A-6.311 and 6A.6341 and Section 1001.42 (5), Florida Statutes

34

1 **5. English Language Learner (ELL) Students**
2

3 For a student identified as English Language Learner (ELL) and transferring from a school in
4 another country, placement must comply with appropriate procedures for students in the
5 English for Speakers of Other Languages (ESOL) programs found in the ESOL District ELL
6 Plan.
7

8 **a) Home Language Survey (HLS) Responses/ Assessment Criteria**
9

- 10 • A student with all NO responses on the HLS is considered non-English Language
11 Learner (ELL).
- 12
- 13 • A student with any YES response is referred for additional English language
14 proficiency assessment.
- 15
- 16 • A student with a YES response to question #1 only is **temporarily** placed in general
17 education classes until English proficiency assessment occurs.
- 18
- 19 • A student with more than one YES response is temporarily placed in basic ESOL
20 classes until English language proficiency assessment occurs.
- 21
- 22 • The state-approved grade-appropriate Individual Developmental English Activities
23 (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency
24 and is to be administered within the first 20 days after the enrollment date. Amended
25 07-01-09
26

1 **6. Student with Disabilities**
2

3 **a) 504 Students**

- 4 • A transferring 504 student is a student who was previously enrolled in any other
5 school or agency with an active 504 plan and who is enrolling in a Florida school
6 district. Upon notification that a transferring student is one with an active 504 Plan,
7 the receiving school must review the existing 504 Plan and must revise as needed.
8

9 **b) Exceptional Student Education (ESE) Students**

- 10 • A transferring ESE student is one who was previously enrolled as an ESE student in
11 any other school or agency and who is enrolling in a Florida school district or in an
12 educational program operated by the Exceptional Student Education Department
13 through grants or contractual agreements.
14
- 15 • An ESE student who is transferring from one Florida public school district to the
16 School District of Osceola County who has a current Individual Education Plan
17 including Gifted Students (IEP/ GEP) will be placed in the appropriate educational
18 program(s) with a permanent assignment consistent with the plan. The receiving
19 school **must** review and may revise the current IEP/ GEP as necessary. Amended
20 07-01-06
21
- 22 • An ESE student who is transferring from an out-of-state public school with ESE
23 documentation will be placed immediately in the appropriate educational program(s).
24 A permanent assignment may be made for the student if the student has an IEP and
25 evaluation information. If the ESE documentation is not complete, a transfer
26 assignment may be made in order for the district to conduct an initial evaluation
27 pursuant to Rule 6A-6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08
28

1 **7. Home Education**
2

- 3 • Students who are participating in a home education program in accordance with Section
4 1002.41, Florida Statutes, may be admitted to public school on a part-time basis.
5 Adopted 09-17-96
6
- 7 • Students in home education who wish to attend public school must meet the same
8 registration requirements as full-time students, and enroll for and attend at least one (1)
9 regularly scheduled class period at the zoned school. Such students must register prior
10 to the start of the semester they will attend. Full-time students will be given priority in
11 course registration. Home education students who are excluded from a class/ course at
12 their zoned school due to space limitations may attend another school if space in that
13 class/ course is available. Adopted 09-17-96, Amended 06-19-01 and 02-05-08
14
- 15 • The Board is not responsible for the transportation of students in a home education
16 program to or from the school. The school principal will establish the time and place for
17 arrival and departure of home education students. Students who attend school on a
18 part-time basis are subject to all applicable rules and regulations pertaining to full-time
19 students. Adopted 09-17-96
20
- 21 • Home education students are eligible to participate in interscholastic extracurricular
22 student activities. The school principal will establish guidelines for participation pursuant
23 to Florida Statute 1006.15, and these guidelines will be made available to home
24 education students choosing to participate in interscholastic extracurricular activities.
25 Adopted 07/ 02/ 96
26

1 **C. Attendance Guidelines**
2

- 3 • School attendance is the direct responsibility of parent(s)/ guardian(s) as required by Florida
4 Statute 1003.24. All students are expected to attend school regularly and to be on time for
5 classes in order to benefit from the instructional program and to develop habits of
6 punctuality, self-discipline, and responsibility. Amended 07-15-03
7

8 **1. Responsibility for Attendance**
9

- 10 • Each parent of a child within the compulsory attendance age shall be responsible for
11 such child's school attendance as required by Florida Statute 1003.24.
12
13 • Whenever a child of compulsory attendance age is absent without the permission of the
14 person in charge of the school, the parent of the child shall report and explain the cause
15 of such absence to the proper person at each school, as provided in Florida Statute
16 1003.21.
17
18 • Notes or telephone calls from parent(s)/ guardian(s) are required either before or after
19 an absence. It is the responsibility of the student to make up work missed because of
20 absences. Students receiving out-of-school suspension **must** be assigned schoolwork
21 that will cover content and skills taught during the duration of the suspension.
22
23 • The Superintendent may delegate the enforcement of compulsory school attendance
24 and child welfare to attendance personnel as provided in Florida Statute 1001.53.
25

26 **2. Reporting Procedures**
27

- 28 • It shall be the responsibility of the principal and the teacher to encourage regularity of
29 attendance and punctuality, and to check student attendance as prescribed below.
30
31 • The principal shall be responsible for the administration of attendance rules and
32 procedures and for the accurate reporting of attendance in the school under his
33 direction. All officials, teachers, and other employees shall keep records and shall
34 prepare and submit all reports that may be required by law and State Board Regulation
35 6A-1.044.
36
37 • Attendance checks shall be made as early in the day as practicable. Students who are
38 not present in school at the time attendance is checked shall be marked absent for the
39 day unless presence is verified by attendance personnel. (This is not to be confused
40 with class attendance). All absences whether "excused, or "permitted," or "unexcused,"
41 shall be recorded each day.
42

1 **3. Attendance Requirement for Course Exams**

2 Amended 09-17-13

- 3
- 4 • If a student has more than ten (10) “unexcused” absences, then he or she:
- 5
- 6 • shall not be eligible for exemptions from period, quarter, or semester exams;
- 7
- 8 • shall be required to take period, quarter, or semester exams for all courses in which he
- 9 or she is enrolled; and
- 10
- 11 • the period, quarter, or semester exam score shall count toward his or her final course
- 12 grade.
- 13

14 **4. Student Absences**

- 15
- 16 • Non-attendance in a class shall be considered an absence unless the student is
- 17 participating in a school activity. Absences shall be classified as:
- 18

19 **a) Excused Absences**

20 Amended 07-01-06

- 21
- 22 • Absences shall be excused for the following reasons:
- 23 o illness or injury of the student,
- 24 o illness, injury, or death in the immediate family of the student. The immediate
- 25 family shall be defined as listed in the United States Internal Revenue Service
- 26 guidelines.
- 27
- 28 • If there is a reasonable doubt concerning the illness claimed, the principal shall be
- 29 authorized to require a statement from an accepted medical authority. Failure to
- 30 comply with this requirement shall result in the absence being “unexcused.”
- 31
- 32 • The Principal of a school shall have sole discretion as to how absences shall be
- 33 reported to the school. The parent or legal guardian shall report absences through a
- 34 telephone call, a handwritten note, or both as determined by the Principal. Adopted
- 35 06-19-01
- 36
- 37 • In cases of excused absences, the student shall be allowed to make up the work and
- 38 teachers of the students shall give every reasonable assistance.
- 39

40 **(1) Grading of Make-up Work**

41 Amended 07-01-06

- 42
- 43 • Make-up work shall be completed during a period of time equal to at least twice
- 44 the time for which the absence is excused, unless the teacher allows more time.
- 45
- 46 • Students whose absences have been approved as "excused" or "permitted", and
- 47 who complete the make-up assignments as required by school policy, shall
- 48 receive grades for the periods of such absences in the same manner as if not
- 49 absent from school. Each school shall establish procedures to ensure good
- 50 attendance in each grading period.
- 51

52 Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1003.21,

53 Florida Statutes and Chapter 75-130, Laws of Florida; Sections 1006.09, 1001.42,

4 **b) Permitted Absences**
5

- 6 • “Permitted” absences may be granted. Only the principal shall have the authority to
7 grant “permitted” absences and then only after he or she has considered the merits
8 of each case. It shall be the principal’s responsibility to give to the parents a copy of
9 the School Board rules pertaining to permitted absences.
10
- 11 • Arrangements for make-up work shall be made in advance with the instructor of
12 classes to be missed. The student shall assume complete responsibility for the
13 make-up work. The teachers shall cooperate by making assignments, grading
14 materials, and recording grades. The teacher shall set a timeline for receiving the
15 student’s work for credit, and this timeline will not exceed twice the number of days
16 of absence.
17
- 18 • **Examples of situations warranting “permitted” absences include:**
 - 19 ○ attendance at an important public function,
 - 20 ○ attendance at church meetings, or observances of religious holidays,
 - 21 ○ travel with parents in urgent circumstances,
 - 22 ○ attendance at non-school conventions or conferences,
 - 23 ○ other situations with parental permission and the approval of the principal, or
 - 24 ○ participation in a non-instructional activity.
- 25
- 26 • **A student who wishes to participate in a non-instructional activity must:**
 - 27 ○ meet the academic requirements as set forth by the School Board,
 - 28 ○ make arrangements, in advance, with the teacher for missing classes, and
 - 29 ○ accept the responsibility for making up time and work.
- 30

31 **c) Unexcused Absences**

32 Amended 09-07-99, 07-01-06, and 07-01-08
33

- 34 • All absences other than “excused” or “permitted” shall be deemed “unexcused,” and
35 a failing grade may be recorded for the period of the “unexcused” absence, **except**
36 when students who are suspended from school during grade period exams or
37 semester exams, such students shall be allowed to make up these exams.
38
- 39 • Upon each unexcused absence, the Principal or designee shall contact the student’s
40 parent or guardian to determine the reason for the absence.
41
- 42 • If a student has had at least five (5) unexcused absences within a calendar month or
43 ten (10) unexcused absences within a ninety (90) day calendar period, the student’s
44 primary teacher shall report to the principal or designee that the student may be
45 exhibiting a pattern of non-attendance. Unless there is clear evidence that the
46 absences are not a pattern of non-attendance, the case shall be referred to an Early
47 Truancy Intervention Team or attendance committee to determine if early patterns of
48 truancy are developing. If the Early Truancy Intervention Team or attendance
49 committee finds that a pattern of non-attendance is developing, whether the
50 absences are excused or not, a meeting with the parent must be scheduled to
51 identify potential remedies.
52

- 1 • If the initial meeting with the parent does not resolve the problem, the Early Truancy
2 Intervention Team or attendance committee shall implement specific interventions
3 that best address the problem.
4
- 5 • The Early Truancy Intervention Team or attendance committee shall be diligent in
6 facilitating intervention services and shall report the case to the Superintendent or his
7 designee only after all reasonable efforts to resolve the problem have been
8 exhausted.
9
- 10 • If the parent, guardian, or other person in charge of the child refuses to participate in
11 the remedial strategies because he/ she believes that those strategies are
12 unnecessary or inappropriate, the parent, guardian, or other person in charge of the
13 child may appeal to the School Board. The School Board may provide a hearing
14 officer, who may be an employee of the School Board, in lieu of a School Board
15 hearing, who shall hear the case and make a recommendation for final action to the
16 School Board. If the School Board's final determination is that the strategies of the
17 Early Truancy Intervention Team or attendance committee are appropriate, and the
18 parent, guardian, or other person in charge of the child still refuses to cooperate, the
19 Superintendent may seek criminal prosecution for noncompliance with compulsory
20 school attendance.
21
- 22 • If a child subject to compulsory attendance will not comply with attempts to enforce
23 school attendance, the parent, guardian or Superintendent or his designee shall refer
24 the case to the case staffing committee pursuant to Florida Statutes, and the
25 Superintendent or his designee may file a truancy petition pursuant to procedures
26 outlined in Florida Statutes. (Section 984.151, Florida Statutes) Amended 07-15-03
27

28 **(1) Tardies**

29 Adopted 07-01-13
30

31 For truancy purposes, five tardies *to school*, or a combination of tardies *to school*
32 and early departures that equals five (5), shall equal one unexcused absence.
33 However, this unexcused absence is for referral purposes, and the electronic record
34 is not to be altered. Actual presence or absence on campus must be accurately
35 reflected in the electronic record.
36

37 **(2) Early Departures**

38 Adopted 07-01-13
39

40 For truancy purposes, five (5) early departures, or a combination of tardies *to school*
41 and early departures that equals five (5), shall equal one unexcused absence.
42 However, this unexcused absence is for referral purposes, and the electronic record
43 is not to be altered. Actual presence or absence on campus must be accurately
44 reflected in the electronic record.
45

46 Students who have attended more than half a school day and are released from
47 school prior to the closing of the school day shall be considered an early departure.
48 Early departures shall be either excused or unexcused. The school principal or his/
49 her designee may require the appropriate documentation in order to determine
50 whether or not an early departure is excused or unexcused.
51
52

1 **Examples of excused early departures include, but are not limited to:**

- 2 ○ appointments for medical, legal, or counseling purposes;
- 3 ○ funerals,
- 4 ○ family emergencies, etc.

5
6 **Examples of unexcused early departures include, but are not limited to:**

- 7 ○ parent's convenience,
- 8 ○ personal reasons,
- 9 ○ shopping trips, etc.

10
11 **5. Students with Disabilities**

12
13 **a) 504 Students**

14 Amended 07-01-04

- 15
16 • In the case of a student with excessive absences, a 504 Reevaluation meeting
17 should be held to determine if the absences are caused by the disability of record on
18 the active 504 Plan. If the 504 committee determines that the absences are caused
19 by the disability, the committee must also determine a reasonable course of action,
20 which may include the possible waiver of the attendance guidelines in determining
21 grades, as well as consideration of a change of placement.
- 22
23 • If the 504 committee determines that the absences are not caused by the disability,
24 the student is treated in the same manner as that for a general education student.

25
26 **b) ESE Students**

- 27 • All exceptional students will follow regular education attendance procedures.
- 28
29 • In the case of an ESE Student with excessive absences, an IEP team meeting must
30 be conducted to determine whether or not the absences are related to the student's
31 disability. If the IEP team determines that the excessive absences **are** related to the
32 student's disability, the IEP team must determine a reasonable course of action
33 which may include the possible waiver of the attendance guidelines in determining
34 grades as well as a change of placement.
- 35
36 • If the IEP team determines that the student's excessive absences **are not** related to
37 the student's disability, the student is treated in the same manner as that for a
38 general education student.

39
40 **6. Hospital/ Homebound Program**

41 Amended 07-01-08

42
43 Parent(s)/ guardian(s) may request that the IEP committee consider eligibility for a hospital/
44 homebound program for a student with an illness predicted by certified medical personnel to
45 exceed 15 consecutive school days or due to a chronic condition for at least 15 school days
46 which need not run consecutively.

1 **7. Student Absences for Religious Reasons**
2

- 3 • Students will be afforded an opportunity to make up missed work without adverse school
4 effects when absent because of a religious holiday. Within five school days prior to an
5 expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal
6 in writing and request that the student be excused from attendance. A written excuse
7 will not be required upon return to school and no adverse or prejudicial effects will result
8 for any student availing herself/ himself of this provision. Students will be permitted to
9 make up missed work according to school procedures.
10
- 11 • If questions arise regarding this rule, principals will grant the parent(s)/ guardian(s) a
12 conference. Parent(s)/ guardian(s) may appeal the principal's decision to the
13 Superintendent should a conflict arise.
14

15 **8. Virtual Instruction Program**
16

- 17 • Compulsory school attendance and attendance record keeping shall apply to district
18 virtual instruction programs [1002.245 (6) (a); 1003.21, Florida Statutes]. Students in
19 grades K-3 must attend at least 720 hours (4 hours per day) of instruction. Students in
20 grades 4-12 must attend at least 900 hours (5 hours per day) of instruction.
21

1 **D. Student Withdrawals**

- 2
- 3 • A child who attains the age of sixteen (16) years during the school year shall not be required
 - 4 to attend school beyond his sixteenth (16) birthday if the student has a signed form
 - 5 declaring his intent to withdraw from school prior to completion of the educational program.
 - 6 The principal or his/ her designee shall contact the parents or legal guardians of the student
 - 7 to discuss the educational impact of such decision and to suggest other appropriate
 - 8 alternative educational placements or programs. The student may only be withdrawn if the
 - 9 parents or legal guardians also sign the intent to withdraw form.

10

11 **1. Student Withdrawals During the Last Two Weeks of the School Year**

12

- 13 • The parent(s)/ guardians(s) of a student who leaves school **during** the last two weeks of
 - 14 the school year must show evidence that the withdrawal is necessary and the student
 - 15 must successfully complete assigned class work. Principals are authorized to make
 - 16 arrangements for the administration of any tests if appropriate.
- 17
 - 18 • Principals may waive the requirements for early withdrawal when unusual/ extenuating
 - 19 circumstances require it.

20

21 **2. Student Withdrawals for Enrollment in Home Education Programs**

22

- 23 • Florida Statute 1002.41 permits parents to choose to place their children in a home
 - 24 education program in lieu of public school. The requirements of the law will be
 - 25 monitored through Charter Schools and Educational Choices. Amended 07-23-91, 07-
 - 26 21-98, 06-27-00, 07-15-03, and 07-05-08
- 27
 - 28 • To withdraw a student for enrollment in a home education program, parent(s)/
 - 29 guardian(s) must initiate the withdrawal process at the school and notify the
 - 30 Superintendent of Schools in writing of the intent to provide home education for the
 - 31 student.

32

33 **3. Student Withdrawals -- Exceptional Student Education (ESE)**

34

- 35 • A child who is receiving services through Exceptional Student Education (ESE) shall not
 - 36 be administratively withdrawn without prior parental notification, a staffing meeting with
 - 37 parents or guardians to discuss the educational impact of such a decision for the student
 - 38 to withdraw, and all requirements relative to due process have been completed.
 - 39 Amended 09-07-99 and 07-01-06
- 40
 - 41 • In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or
 - 42 guardians of the student have been documented, and with the approval of the Director of
 - 43 Exceptional Student Education, the student may be withdrawn by the school.
 - 44 Adopted 09-07-99

45

46 **4. Student Withdrawals -- Alternative Programs**

47

- 48 • A child who has been placed at a district alternative school or second chance school in
 - 49 lieu of expulsion shall not be withdrawn without prior parental notification and a meeting
 - 50 with parents or guardians to discuss the educational impact of such a decision and the
 - 51 implications regarding the probability of going forward with the recommendation for
 - 52 expulsion.
- 53

1 **II. PROGRAM DESCRIPTION**

2
3 **A. Florida System of School Improvement and Accountability**

4 Amended 07-01-09

- 5
6 • The Florida Standards (6A-1.09401 State Board Rules) are benchmark standards that
7 describe what students should know and be able to do at all Grades Kindergarten through
8 12 in the subjects of:
9
- | | |
|------------------------|------------------------|
| 10 -- language arts | -- mathematics |
| 11 -- science | -- social studies |
| 12 -- foreign language | -- health education |
| 13 -- the arts | -- physical education. |
- 14
- 15 • Osceola District Schools shall provide appropriate instruction to assist students in the
16 achievement of these standards. The Florida Standards have been incorporated within the
17 Osceola County Curriculum Frameworks and are on file in the Administrative Center and are
18 in use at each school. Adopted 09-17-96, Amended 06-15-99, 07-01-09
- 19
- 20 • In addition, Section 1003.42, Florida Statutes, requires that members of the instructional
21 staff of the public schools, subject to the rules of the State Board of Education and the
22 district school board, shall teach efficiently and faithfully, using the books and materials
23 required that meet the highest standards for professionalism and historic accuracy, following
24 the prescribed courses of study, and employing approved methods of instruction, the
25 following:
26
- 27 ○ The history and content of the Declaration of Independence, including national
28 sovereignty, natural law, self-evident truth, equality of all persons, limited government,
29 popular sovereignty, and inalienable rights of life, liberty, and property, and how they
30 form the philosophical foundation of our government.
 - 31 ○ The history, meaning, significance, and effect of the provisions of the Constitution of the
32 United States and amendments thereto, with emphasis on each of the 10 amendments
33 that make up the Bill of Rights and how the constitution provides the structure of our
34 government.
 - 35 ○ The arguments in support of adopting our republican form of government, as they are
36 embodied in the most important of the Federalist Papers.
 - 37 ○ Flag education, including proper flag display and flag salute.
 - 38 ○ The elements of civil government, including the primary functions of and
39 interrelationships between the Federal Government, the state, and its counties,
40 municipalities, school districts, and special districts.
 - 41 ○ The history of the United States, including the period of discovery, early colonies, the
42 War for Independence, the Civil War, the expansion of the United States to its present
43 boundaries, the world wars, and the civil rights movement to the present. United States
44 history shall be viewed as factual, not as constructed, shall be viewed as knowable,
45 teachable, and testable, and shall be defined as the creation of a new nation based
46 largely on the universal principles stated in the Declaration of Independence.
- 47

- 1 ○ The history of the Holocaust (1933-1945), the systematic, planned annihilation of
2 European Jews and other groups by Nazi Germany, a watershed event in the history of
3 humanity, to be taught in a manner that leads to an investigation of human behavior, an
4 understanding of the ramifications of prejudice, racism, and stereotyping, and an
5 examination of what it means to be a responsible and respectful person, for the
6 purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing
7 and protecting democratic values and institutions.
 - 8 ○ The history of African Americans, including the history of African peoples before the
9 political conflicts that led to the development of slavery, the passage to America, the
10 enslavement experience, abolition, and the contributions of African Americans to society.
 - 11 ○ The elementary principles of agriculture.
 - 12 ○ The true effects of all alcoholic and intoxicating liquors and beverages and narcotics
13 upon the human body and mind.
 - 14 ○ Kindness to animals.
 - 15 ○ The history of the state.
 - 16 ○ The conservation of natural resources.
 - 17 ○ Comprehensive health education that addresses concepts of community health;
18 consumer health; environmental health; family life, including an awareness of the
19 benefits of sexual abstinence as the expected standard and the consequences of
20 teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition;
21 personal health; prevention and control of disease; and substance use and abuse.
 - 22 ○ Such additional materials, subjects, courses, or fields in such grades as are prescribed
23 by law or by rules of the State Board of Education and the district school board in
24 fulfilling the requirements of law.
 - 25 ○ The study of Hispanic contributions to the United States.
 - 26 ○ The study of women's contributions to the United States.
 - 27 ○ The nature and importance of free enterprise to the United States economy.
 - 28 ○ A character-development program in the elementary schools, similar to Character First
29 or Character Counts, which is secular in nature. Beginning in school year 2004-2005,
30 the character-development program shall be required in Kindergarten through Grade 12.
31 Each district school board shall develop or adopt a curriculum for the character-
32 development program that shall be submitted to the department for approval. The
33 character-development curriculum shall stress the qualities of patriotism; responsibility;
34 citizenship; kindness; respect for authority, life, liberty, and personal property; honesty;
35 charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
 - 36 ○ In order to encourage patriotism, the sacrifices that veterans have made in serving our
37 country and protecting democratic values worldwide. Such instruction must occur on or
38 before Veterans' Day and Memorial Day. Members of the instructional staff are
39 encouraged to use the assistance of local veterans when practicable.
- 40 Amended 07-01-06

1 **1. Student Performance - State K-20 Education Priorities**

2 Amended 07-21-98, 06-27-00, 07-01-02, 07-15-03, 07-01-04, 07/01/12

- 3
- 4 • A comprehensive program of general education when implemented effectively enables
 - 5 students to make maximum use of their educational opportunities and to function
 - 6 effectively as productive individuals.
 - 7
 - 8 • The District School Board shall assist schools and teachers in the implementation of
 - 9 research-based reading activities, Section 1008.25(4)(b), Florida Statutes.
 - 10
 - 11 • The School District of Osceola County Curriculum Guidelines also reflect the priorities of
 - 12 the Florida K-20 education system.
 - 13

14 **2. Curriculum Frameworks, Grades 9-12: Basic and Adult Education**

- 15
- 16 • A curriculum framework is a broad guideline which directs district personnel by providing
- 17 specific instructional plans for any given course or area of study and is consistent with
- 18 the Florida Course Code Directory. Curriculum frameworks are contained the Florida
- 19 DOE publication “Curriculum Frameworks for Grades 9-12, Adult Basic Program”
- 20 available on the Florida DOE website. The above frameworks include the Exceptional
- 21 Student Education Courses and the Career and Technical Courses. Amended 07-
- 22 01-02
- 23

24 **3. Student Performance Standards**

- 25
- 26 • Student Performance Standards have been developed cooperatively with district
- 27 personnel for the intended outcomes specified in each curriculum and are also on file at
- 28 each high school and the district office.
- 29
- 30 • All current Florida state standards may be found on the FDOE C-PALMS (Collaborate,
- 31 Plan, Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>
- 32
- 33 • Students must show mastery of the performance standards before credit for course is
- 34 awarded. Upon successful completion of the course, with at least sixty percent (60%)
- 35 proficiency, students will have demonstrated mastery. Student mastery will be assessed
- 36 through the use of teacher observation, classroom assignments, and examinations. (For
- 37 ELL students, see also below.) Students must also meet the attendance requirement as
- 38 set forth in I.C. and III.G. of this Student Progression Plan.
- 39
- 40

1 **4. High School Courses of Study**

2 Adopted 07-01-09

3
4 **a) Advanced College Preparatory**

5 This course of study includes a rigorous level of both required and elective college
6 preparatory courses. To enter a Florida university, the student must fulfill requirements
7 of the courses identified by the Florida State University System and qualify for college
8 admissions with an acceptable PERT, CPT, SAT, or ACT score. Opportunities to earn
9 college credits, achieve high college admissions test scores, and prepare for admissions
10 to prestigious universities and military academies are only a few of the advantages of
11 this course of study. Students are required to earn credit in at least four International
12 Baccalaureate/ Advanced Placement/ Dual Enrollment (IB/ AP/ DE) courses. Students
13 who complete eight or more IB/ AP/ DE courses will be recognized as Advanced
14 Scholars.

15
16 **b) Career Preparatory**

17 This course of study includes one of the following career/technical education programs
18 and prepares the student to attend a community college or an adult technical center:

- 19
- 20 ○ Agriscience/ Agribusiness, Food, and Natural Resources
- 21 ○ Architecture and Construction
- 22 ○ Arts, Audiovisual (AV) Technology, and Communications
- 23 ○ Business Management and Administration
- 24 ○ Education and Training
- 25 ○ Health Science
- 26 ○ Hospitality and Tourism
- 27 ○ Human Services
- 28 ○ Information Technology
- 29 ○ Law, Public Safety, and Security
- 30 ○ Manufacturing
- 31 ○ Marketing, Sales, and Service
- 32 ○ Science, Technology, Engineering and Math (STEM)
- 33 ○ Transportation, Distribution and Logistics
- 34

35 Students attempting to earn a Gold Seal Vocational scholarship may contact a counselor
36 for additional information.

37
38 **c) College/ Career Preparatory**

39 This course of study is designed to prepare students for a four-year college or university
40 through a combination of academic and career/technical electives. To enter a Florida
41 university, the student must fulfill the requirements of courses identified by the Florida
42 State University System. In addition, the student is expected to take the PERT, CPT,
43 SAT, or ACT prior to graduation and score at or above the established statewide passing
44 score in each test area. As a student nears graduation, he/ she may opt to complete
45 either the College Preparatory or Career Preparatory option instead of the combination.
46
47

1 **B. Special Programs**

2
3 **1. English Language Learner (ELL)**

4 Amended 07-21-98, 06-27-00

- 5
6 • All students with limited English proficiency (ELL) must be appropriately identified in
7 order to ensure the provision of appropriate services. Every student identified as ELL
8 shall continue to receive appropriate instruction and funding as specified by the District
9 ELL Plan, State Board Rules and Regulations, and Florida Statutes until such time as
10 the student is reclassified as English proficient. Note: See the School District of
11 Osceola County English Language Learner Plan 2004 for full explanation of services
12 and model. Amended 06-27-00

13
14 **a) Home Language Survey (HLS) and Identification Criteria**

15 Amended 06-27-00

- 16
17 ○ A student with all NO responses on the HLS is considered non-English Language
18 Learner.
19
20 ○ A student with any YES response is referred for English language proficiency
21 assessment.
22
23 ○ A student with a YES response to question #1 only is temporarily placed in non-
24 ESOL classes until English language proficiency assessment is completed.
25
26 ○ A student with a YES response to question #2 and/ or #3 is temporarily placed in
27 ESOL classes until English language proficiency assessment is completed.
28
29 ○ The grade level appropriate IDEA Oral Language Proficiency Test will be used to
30 determine oral/ aural English proficiency and is to be administered within the first 20
31 days after enrollment date.
32
33 • Students in Grades 3-12 found to be fluent English speaking will be given a nationally-
34 normed, standardized reading and writing test, within 20 days from their date of
35 enrollment for further assessment of their English proficiency.
36
37 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/
38 ELL committee to determine appropriate ESOL assessment and placement.
39
40 • Every English Language Learner student is entitled to equal access to all academic,
41 categorical, and federal programs offered by the School District of Osceola County. The
42 amount of time the ELL student is assigned to the program(s) shall be comparable to the
43 time assigned to a non-ELL student under similar conditions. An updated ELL student's
44 class schedule must be maintained in the ELL Student Plan as part of the student
45 permanent record. Adopted 06-27-00
46
47

- 1 • English Language Learner students are taught by subject area teachers following the
2 corresponding district curriculum. The instructional personnel provide appropriate and
3 individualized instruction to students through the use of ESOL teaching strategies,
4 appropriate instructional materials, curriculum accommodations, and testing
5 accommodations. The ESOL strategies and accommodations are documented in the
6 teacher’s lesson plans as evidence that understandable instruction is being provided.
7 Adopted 06-27-00
8

- 9 • Schools with fifteen (15) or more ELL students who speak the same home language
10 shall provide at least one bilingual teacher assistant or bilingual teacher proficient in
11 English and the home language of the students. The ESOL teacher assistant’s (or
12 bilingual teacher’s) primary assignment is to offer the ELL students additional help in the
13 basic content areas under the supervision of the basic subject area teacher.
14 Adopted 06-27-00
15

16 **2. Dropout Prevention and Retention Programs (DOP)**
17

- 18 • The academic program for a DOP student may differ from traditional education programs
19 and schools in scheduling, administrative structure, philosophy, curriculum, and/
20 setting. The DOP Program employs alternative teaching methodologies, curricula,
21 learning activities, or diagnostic and assessment procedures in order to meet the needs,
22 interests, and talents of eligible students. High school DOP programs are designed to
23 meet the needs of high risk students and offer them special opportunities to earn credit
24 towards graduation or promotion. Amended 06-19-01 and 07-01-02
25
- 26 • High school students who meet the district’s requirements for an approved dropout
27 prevention program, an honors accelerated credit program, or a career and technical
28 education program may be enrolled in modified courses to earn additional credits. (For
29 ELL students, see above.) Amended 07-02-96 and 06-27-00
30
- 31 • District dropout prevention programs include, but not limited to: Zenith and Challenger
32 Learning Center. Students enrolled in district dropout prevention programs will receive a
33 high school diploma if they fulfill the minimum state graduation requirements and may
34 also participate in senior activities at their home-zoned schools unless they are enrolled
35 in a behavior-based program in lieu of expulsion. Senior activities include senior
36 meetings, proms, and any school-sponsored graduation activities. As a condition for
37 participation in these activities, students shall meet the home-zoned school’s eligibility
38 requirements for behavior, grades, attendance, and registration procedures.
39 Regardless, the principal shall have the right of final approval of each student’s
40 participation. Amended 07-01-06, 07-01-08, 07-01-09, 07-01-12
41
42

1 **a) Challenger Learning Center - Grade Levels 9-12**

2 Amended 06-30-92 and 07-01-06

- 3
- 4 • This is a program specifically designed for high school dropouts and potential
- 5 dropouts, in order to provide them with a vehicle to complete a high school program;
- 6 or in some instances, to assist those students into reentering a regular high school
- 7 setting, once they have completed some credit requirements. (For ELL students,
- 8 see above.) Amended 06-27-00 and 07-01-06
- 9
- 10 • A total of 24 credits must be earned for graduation. These credits are described in
- 11 subsection IV.
- 12
- 13 • This is a competency-based program with students demonstrating mastery of the
- 14 student performance standards. Elective credits for related work experience (OJT) in
- 15 this program are earned on the same basis as in the regular day-school career and
- 16 technical education programs.
- 17
- 18 • Although these programs are designed to provide students with a non-traditional
- 19 school setting in order to meet individual needs, the school district Code of Student
- 20 Conduct is in effect and School Board Rules governing student conduct shall be
- 21 followed.

22

23 **3. Gifted Education**

- 24
- 25 • For a high school student enrolled in the gifted program, a qualitatively different
- 26 curriculum consists of carefully planned, coordinated learning experiences that
- 27 extend beyond the basic curriculum to meet the specific learning needs of the
- 28 student.
- 29
- 30 • High school students identified as Gifted have an Educational Plan (EP) that outlines
- 31 goals and strengths, and provides direction for the instructional program. The
- 32 differentiated instructional program includes advanced-level content, acceleration,
- 33 and enrichment that incorporate the student's special abilities and interests.
- 34 Amended 07-01-02 and 07-01-05

35

36 **4. Students with Disabilities**

37

38 **a) 504 Students**

39 Amended 07-01-04, 07-01-09

- 40
- 41 • Any alteration to the delivery of instruction of student assignments for a 504 student
- 42 is the decision of the Section 504 Committee and must be addressed in the 504
- 43 Plan. The individual student's Section 504 Plan documents the instructional
- 44 accommodations required to ensure the student an equal opportunity to participate in
- 45 or benefit from the general education curriculum. Parent(s)/ guardian(s) of a Section
- 46 504 student must be given the opportunity to provide input on decisions made by the
- 47 Section 504 Committee regarding any alteration to the delivery of instruction of their
- 48 Section 504 student. Parent(s)/ guardian(s) of a 504 student must be notified of any
- 49 changes to the student's Section 504 Plan.
- 50

1 **b) Exceptional Education Students**
2

- 3 • **Exceptionalities include:** Intellectual Disability, Speech and/ or Language
4 Impaired, Deaf or Hard of Hearing, Visually Impaired, Physically Impaired with Other
5 Health Impaired, Physically Impaired with Orthopedically Impaired, Physically
6 Impaired with Traumatic Brain Injury, Emotional/ Behavioral Disabilities, Specific
7 Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, and
8 Autism Spectrum Disorder. Amended 07-23-91, 07-21-98 06-27-00, 007-01-05, 07-
9 01-06, and 07-01-08

10
11 **(1) ESE Curriculum**

12 Amended 07-15-03, 07-01-09

13
14 The curriculum for the high school Exceptional Education students will follow the
15 Florida Standards with appropriate accommodations. Moderately and severely
16 disabled students with Intellectual Disabilities and Autism Spectrum Disorder will use
17 a curriculum appropriate for the developmental level of the students. Adopted 06-30-
18 92 and Amended 06-27-95, 07-21-98, 06-27-00, 07-01-06, and 07-01-08

19
20 For students with disabilities enrolled in ESE, their Individual Educational Plans
21 (IEP's) specify the appropriate goals and benchmarks and unique aspects of their
22 programs.

23
24 For some students, Access Points for Florida Standards in reading/ language arts,
25 math, and science at the Independent Supportive or Participatory levels or Florida
26 Standards for Special Diploma in social studies may be more appropriate.

27
28 The IEP developed by the team specifies the level of services for specific content
29 areas. The IEP addresses annual goals and short-term objectives to meet the
30 unique needs of the student as well as appropriate classroom accommodations.
31 Accommodations may be in the areas of curriculum, instruction, and assessment.
32 Accommodations listed on the IEP must be implemented as indicated.
33 Amended 007-01-05 and 07-01-06
34

1 **C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**

3 Adopted 07-01-09, 07-01-13
4

- 5 • The district is committed to the implementation of a Multi-Tiered System of Supports (MTSS)
6 framework to integrate and align efforts to improve educational outcomes and to meet the
7 academic and behavioral needs of all students. The process utilized to ensure
8 implementation of an effective MTSS framework is Problem-Solving/ Response to
9 Intervention (PS/ Rtl). PS/ Rtl is a data-driven decision-making process applied to all
10 aspects of the educational organization. The systematic use of student assessment data at
11 the district, school, classroom, and student levels will guide decisions about the allocation of
12 resources and the intensity of the instruction and interventions needed to improve student
13 learning and/or behavior. The district's schools will provide high quality instruction and
14 intervention(s) matched to student needs and will use rate of progress and level of
15 performance to inform instructional decisions at all three Tiers of instruction.
16
- 17 • School-based Problem Solving Teams will identify students in need of tiered interventions
18 through the review of universal screening data and will determine the appropriate types and
19 levels of interventions based on various data sources. Standard protocol interventions will
20 generally be utilized initially when data indicate a need for interventions beyond Tier 1 core
21 instruction alone. Students' responses to interventions will determine if there is a need for
22 more intensive interventions and diagnostic assessment will assist the Problem Solving
23 Team with development and implementation of intensive interventions. Students who
24 receive interventions beyond the core curriculum will have their rate of progress and level of
25 performance included in their cumulative school records. Teachers will consult the district
26 MTSS/ Rtl Curriculum Guides for available supports.
27

1 **D. Acceleration Plan**

2 Adopted 08-07-12, 07-01-13

- 3
- 4 • The academic progress of all students, including those students who exceed curriculum
- 5 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
- 6 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides
- 7 the following plan for acceleration decisions within the district’s existing Multi-Tiered System
- 8 of Supports (MTSS) and Problem Solving/ Response to Intervention framework.
- 9
- 10 ○ School level Problem Solving Teams shall review assessment data at the beginning of
- 11 the school year to determine which students may benefit from acceleration options.
- 12
- 13 ○ Tier 1 acceleration options may include cluster/ ability grouping differentiated
- 14 assignments, curriculum compacting, or telescoping curriculum.
- 15
- 16 ○ Tier 2 acceleration options may include single subject or virtual school instruction.
- 17
- 18 ○ Tier 3 acceleration options may include whole grade acceleration if the Problem Solving
- 19 Team determines such placement may meet the needs of highly able students.
- 20
- 21 ○ For each tier, the Problem Solving Team shall monitor the progress of all students and
- 22 administer additional assessments to determine if students continue to exceed
- 23 benchmarks and whether more targeted acceleration options are appropriate.
- 24

1 **E. Advanced Placement Scholars (APS) Program**

2 Adopted 07-01-09

- 3
- 4 • The Advanced Placement Scholars (APS) program is designed to give students multiple
5 Advanced Placement (AP) course offerings by teachers who are specially trained through
6 the College Board. Each program offers a wide variety of AP courses relating to personal
7 interests and individual academic strengths. Students who successfully complete the
8 program will receive an AP Scholars Program diploma seal, transcript notations, and special
9 recognition at graduation.

 - 10 • Unlike a traditional AP program, as ninth-grade students enter the program, they will be
11 enrolled in pre-AP courses to prepare them before they enter formal AP courses. This
12 procedure will provide additional preparation and support for students as they pursue AP
13 curricula. The students will enroll in AP Human Geography, a formal ninth grade AP course.
14 The AP preparation will continue in tenth grade, as students enroll in AP World History and
15 specially designed English, math, science, and elective courses that prepare them for a
16 larger slate of AP courses in both the eleventh and twelfth grades. With the assistance of
17 parents, the site coordinator, and the faculty, student education will be individualized.
18 Students will not have a prescribed curriculum universally, but rather an individualized
19 learning plan which capitalizes on students' unique interests, abilities, and future goals.

20

21

22 **1. Recommended APS Course of Study**

- 23
- 24 • 9th Grade
 - 25 ○ English I Honors
 - 26 ○ AP Human Geography
 - 27 ○ Biology Honors*
 - 28 ○ Geometry Honors*
 - 29 ○ Foreign Language I
 - 30 ○ HOPE (Health Opportunities through Physical Education)
 - 31 ○ Elective

 - 32 • 10th Grade
 - 33 ○ World Literature Honors or English II Honors
 - 34 ○ AP World History
 - 35 ○ Chemistry Honors/ Physics Honors
 - 36 ○ Algebra II Honors
 - 37 ○ Foreign Language II
 - 38 ○ Performing Art
 - 39 ○ Elective

 - 40 • 11th Grade
 - 41 ○ AP Language
 - 42 ○ AP United States History
 - 43 ○ AP science course
 - 44 ○ Pre-Calculus
 - 45 ○ Foreign Language III**
 - 46 ○ AP Psychology or AP Statistics**
 - 47 ○ Elective
- 48
- 49
- 50

- 1 • 12th Grade
- 2 ○ AP Literature
- 3 ○ AP United States Government/ AP Macroeconomics
- 4 ○ AP science course**
- 5 ○ AP Calculus
- 6 ○ AP Foreign Language**
- 7 ○ AP Psychology or AP Statistics**
- 8 ○ Elective
- 9

10 *The student must complete successfully Algebra I Honors, and Physical Science
11 Honors in Grade 8.

12
13 ** Final course selection in the junior and senior years will be determined by student
14 interest and future goals. Course offerings may vary at individual high schools.

- 15
- 16 • Students who successfully complete eight or more AP courses will be recognized in their senior
17 year as *Advanced Scholars*.
- 18
- 19 • In addition, students will have the opportunity to earn recognition from the College Board is as
20 follows:
 - 21 ○ *AP Scholar*
 - 22 ▪ Granted to students who receive grades of 3 or higher on three or more AP Exams
 - 23
 - 24 ○ *AP Scholar with Honor*
 - 25 ▪ Granted to students who receive an average grade of at least 3.25 on all AP Exams
 - 26 ▪ taken, and grades of 3 or higher on four or more of these exams
 - 27
 - 28 ○ *AP Scholar with Distinction*
 - 29 ▪ Granted to students who receive an average grade of at least 3.5 on all AP Exams
 - 30 ▪ taken, and grades of 3 or higher on five or more of these exams
 - 31
 - 32 ○ *State AP Scholar*
 - 33 ▪ Granted to the one male and one female student in each state in the United States with
 - 34 ▪ grades of 3 or higher on the greatest number of AP Exams, and then the highest
 - 35 ▪ average grade (at least 3.5) on all AP Exams taken
 - 36
 - 37 ○ *National AP Scholar*
 - 38 ▪ Granted to students in the United States who receive an average grade of at least 4 on
 - 39 ▪ all AP Exams taken, and grades of 4 or higher on eight or more of these exams
 - 40
 - 41

1 **F. International Baccalaureate (IB) Diploma Program**

- 2
- 3 • Section 1003.43(1), F.S., requires high school students to complete successfully either a
- 4 minimum of twenty-four (24) academic credits in grades 9-12 or an IB curriculum for
- 5 graduation. The components of the IB curriculum that meet this requirement are as follows:
- 6
- 7 ○ The IB Diploma program is a rigorous pre-university course of studies, leading to
 - 8 internationally-standardized examinations that meet the needs of highly motivated
 - 9 secondary students.
 - 10
 - 11 ○ The program is designed as a comprehensive two-year curriculum that allows its
 - 12 graduates to fulfill requirements of various national education systems.
 - 13
 - 14 ○ The IB Organization (IBO), a nonprofit educational foundation, has been in existence
 - 15 since 1963.
 - 16

17 **1. International Baccalaureate Course of Study**

- 18
- 19 • IB diploma candidates are required to select one subject from each of six subject groups
 - 20 (e.g., Studies in Language and Literature, Language Acquisition, Individuals and
 - 21 Societies, Sciences, Mathematics, Arts). At least three, and not more than four, are
 - 22 taken at higher level (HL), the others at standard level (SL). HL courses represent 240
 - 23 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students
 - 24 are able to explore some subjects in depth and some more broadly over the two-year
 - 25 period. IB diploma candidates must also demonstrate their mastery of the coursework
 - 26 by passing a battery of comprehensive written, and in some cases oral, examinations in
 - 27 the subject areas. The required curriculum for the School District of Osceola IB Diploma
 - 28 Program shall include:
 - 29
 - 30 ○ Successful completion of all prerequisite courses, or those deemed as equivalent, by
 - 31 the school's IB program;
 - 32
 - 33 ○ Successful completion of a minimum of thirteen (13) credits in courses identified by
 - 34 the IB Organization, or equivalent courses as selected by the school from the Florida
 - 35 Course Code Directory, in grades 11-12 as follows:
 - 36 ■ Two credits* in each of the following subjects: Language Arts, World Language,
 - 37 Social Studies, Science, Mathematics, and Arts/ Electives.
 - 38 ■ Theory of Knowledge (one to two (1-2) credits depending on length of course of
 - 39 study offered at the school)
 - 40
 - 41 ○ Successful completion of all requirements of Creativity, Action and Service (CAS) as
 - 42 defined by the IBO to include a minimum of one hundred (100) hours of community
 - 43 service completed in grades 9-12;
 - 44
 - 45 ○ Completion of an Extended Essay; and
 - 46
 - 47 ○ Completion of all IB required Internal Assessments, Written Tasks (Groups 1 & 2),
 - 48 and the Group 4 project
 - 49

50 *Some IB Standard Level courses may be offered over one year rather than two, and

51 therefore, a student would earn only 1 credit in a subject rather than two. The two credit

52 requirement is satisfied by successfully completing the curriculum for each course and

1 taking the IB exam in that subject area. In these cases, students may finish with fewer
2 than the minimum thirteen (13) credits defined above.

4 **G. Career and Technical Education (CTE) Programs**

- 6 • The School District of Osceola County offers a variety of career and technical education
7 programs at the high school level that help students prepare for high skill-high wage
8 occupations and for postsecondary educational opportunities. It is essential that students,
9 parents, teachers, guidance counselors, and administrators be aware that most individual
10 career and technical education courses do not stand alone but are part of a planned
11 sequence of courses leading to occupational proficiency and program completion at the high
12 school or postsecondary level. Many of the career and technical education programs also
13 prepare students to acquire industry certification in the career field. Not all career and
14 technical education programs are offered at all high schools. Some are offered as a Career
15 and Technical Academy. Students are encouraged to complete an electronic Personal
16 Education Plan (ePEP) before entering a career and technical education program or a
17 career academy.

19 **1. Career and Technical Education Cluster Areas**

- 20 ○ Agriscience/ Agribusiness, Food, and Natural Resources
- 21 ○ Architecture and Construction
- 22 ○ Arts, Audiovisual (AV) Technology, and Communications
- 23 ○ Business Management and Administration
- 24 ○ Education and Training
- 25 ○ Health Science
- 26 ○ Hospitality and Tourism
- 27 ○ Human Services
- 28 ○ Information Technology
- 29 ○ Law, Public Safety, and Security
- 30 ○ Manufacturing
- 31 ○ Marketing, Sales, and Service
- 32 ○ Science, Technology, Engineering and Math (STEM)
- 33 ○ Transportation, Distribution and Logistics

35 **2. Career Pathways**

- 36 • The Orange, Osceola, and Valencia Career Pathways Consortium has developed many
37 programs of study that provide a planned sequence of courses linked to postsecondary
38 educational goals. The Career Pathways initiative offers students the opportunity to
39 focus on career and technical education courses that will help train them for high skill-
40 high wage occupations. At the same time, they can be earning Valencia College credit
41 or Orange and Osceola County Tech Center's credit while they are attending high
42 school.

44 **3. Cooperative Education and On-the-Job Training (OJT)**

45 Amended 06-30-92

- 46 • The cooperative education method of instruction permits career and technical education
47 students to earn high school credit. Cooperative education involves paid, supervised,
48 concurrent employment that is directly related to the student's in-school training. The
49 cooperative education method is available for junior and senior students. At-risk high
50 school students in any grade may be enrolled in Work Experience. The coordinator
51 must approve all cooperative education job sites. Students shall not be employed by
52 members of the immediate family.

- Cooperative education is **not** a program but a method of instruction used in several career and technical education programs. Students who complete a career and technical education program using the cooperative method are coded on the final class reports as completers of that program.
Amended 07-01-02

H. Dual Enrollment

A student may enroll in one or more classes at the college level or in an accredited career and technical education school while still attending high school. Credit may be earned toward graduation as stated below. Auth: Rule 6A-10.0241, FAC

1. Dual Enrollment – Technical Education Center Osceola (TECO)

The request of a student to participate in this program must be in writing. The signature of the guidance counselor, student, and the parent are required. Approvals shall be made by the high school principal and technical center director. Students enrolled in dual enrollment technical courses at TECO shall earn both high school credit from their home high school and clock hour credit from TECO. No tuition fees shall be assessed for high school students dual-enrolled at TECO. Amended 06-27-00

2. Dual Enrollment – Valencia College (VC)

The School Board of Osceola County and Valencia College shall co-sponsor appropriate college courses in high schools during the normal class hours when requested by the principal. Students enrolled in co-sponsored classes shall earn both high school credit from the Osceola County School Board and college credit from Valencia College if they meet at least the minimum requirements for satisfactory completion of such classes. In order to receive VC credit in co-sponsored classes, high school students will be required to make application to VC and complete the registration process.

- No fees shall be assessed for high school students enrolled in these co-sponsored courses. Students who enroll in co-sponsored classes shall have either:
 - completed the tenth grade with a high school unweighted grade point average of 3.0 or above, or Amended 07-23-91 and 07-01-06
 - be in an exceptional student education program with an individual education plan which indicates the ability for advanced studies (i.e. “gifted program” and International Baccalaureate Program). Amended 07-01-04
- Students seeking dual enrollment shall present evidence of successful completion of the relevant section of the entry level examination for placement given by the school, college, or university at which the student is seeking enrollment.

1 **I. Early Admission for Advanced Studies**

- 2
- 3 • Students who meet the prerequisites of an early admission and advanced studies program
- 4 may be permitted to enroll as a full-time post-secondary student during their senior year in
- 5 high school. Such programs shall meet the following conditions:
- 6
- 7 ○ Approval of the program by the School Board shall be obtained before the end of the first
- 8 month of the final year of high school or before the end of the first semester if entry is
- 9 expected during the second semester of the final year of high school.
- 10
- 11 ○ The student shall be accepted by a state accredited post-secondary school or university
- 12 after completion of three (3) full senior high school years, and a minimum of eighteen
- 13 (18) credits is earned.
- 14
- 15 ○ The student shall maintain at least an overall "C" average.
- 16
- 17 ○ Any senior enrolled in college courses full-time may re-enter a high school within the
- 18 district as a full-time student at the end of the high school semester.
- 19
- 20 ○ Any credit earned at the accredited post-secondary level may be substituted for a
- 21 required high school credit in the same discipline. Successful completion of a 3-hour
- 22 college course will equal 1/ 2 high school credit.
- 23

24 **J. College Course Credit**

- 25
- 26 • Any passing grades received in courses from a college may be accepted toward
- 27 requirements for graduation from Osceola County. Three (3) college semester hours shall
- 28 be considered equivalent to one-half (1/ 2) high school credit unless otherwise indicated by
- 29 the Articulation Coordinating Committee and approved by the State Board of Education.
- 30 Amended 07-01-04
- 31

32 **K. Credit from Correspondence**

- 33
- 34 • Credit from Correspondence from a university will be acceptable so long as the course code
- 35 number of the course taken corresponds to acceptable high school course code numbers. It
- 36 shall be the responsibility of the student to provide verification of successful completion from
- 37 the university to the high school.
- 38
- 39

1 **L. Credit from Florida Virtual School (FLVS)**

2 Amended 07-01-06, 07-01-08

- 3
- 4 • Credits earned from FLVS shall transfer as public high school credits at face value for
 - 5 students enrolled in any Florida public high school or registered home education program.
 - 6
 - 7 • Students who complete and earn all credits required by state law for graduation through a
 - 8 combination of FLVS courses and regular public high school courses may be eligible to
 - 9 receive a District diploma:
 - 10 ○ In order for a FLVS student to earn a regular high school diploma from the District, the
 - 11 student must be enrolled in at least one course for the entire semester at a district high
 - 12 school prior to the expected date of graduation and have successfully completed all
 - 13 other graduation requirements as outlined in school Board policy. (See subsection IV.)
 - 14
 - 15 ○ In order to be eligible to take the appropriate form of the Florida Comprehensive
 - 16 Assessment Test (FCAT) or Florida End of Course Assessment (EOC) required for
 - 17 graduation, a student must be enrolled in a Florida public high school.
 - 18
 - 19
 - 20 • Registered home education students who complete and earn all credits required by state
 - 21 law for graduation through FLVS courses may be eligible to receive a District diploma:
 - 22
 - 23 ○ In order for a registered home education student to earn a regular high school diploma
 - 24 from the District, the student must be enrolled in at least one course for the entire
 - 25 semester at a district high school prior to the expected date of graduation and have
 - 26 successfully completed all other graduation requirements as outlined in school Board
 - 27 policy. (See subsection IV.)
 - 28
 - 29 ○ In order to be eligible to take the appropriate form of the Florida Comprehensive
 - 30 Assessment Test (FCAT) or Florida EOC required for graduation, a student must be
 - 31 enrolled in a Florida public high school.
 - 32
 - 33 • Beginning the 2009-10 school year, the Osceola Virtual School will be a school of choice,
 - 34 and students may earn a diploma from the Osceola Virtual School if they are eligible to
 - 35 enroll in and complete all requirements for this program.
 - 36

37 **M. Credit Acceleration Program**

38 Adopted 07-01-10

- 39
- 40 • Florida's Credit Acceleration Program (CAP) is created for the purpose of allowing a
 - 41 secondary student to earn high school credit in a course that requires a statewide,
 - 42 standardized end-of-course assessment if the student attains a specified score on the
 - 43 assessment.
 - 44
 - 45 • Notwithstanding Section 1003.436, Florida Statutes, the school district shall award course
 - 46 credit to a student who is not enrolled in the course, or who has not completed the course, if
 - 47 the student attains a score indicating satisfactory performance, as defined in s.
 - 48 1008.22(3)(c)5., on the corresponding statewide, standardized end-of-course assessment.
 - 49
 - 50 • The school district shall permit a student who is not enrolled in the course, or who has not
 - 51 completed the course, to take the standardized end-of-course assessment during the
 - 52 regular administration of the assessment.
 - 53

1 **N. Volunteer Service Credit**

2 Amended 07-01-10

- 3
- 4 • To earn one-half elective credit for the completion of non-paid voluntary community or
 - 5 school service work, a student must:
 - 6 ○ Complete a minimum of 75 hours of non-paid volunteer service with a non-profit
 - 7 organization in the Central Florida area.
 - 8 ○ Document the volunteer hours on appropriate forms.
 - 9 ○ Obtain signature from a non-family member of the non-profit organization.
 - 10 ○ Receive special principal approval for volunteer activities conducted outside the Central
 - 11 Florida area.

12

13 **O. Course Substitutions**

14 Amended 06-29-93, 06-15-99, and 07-15-03

- 15
- 16 • Course substitutions are to be made on a curriculum equivalency basis only. A course,
 - 17 which has been used to substitute in one subject area, may not be used to substitute for any
 - 18 other subject area.
 - 19
 - 20 • Upon completion of the Junior Reserve Officers Training Corps (JROTC) program, (Army,
 - 21 Air Force, Navy, Marine Corps, or Coast Guard) students may substitute on a curriculum
 - 22 equivalency basis one JROTC credit to satisfy a graduation requirement as outlined in the
 - 23 Florida Course Code Directory.
 - 24
 - 25 • Florida Statute 1011.62 requires district school boards to provide for Career and Technical
 - 26 program substitutions not to exceed two credits in each of the non-elective subject areas of
 - 27 English, mathematics, and science. The Career and Technical program that is substituted
 - 28 for a non-elective academic course will be funded at the level appropriate for the Career and
 - 29 Technical program. Career and Technical course substitution will be allowed as provided in
 - 30 the Course Code Directory.
 - 31
 - 32 • Participation in an interscholastic sport at the junior varsity or varsity level for two full
 - 33 seasons shall satisfy the one credit physical education requirement if the student makes a
 - 34 "C" or better on a competency test on personal fitness developed by the Florida Department
 - 35 of Education. This is a waiver of the course requirement only; the student must still earn 24
 - 36 credits to graduate. Credit will not be awarded for participation in interscholastic sports.
 - 37

1 **P. Middle School Dual Enrollment for High School Credit**

2 Adopted 06-30-92, Amended 06-27-95, 07-21-98, 07-01-02, 07-01-06, 07-01-08, 07-01-09

- 3
- 4 • Middle school students in Grades 7 or 8 may elect to enroll in high school (dual enrollment)
- 5 courses, if offered at their school of enrollment, with the following conditions:
- 6
- 7 ○ The teachers of these courses must have the appropriate certification(s) to teach the
- 8 course(s) offered.
- 9
- 10 ○ The textbook, the district performance standards, and the grading policy are the same as
- 11 for the high school course.
- 12
- 13 ○ These courses must be Level II or above as outlined in the Florida Course Code
- 14 Directory.
- 15
- 16 ○ In order to receive high school credit, the student must earn a final grade of an “A,” “B,”
- 17 or “C.”
- 18
- 19 ○ Students may transfer high school academic *whole, not half*, credits or career and
- 20 technical elective *whole, not half*, credits earned prior to entry into the ninth grade.
- 21
- 22 ○ Students who earn credit through middle school dual enrollment in high school courses
- 23 shall meet requirements toward promotion to the next grade level and toward high
- 24 school graduation.
- 25
- 26 ○ If a student does not earn an average course grade of a “C” or higher by the time of the
- 27 progress report at the midpoint of the second, third, or fourth nine weeks, then the
- 28 student shall be scheduled into the appropriate middle school level course, and the
- 29 average course grade earned in the high school level course shall apply toward the
- 30 middle school level course grade with the weight of one letter grade higher. To
- 31 accomplish this task, the teacher of the appropriate middle school level course in which
- 32 the student is rescheduled shall augment the student’s nine weeks average by ten (10)
- 33 percentage points.
- 34
- 35 ○ The student’s transcript shall include grades for all middle school dual enrollment in high
- 36 school courses, and these course grades shall be used to calculate their high school
- 37 grade point average and class rank
- 38

1 **Q. Home Education**

- 2
- 3 • Florida Statute 1002.41 permits parents to choose to place their children in a home
- 4 education program in lieu of public school. The requirements of the law will be monitored
- 5 through Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-
- 6 00, 07-01-02, 07-15-03, and 02-05-08
- 7
- 8 • Florida Statute 1002.41 also states that it is the responsibility of the parent to provide a
- 9 written evaluation of the home education student's progress. With respect to the awarding
- 10 of high school credit, the Superintendent agrees to the following stipulations:
- 11 Amended 09-17-96, 07-21-98
- 12
- 13 • The student must present to the school principal a listing of the specific courses for which
- 14 credit is requested. Credits earned through institutions affiliated with the following
- 15 accrediting agencies will be accepted at face value as long as those courses can be aligned
- 16 with the Florida Course Code Directory:
- 17
- 18 ○ The Southern Association of Colleges and Schools
 - 19 ○ The Middle States Association of Colleges and Schools
 - 20 ○ The New England Association of Colleges and Schools
 - 21 ○ The North Central Association of Colleges and Schools
 - 22 ○ The Northwest Association of Colleges and Schools
 - 23 ○ The Western Association of Colleges and Schools
- 24

25 Such affiliation must be validated through appropriate documentation, which will remain on

26 file with Charter Schools and Educational Choices.

27

- 28 • Credits earned from an institution not accredited by the accrediting agencies listed in
- 29 subsection II.N.1 above may be granted under the following conditions: Amended 07-21-98,
- 30 07-01-08
- 31
- 32 • Courses can be aligned with the Florida Course Code Directory.
- 33
- 34 • Student must produce a portfolio for the course in which student is requesting credit which
- 35 has been reviewed by a Florida certified teacher in that subject area.
- 36
- 37 • The student must pass a comprehensive subject level examination with a minimum score of
- 38 60%. Amended 07-01-04
- 39
- 40 ○ In cases where there is no corresponding subject level examination, the student must
 - 41 pass an appropriate high school level final examination with a minimum score of 60%.
 - 42 The final examination must be prepared by a Florida certified teacher currently employed
 - 43 by the Osceola County School Board and teaching said course at the high school level.
 - 44
 - 45 ○ It will be the responsibility of the student's parents or guardians to procure, schedule,
 - 46 and locate qualified teachers to conduct evaluations for home education courses for
 - 47 which credit is requested.
 - 48
 - 49 ○ Examinations for the purpose of earning credit may be attempted two (2) times. Failure
 - 50 to pass an examination for a second time will require the student to enroll in his home-
 - 51 zoned school and to complete the course for which credit was requested.
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- A student enrolling in an Osceola County high school from home education cannot transfer earned credits in excess of the number of credits that student could normally earn per year in the student's home-zoned school.

- The School District of Osceola County is not authorized to provide regular high school diplomas to students who complete a high school course of study as a home education student. In order for home education students to earn a regular high school diploma from the District, the student must be enrolled as a full-time student for the entire semester prior to the expected date of graduation and have successfully completed all other graduation requirements as outlined in school Board policy. Amended 07-01-06

- Students who request credit according to the above stipulations shall be classified according to age/ grade appropriate placement. Any courses requested for credit must align with the graduation requirements and be contained within the maximum number of credits allowable under the District adopted Student Progression Plan. Adopted 09-17-96

- Home education students may participate in academic dual enrollment, career and technical education program, and early admission. Credit by examination is available through approved correspondence courses. The home education student is responsible for his/ her instructional materials and transportation unless provided for otherwise. The enrollment shall be in accordance with the guidelines established by the Community Colleges and State Universities. Adopted 07-02-96

1 **III. GRADE LEVEL CLASSIFICATION**

2 Amended 07-01-04

3
4 The purpose of the instructional program in the schools of Osceola County is to provide appropriate
5 instructional and selected services to enable students to perform at or above their grade level
6 academically. Grade classification, however, is based upon student achievement of academic
7 course credits, and is not automatic.

8
9 Decisions regarding a student's grade classification are primarily the responsibility of the individual
10 school's professional staff. The final decision concerning grade classification is the responsibility of
11 the principal.

12
13 **A. Attendance for Credit, Grades 9-12**

14 Amended 06-30-92, 07-21-98, 06-15-99, 06-27-00, 07-01-02, 07-15-03, 07-01-06, 07-01-09, 07-
15 01-10

- 17 • In order to receive full semester credit, a student must be enrolled in any school a minimum
18 of forty-five school days. Loss of credits shall be kept to a minimum.
- 19 • Students who enroll in school or class late shall be allowed to make up the class work.
- 20 • School activities shall not be counted as absences. Assigned work shall be turned in on the
21 date indicated by the teacher.

22
23
24
25 **1. Grading of Make-up Work**

26 Amended 07-01-06

- 27
28 ○ Make-up work shall be completed during a period of time equal to at least twice the time
29 for which the absence is excused, unless the teacher allows more time.
- 30
31 ○ Students whose absences have been approved as "excused" or "permitted", and who
32 complete the make-up assignments as required by school policy, shall receive grades
33 for the periods of such absences in the same manner as if not absent from school. Each
34 school shall establish procedures to ensure good attendance in each grading period.

35
36 Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1003.21, Florida
37 Statutes, and Chapter 75-130, Laws of Florida; Sections 1006.09, 1001.42, 1003.25, 1001.54,
38 1212.28, 1012.53, 1011.61, 1003.26, Florida Statutes, and SBR 6A-1.451

1 **B. General Requirements – Grades 9-12**

- 2
- 3 • A student, including an ELL student, will be placed in accordance with the number of credits
4 earned by the beginning of the school year. Amended 06-27-00
- 5
- 6 ○ A student must have earned 5 credits to be classified as a sophomore.
7 Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 8
- 9 ○ A student must have earned 11 credits to be classified as a junior.
10 Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 11
- 12 ○ A student must have earned 18 credits to be classified as a senior.
13 Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 14
- 15 • Students who transfer into Osceola County from public schools shall be classified according
16 to their grade placement at the school from which they transfer. Thereafter they will follow
17 classification as set up by Osceola County except for those students who transfer as
18 seniors.
- 19
- 20 • All **transfer students** will be expected to attempt to earn a minimum of three (3) credits per
21 semester in the year of their transfer; however, no requirement for specific course work will
22 be retroactive except as stated above.
- 23
- 24 • The requirements of the School Board shall not be retroactive for students transferring in
25 their senior year provided the student has met all requirements of the school, school district,
26 or state from which he/ she is transferring (6A-1.095). Adopted 06-30-92, Amended 06-27-
27 95, and 07-01-04
- 28
- 29 • Work or credits from state or regionally accredited SACS/ CITA public or private schools or
30 institutions shall be accepted at face value, subject to validation if deemed necessary.
31 Amended 07-01-02
- 32
- 33 • Students may be promoted to the next grade at the end of the first semester of a school
34 year provided they have earned the following number of eligible credits:
- 35
- 36 ○ Sophomore - 7 credits
- 37
- 38 ○ Junior - 14 credits
- 39
- 40 ○ Senior - 20 credits
- 41
- 42 Adopted 07-23-91, Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 43
- 44 • All students will be expected to remain a full-time student for four (4) years after enrolling as
45 a Grade 9 student, *unless* the student:
- 46
- 47 ○ Declares an intent to graduate on the three (3) year, 18 credits plan, or
- 48
- 49 ○ Declares an intent to graduate early under the 24 credits plan and meets all standard
50 diploma requirements.
- 51
- 52 ○ A student must make his or her declaration to graduate early *prior to* the first day of the
53 second semester of the school year in which the student intends to graduate.

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- Is an overage student enrolled in a dropout prevention program.
- Students who earn 24 or more credits prior to graduation will be encouraged to pursue advanced academic or vocational opportunities such as Advanced Placement, Dual Enrollment, International Baccalaureate, or Industry Certification programs.

Classification	Timeline	Credits Earned
Sophomore	<i>August</i>	5
	<i>January</i>	7
	<i>May</i>	11
Junior	<i>August</i>	11
	<i>January</i>	14
	<i>May</i>	18
Senior	<i>August</i>	18
	<i>January</i>	20
	<i>May</i>	24

Adopted 07-23-91, Amended 07-01-06, 07-01-09

C. General Requirements – Grades 9-12, Alternative Education Programs

Amended 01-05-10

- Students enrolled in alternative education programs may be promoted to the next grade provided they have earned the following number of credits:
 - Sophomore - 5 credits
 - Junior - 11 credits
 - Senior - 18 credits

D. Student Performance Levels for Reading, Writing, Mathematics, and Science

Amended 07-15-03, 07-01-09

- Florida Statute 1008.25 requires that the district define specific levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance will be used to identify students who **must** receive remediation or be retained within an intensive program that is different from the previous year’s program and takes into account the student’s learning style.
- In compliance with School Board’s Objective (Improve accepted measures of success annually) and Florida Statute 1008.25, students will be identified as performing at one of three levels which indicates a student’s achievement:
 - above grade level,
 - at grade level, or
 - below grade level.

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- 1 • Performance levels are determined by various indicators that will include, but are not limited
2 to, multiple measures using appropriate grade-level assessments as well as teacher
3 judgment.
4

5 **1. Required Program of Study – Grades 9-12**

- 6 • A student’s performance level should be based on standardized test results, daily
7 assignments, teacher observation, teacher made tests, satisfactory attainment of the
8 student performance standards in the curriculum frameworks and other objective
9 information. If the achievement level is not met, the teacher shall utilize deficiency/
10 progress reports to communicate with the parent during the grading period. Notices to
11 parent/ guardian of ELL students must be provided in the primary language, whenever
12 feasible. Amended 06-27-00 7/ 01/ 02, 07-01-04, and 07-01-06
13

14 **2. Possible Assessments**

- 15 • District-adopted program assessments
16 • Stanford Diagnostic Reading Test (SDRT)
17 • FCAT Reading
18 • FCAT Mathematics
19 • FCAT Writing
20 • Florida End of Course Assessments (EOC)
21 • Comprehensive English Language Learning Assessment (CELLA)
22 • Fitness Gram
23

24 **3. Promotion of ESE Students**

- 25 • Students enrolled in exceptional student programs shall be promoted based on the
26 acquisition of credits. Credits are earned through the successful completion of the
27 Florida Standards or Access Points to the Florida Standards in reading/ language arts,
28 math, and science at the Independent, Supportive, or Participatory Level Amended 06-
29 28-94, 06-27-95, 07-21-98, 07-15-03, 07-01-06, 07-01-09
30

31 **E. STUDENT PERFORMANCE LEVEL CHART**

32 Amended 07-01-09
33

34 The chart on the following page defines five levels of student performance within each grade
35 level and outlines the required factors to be considered in end-of-year decision-making for
36 promotion of students to the next grade level.

GRADES 9-12	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS, AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION				
Classroom Performance	Factors to Consider in End-of-Year Decision-Making				Decisions for Next Year
<ul style="list-style-type: none"> • School-Based Placement Committee • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • ELL Students - English Language Development • ESE - IEP performance goals and assessments • Parent conference and consultation • Principal recommendation 	<i>Student Performance Level</i>	<i>FCAT-SSS Reading and Math; (FCAT Science, Grade 11 only)</i>	<i>FCAT Writing</i>	<i>Did the student have an PMP¹ this year?</i>	<i>New PMP¹ Required Next Year?</i>
	Above Grade Level	Achievement Level 4, 5	5.0, 5.5, 6.0	NO	NO
	On Grade Level	Achievement Level 3	3.5, 4.0, 4.5	NO	NO
	Below Grade Level, Minimally	Achievement Level 2*	2.0, 2.5, 3.0	YES	YES
				NO	YES
	Below Grade Level, Considerably	Achievement Level 1*	1.0, 1.5	YES	YES
				NO	YES
	Below Grade Level, Substantially	Achievement Level 1*	0	YES	YES
NO				YES	
<p>¹ Progress Monitoring Plan</p> <ul style="list-style-type: none"> • *To demonstrate annual learning gains, Grade 9 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 78 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 55 DSS points in FCAT-SSS Math. • *To demonstrate annual learning gains, Grade 10 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 78 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 49 DSS points in FCAT-SSS Math. 					

1 **F. Progress Monitoring Plan (PMP) Process**

2 Amended 7-15-03, 07-01-04, and 07-01-06

- 3
- 4 • As required by Florida Statute 1008.25 (4)(b), schools must develop in consultation with
5 student's parent(s), a School District of Osceola County Progress Monitoring Plan(PMP) for
6 students who do not meet district and state levels of proficiency in reading, writing,
7 mathematics, and science.
8
 - 9 • Principals are to establish procedures by which parents are notified when it has been
10 determined that their child needs improvement at the grade or course in which he or she has
11 been placed. In cooperation with the parents, an Progress Monitoring Plan will be written
12 which may include, but is not limited to, an extension of the school year, a special class
13 within the regular school, and/ or a remedial program within or outside the school day
14 including Saturday School (for ELL students, see below). Amended 07-21-98 and06-27-00
15
 - 16 • Each Progress Monitoring Plan must outline an intensive remedial program in the area(s) of
17 weakness designed to assist the student in meeting state and/ or district expectations for
18 proficiency.
19
 - 20 • **The Progress Monitoring Plan must clearly identify the:**
 - 21 ○ specific, diagnosed academic needs to be remediated,
 - 22 ○ success-based intervention strategies to be used,
 - 23 ○ the intensive
 - 24 ○ variety of remedial instruction to be provided, and
 - 25 ○ monitoring and reevaluation activities to be employed.

26 Section 1008.25 (4)(b), Florida Statutes

- 27
- 28
 - 29 • Each student who does **not** meet the levels of performance as determined by the district
30 **must** be provided with additional diagnostic assessments to determine the nature of the
31 student's difficulty and areas of academic need. Section 1008.25 (4)(a), Florida Statutes
32
 - 33 • Data from the additional assessments are to be used to formulate the student's PMP.
34
 - 35 • Schools shall also provide for the frequent monitoring of the student's progress. Section
36 1008.25 (4)(b), Florida Statutes
37
 - 38 • Diagnosis and remediation will occur as soon as possible after a student has been identified
39 as deficient in reading, writing, mathematics, and/ or science. Section 1008.25(4)(b), Florida
40 Statutes
41
 - 42 • If the student identification occurs during the fourth marking period, the diagnosis will be
43 made at the beginning of the following school year with remediation immediately following.
44
 - 45 • A student who is not meeting the school district or state requirements for proficiency in
46 reading and math shall be covered by one of the following plans to target instruction and
47 identify ways to improve his or her academic achievement:
48
 - 49 • A federally required student plan, such as an individual education plan, Section 1008.25
50 (4)(b)1, Florida Statutes;
 - 51 ○ A schoolwide system of progress monitoring for all students, Section 1008.25 (4)(b)2,
52 Florida Statutes; or
 - 53 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida Statutes

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- The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by Section 1011.62 (8), Florida Statutes, shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. Section 1008.25 (4)(b)3, Florida Statutes
 - **Diagnostic assessments may include, but are not limited to:**
 - teacher assessment
 - text/ placement tests
 - diagnostic software
 - Stanford Diagnostic Reading Test.
 - **Intensive instruction is usually associated with the following:**
 - diagnostic/ prescription
 - targeted to specific skill development
 - variety of opportunities for repetitions (repeated exposure)
 - smaller chunks of text or content
 - guided and independent practice
 - skill development and practice integrated into all activities
 - frequent monitoring
 - criterion-based evaluation of success.
 - Students in Grades 9-12 whose performance in reading, writing, mathematics, and/ or science requires remediation **must** have a PMP or comparable individual academic plan.
 - Students whose performance is minimally below grade level may need a PMP.
 - PMP's are required for Grades 9-12 students who are performing below grade level.
 - An existing PMP is to be **closed** at the conclusion of the school year.
 - At that time, the teacher(s) of the student who had a PMP is to make recommendations regarding the student's educational program for the following year.
 - The PMP should be placed in the student's permanent record at the close of each year or at the time of student withdrawal.
 - If a student is to continue remediation during the following year, he or she is to receive a **new PMP**.
 - The new PMP is to be developed through the collaboration of the receiving teacher(s) and the parent(s)/ guardian(s) and approved by the principal.
 - Recommendations of the sending teacher(s) are to be reviewed as part of the PMP progress.
 - Students who do not meet minimum performance expectations for the statewide assessment tests in reading, writing, mathematics, and/ or science must continue remedial instruction until expectations are met.

1 **1. ELL Students – Progress Monitoring Plan Process**

2 Amended 07-15-03 and 07-01-06

- 3
- 4 • English Language Learner students who are unable to demonstrate mastery in
- 5 academic subject areas as described in the Student Progression Plan will be referred to
- 6 a Progress Monitoring Plan / ELL committee. This committee will develop an PMP for
- 7 the student in accordance with the following guidelines and procedures:
- 8 Adopted 06-27-00
- 9
- 10 ○ The reason for the academic under-performance of an ELL student must **not** imply
- 11 that he/ she needs an extra year to learn English or that it is due to the student's lack
- 12 of English proficiency.
- 13
- 14 ○ Establish lack of academic progress in reading, writing, mathematics, and science
- 15 using a composite of indicators that includes, but is not limited to: grade level
- 16 checklists, pre-tests and post-tests, CELLA results, alternate assessment results,
- 17 previous academic records, diagnostic assessment in the home language, and any
- 18 other appropriate indicator of academic progress.
- 19
- 20 ○ The first PMP/ ELL committee meeting develops a Progress Monitoring Plan that
- 21 includes a list of intensive remedial instructional strategies designed to assist the
- 22 ELL student (NOTE: ESOL accommodations are not considered remedial
- 23 strategies).
- 24
- 25 ○ The second PMP committee meeting, with ESOL representation, is held within 18
- 26 weeks to review the effectiveness of the remedial strategies. If the ELL student does
- 27 not make satisfactory progress, the curriculum may be suspended and intense
- 28 remedial instruction in reading and/ or mathematics is provided based on the
- 29 student's deficiencies.
- 30
- 31 ○ If the ELL student still has not made satisfactory progress after implementing the
- 32 Progress Monitoring Plan for at least 27 weeks, the ELL committee may recommend
- 33 retention unless conditions exist such that retention would be more adverse for the
- 34 student than promotion.
- 35
- 36 ○ The ELL Committee may exempt ELL students from the retention provision. The
- 37 ELL student may be recommended for promotion based on at least three (3) good
- 38 cause considerations such as educational background, academic ability in home/
- 39 native language, receipt of two (2) years or less of instruction in an approved ESOL
- 40 program, current academic progress corresponding to the language arts through
- 41 ESOL manual, acculturation to new culture, home support, age appropriateness, and
- 42 mobility.
- 43

1 **2. Gifted Students**

2 Amended 07-15-03 and 07-01-06

- 3
- 4 • For a gifted student who is performing below grade level, it is appropriate to develop a
 - 5 PMP. Accommodations and/ or interventions are to be addressed through the Gifted
 - 6 Educational Plan (GEP) process.

7

8 **3. Students with Disabilities – Progress Monitoring Plan Process**

9 Amended 07-15-03 and 07-01-06

10

11 **a) 504 Students**

12 Amended 07-01-04, 07-01-06, 07-01-09

13

14 A PMP is to be developed for a 504 student who does not meet district and state levels

15 of proficiency in reading, writing, mathematics, and/ or science.

16

17 **b) ESE Students**

18 Amended 07-01-06

- 19
- 20 • A student who is not meeting the school district or state requirements for proficiency
 - 21 in reading and math shall be covered by one of the following plans to target
 - 22 instruction and identify ways to improve his or her academic achievement:
 - 23
 - 24 • A federally required student plan, such as an individual education plan, Section
 - 25 1008.25 (4)(b)1, Florida Statutes;
 - 26 ○ A schoolwide system of progress monitoring for all students, Section 1008.25
 - 27 (4)(b)2, Florida Statutes; or
 - 28 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida
 - 29 Statutes
 - 30
 - 31 • If the student's federally required plan does not address the student's deficiency in
 - 32 reading or mathematics as required by Florida law, then the school must address
 - 33 these deficits in either a school-wide progress monitoring system or an individual
 - 34 progress-monitoring plan.
 - 35
 - 36 • When an ESE student is determined to be performing below grade level in reading,
 - 37 writing, or mathematics, the ESE/ Regular Education Teacher should write a PMP to
 - 38 address the student's educational needs. The PMP should be developed with the
 - 39 involvement of the parent/ guardian.
 - 40
 - 41

1 **G. Retention**

2 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-01-02, 07-15-03, 07-01-04, 07-01-06, 07-
3 01-09

- 4
- 5 • **No student may be assigned to a grade level based solely on age or other factors that**
6 **constitute social promotion.** Section 1008.25 (6)(a), Florida Statutes, Adopted 06-19-01
 - 7
 - 8 • **Retention decisions will not be made on a single test score.** Adopted 06-19-01
 - 9
 - 10 • Students in Grades 9-12 who are identified as being considerably or substantially below
11 grade level in reading, writing, mathematics, and/ or science **must** receive remediation and
12 require a PMP.
 - 13
 - 14 • The principal, upon written authority from the Superintendent, may promote a student who
15 has been previously retained if the principal determines that standards have been met, and
16 the student will be able to benefit from instruction at the higher grade. If the placement
17 involves a new school, the assignment will occur at the time agreed upon by both the
18 sending and receiving principal. Amended 06-15-99 and 07-01-02
 - 19
 - 20 • Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory
21 remediation program.
 - 22
 - 23 • Eighth grade students promoted to the ninth grade may take courses during the extended
24 school year for acceleration.
 - 25

1 **1. Retention Considerations for ELL Students**

2 Amended 06-27-00

- 3
- 4 • An ELL student who has received more than two (2) years of instruction in an approved
 - 5 ESOL program may be retained when there is lack of academic progress in grade level
 - 6 concepts.
 - 7
 - 8 • The ELL committee shall meet to document the evidence indicating lack of academic
 - 9 progress and to recommend retention. The parent/ guardian shall be invited to attend.
 - 10
 - 11 • The teacher(s) must show extensive documentation of the ESOL strategies used to
 - 12 provide the student with understandable instruction.
 - 13
 - 14 • The reason for retention **must not imply** the student needs an extra year to learn
 - 15 English or that the under-performance is due to the child's limited English proficiency.
 - 16

17 **2. Retention Considerations for Students with Disabilities**

18 **a) 504 Students**

19 Amended 07-01-04, 07-01-09

- 20 • A student with a 504 Plan must meet the district and state levels of proficiency.
- 21

22 **b) ESE Students**

23 Amended 07-21-98, 07-15-03, 07-01-06, 07-01-09

- 24 • A student enrolled in ESE **must** meet either the Florida Standards or the Access
- 25 Points for Florida Standards in reading/language arts, math, and science at the
- 26 Independent, Supported, or Participatory levels, or Florida Standards for special
- 27 diploma in social studies.
- 28
- 29
- 30
- 31

1 **H. Remediation** Amended 07-15-03, 07-01-04, and 07-01-06
2

- 3 • Progress Monitoring Plans must be provided to all students:
4 ○ who scored Level 1 or Level 2 on FCAT-SSS Reading or Math or below a 3.0 on
5 FCAT Writing,
6 ○ substantially behind in credits, and
7 ○ with a GPA less than 2.0. Amended 07-21-98, 06-15-99, 06-27-00, 07-01-04,
8 and 07-01-06
9
- 10 • Remediation must be based on the results of diagnostic assessment(s) and it must
11 be systematically embedded in the total educational program for the student. The
12 daily instruction for the student will be modified based on both the diagnosis and the
13 contents of the PMP or other educational plan(s) (e.g., IEP, ELL Student Plan).
14 Remediation must include an instructional program that is not identical to that
15 provided during the previous school year.
16
- 17 • The PMP must include one or more of the following instructional intervention
18 strategies:
19 ○ tutoring
20 ○ classroom organization
21 ○ instructional alternatives
22 ○ assignment alternatives-adaptations
23 ○ ESE referral
24 ○ other (see Section 1008.25, Florida Statutes).
25
- 26 • Parents of students who have been identified as needing remediation may contract
27 with state certified teachers or enroll students in an approved remedial program to
28 teach individual students in lieu of attendance in a remedial school program.
29 However, if the parent chooses this option, he or she must notify the child's school
30 principal in writing within fifteen (15) days after the PMP conference. Such students
31 will be required to pass a school-approved exam.
32

1 **I. Extended School Year**
2

- 3 • High school students may attend an extended school year program for grade
4 forgiveness, remediation, and when provided accelerated credit.
5 Amended 06-27-00, 07-01-09
6

7 **1. ELL Students**
8

- 9 • All English Language Learner (ELL) students in Grades9-12, are eligible for
10 an extended school year for either academic or language maintenance
11 needs, provided the services are rendered at the school. The following
12 requirements must be met:
13 ○ The need for an extended school year must be documented in the
14 student’s ELL Student Plan.
15 ○ The specific academic or language maintenance needs of the student
16 must be listed in the student’s ELL Student Plan.
17

18 **2. Students with Disabilities**
19

20 **a. 504 Students**
21

- 22 • Section 504 students may participate in an extended school year if it
23 is available and if the students meet the same eligibility requirements
24 as established for all regularly attending students. The current
25 Section 504 Plan would remain in effect for the extended school year.
26 Adopted 07-01-09
27

28 **b. ESE Students**
29

- 30 • The determination of Extended School Year (ESY) services is a
31 decision of the Individual Educational Planning team. Services are
32 recommended when the data collected over the course of the school
33 year, including before and after scheduled breaks in instruction,
34 indicate a significant regression in life skills. These are skills that
35 cannot be recouped within a reasonable amount of time without ESY
36 services. ESY services may include direct or indirect special
37 education services, related services, or some combination of these.
38 Adopted 06-27-00, Amended 07-15-03
39

40 **3. Home Education Students**
41

- 42 • Home education students may participate in an extended school year
43 if it is available and if they meet the same eligibility requirements as
44 established for all regularly attending students.
45
46 • Students who expect to earn credit in a home education program
47 during the summer must register with the Superintendent by the end
48 of the first grading period (second week).
49
50

1 **IV. GRADUATION REQUIREMENTS**

2 Amended 06-30-92, 07-29-97, 07-15-03, 07-01-06, 07-01-09, 07-01-12

3
4 To graduate from high school a student must meet all the requirements of this plan, demonstrate
5 mastery of the Student Performance Standards (Sections 1001.03, 1010.305, Florida Statutes), and
6 meet all requirements established by the Florida Department of Education and the School Board of
7 Osceola County.

8
9 **A. Course Credit Requirements**

10 Amended 07-01-04, 07-01-06, 07-01-09, 07-01-10, 07-01-12, 07-01-13, 07-01-14

- 11
12 • Beginning with the 2003-2004 school year, all students scheduled to graduate in 2004 and
13 thereafter may select one of the graduation options listed on the following charts that applies
14 to the year of the student's enrollment as a Grade 9 student.
15

Graduation Requirements for Students Entering Grade 9 in
2007-2008 through 2009-2010 School Years

Subject Area	Four Year 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three-Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university system (SUS)	3 credits, one of which must be Algebra I or its equivalent
Science	3 credits in science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required	Not required
Electives	8 credits	2 credits in electives	3 credits in single vocational/ career education program and 2 credits in electives <u>OR</u> 3 credits in single career/ technical certificate dual enrollment and 2 credits in electives <u>OR</u> 5 credits in vocational/ career education (including 3 credits in one sequential career and technical education program)
Total	24 Credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)

Graduation Requirements for Students Entering Grade 9 in 2010-2011

Subject Area	Four Year 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three-Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher- level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech and Debate. or	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/ career education program and 1 elective credit <u>OR</u> 3 credits in single career/ technical certificate dual enrollment and 1 elective credit <u>OR</u> 4 credits in vocational/ career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
Total	24 Credits	18 credits	18 credits

Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements		<ul style="list-style-type: none"> • Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) • Algebra 1 EOC Assessment is required and the results will count as 30 percent of the final course grade, if enrolled. 	
Special Notes <ul style="list-style-type: none"> • All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. 			

Graduation Requirements for Students Entering Grade 9 in 2011-2012

Subject Area	Four Year 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three-Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher- level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/ career education program and 1 elective credit <u>OR</u> 3 credits in single career/ technical certificate dual enrollment and 1 elective credit <u>OR</u> 4 credits in vocational/ career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
Total	24 Credits	18 credits	18 credits

Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> • Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). • Students must earn a passing score or attain an equivalent score on the Algebra 1 EOC Assessment in order to earn course credit. • Geometry and Biology 1 EOC Assessment is required and the results will constitute 30 percent of the student's final course grade, if enrolled. 		
Special Notes <ul style="list-style-type: none"> • All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. 			

Graduation Requirements for Students Entering Grade 9 in 2012-2013

Subject Area	Four Year 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three-Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech and Debate,	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit <u>OR</u> 3 credits in single career/technical certificate dual enrollment and 1 elective credit <u>OR</u> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
Total	24 Credits	18 credits	18 credits

Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> • Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). • Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit. 		
<p>Special Notes</p> <ul style="list-style-type: none"> • All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. • At least one course within the 24-credit program must be completed through online learning. 			

Graduation Requirements for Students Entering Grade 9 in 2013-2014

Subject Area	Four Year 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three-Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its Equivalent
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech and Debate,	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit <u>OR</u> 3 credits in single career/technical certificate dual enrollment and 1 elective credit <u>OR</u> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
Total	24 Credits	18 credits	18 credits

Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> • Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). • Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit. 		
<p>Special Notes</p> <ul style="list-style-type: none"> • All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. • At least one course within the 24-credit program must be completed through online learning. • Industry certification courses that lead to college credit may substitute for up to: <ul style="list-style-type: none"> ○ 2 mathematics credits; and ○ 1 science credit. 			

- 1 • Students who selected the accelerated option before July 1, 2004, are grandfathered in
2 under the original state requirements.
3
- 4 • Florida Statute 1003.43 permits that participation in an interscholastic sport, at the junior
5 varsity, or varsity level for two full seasons, may substitute for the Physical Education
6 requirement if the student passes a competency test on personal fitness with a score of “C”
7 or better. This substitution fulfills the Physical Education requirement but does not grant
8 credit toward the overall 24-credit state requirement for graduation.
9
- 10 • Students who entered prior to the 2007 school year and are enrolled in a marching band
11 class or a physical activity class that requires participation in marching band activities may
12 substitute ½ the Physical Education requirement with participation in the marching band.
13 This substitution fulfills ½ the Physical Education requirement but does not grant credit
14 toward the overall 24-credit state requirement for graduation. Amended 7/ 01/ 02 and 07-
15 01-06
16
- 17 • Students must still satisfy the 24-credit requirement for graduation by earning equivalent
18 credit in another course but will not be required to meet the one (1) credit requirement in
19 physical education. The Physical Education credit cannot be required of ninth grade
20 students. Adopted 07-29-97, Amended 07-21-98
21
- 22 • Students who entered Grade 9 prior to the 2007-08 school year may fulfill the practical arts
23 requirement with any credit for a secondary or eligible postsecondary course in the Career
24 and Technical Section of the Florida Course Code Directory or by substituting one of the
25 basic Computer Education Courses or Journalism II, III or IV on a curriculum equivalency
26 basis. Amended 07-01-08
27
- 28 • Students who entered Grade 9 in the 2007-08 school year and thereafter may fulfill the fine
29 or performing arts requirement with a practical arts credit from an official Florida Department
30 of Education list of eligible courses approved by the State Board of Education that
31 incorporate artistic content and techniques for creativity, interpretation, and imagination.
32 Adopted 07-01-08
33
- 34 • No more than one (1) credit in Exploratory Technical courses may be used for credit toward
35 high school graduation.
36
- 37 • A student may not enroll in Level I courses unless the assessment of the student indicates
38 that a more rigorous course of study would be inappropriate, in which case, a written
39 assessment of the need must be included in the student’s individual education plan or in a
40 student performance plan signed by the principal, guidance counselor, and the parent.
41 Adopted 7/ 29/ 04
42

43 Amended 07-21-98, 06-27-00, and 07-01-04
44

1 **B. Cumulative Grade Point Average (GPA) Requirements**

- 2
- 3 • All students must maintain a **cumulative grade point average of 2.0 on a 4.0 scale** as
- 4 required by Florida Statute 1003.43. Parents of students who have cumulative grade point
- 5 averages less than 0.5 above the required graduation level shall be notified that the student
- 6 is at risk of not meeting the graduation requirements. This notification shall be in the form
- 7 provided in the District approved reporting procedures. Adopted 07-29-97, Amended 06-19-
- 8 01
- 9
- 10 • For those students at each grade level in Grades 9 through 12 who have attained a
- 11 cumulative grade point average at or below the minimum required for graduation, the
- 12 following options will be made available. (Adopted 07-29-97, Amended 06-27-00, 06-19-01,
- 13 and 07-01-04)

14

15 **1. Grade Forgiveness Policy**

- 16 ○ Students entering ninth grade in 2000-2001 and thereafter who earn grade of “D” or “F”
- 17 may retake a course to improve their skills, grade, and GPA.
- 18
- 19 ○ The grade forgiveness policy for **required courses** shall be limited to replacing a grade
- 20 of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or
- 21 the equivalent of a grade of “C” or higher, earned subsequently in the **same or**
- 22 **comparable course**.
- 23
- 24 ○ The grade forgiveness policies for **elective courses** shall be limited to replacing a grade
- 25 of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or
- 26 the equivalent of a grade of “C” or higher, earned subsequently in **another course**.
- 27
- 28 ○ The only exception to these forgiveness policies shall be made for a **student in the**
- 29 **middle grades who takes any high school course for high school credit** and earns
- 30 a grade of “C,” “D,” or “F” or the equivalent of a grade of “C,” “D,” or “F.” In such case,
- 31 the grade forgiveness policy shall allow the replacement of the grade with a grade of “C”
- 32 or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the **same**
- 33 **or comparable course**.
- 34
- 35 ○ In all cases of grade forgiveness, only the new grade shall be used in the calculation of
- 36 the student’s grade point average or athletic eligibility. Any course grade not replaced
- 37 according to a district school board forgiveness policy shall be included in the calculation
- 38 of the cumulative grade point average required for graduation. [Florida Statute
- 39 1003.428(4)(d)]

40

41 Adopted 07-29-97;

42 Amended 1/ 16/ 01, 07-01-04, 07-01-07, and 02-05-08

43

- 44 • Students who have not attained the required grade point average are eligible for an
- 45 extended school year in an attempt to raise the cumulative grade point average. Adopted
- 46 07-29-97, Amended 07-01-09
- 47

1 **C. Florida Comprehensive Assessment Test (FCAT) Requirement**

2 Amended 02-05-08, 07-01-09, 07-01-12, 07-01-14

3
4 **1. Graduation Requirements**

5
6 The assessments students must pass in order to graduate with a standard high school
7 diploma are determined by their year of enrollment in Grade 9. Table 1 lists the required
8 assessments for each Grade 9 cohort for FCAT 2.0 Reading and the Algebra 1 End-of-
9 Course (EOC) Assessment. Table 4 lists the requirements for Grade 9 cohorts required to
10 pass the FCAT.

11
12 **Table 1: Assessment Requirement by School Year**

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment(s) that Students Must Pass in Order to Graduate
2010-11	<ul style="list-style-type: none">Grade 10 FCAT 2.0 Reading
2011-12 to Present	<ul style="list-style-type: none">Grade 10 FCAT 2.0 ReadingAlgebra 1 EOC Assessment

13
14 The State Board of Education established Achievement Levels for FCAT 2.0 Reading and
15 the Algebra 1 EOC Assessment on December 19, 2011. Table 2 shows the passing
16 score for each assessment depending on the year students entered Grade 9.

17
18 **Table 2: Passing Scores for the Required Assessments**

Assessment	Year Student Entered Grade 9	
	2010-11	2011-12 to Present
FCAT 2.0 Reading	245	245
Algebra 1 EOC Assessment	N/A	399 or above

19
20 **2. Graduation Options**

21
22 **a) Retaking the Statewide Assessments**

23
24 Students can retake the Grade 10 FCAT 2.0 Reading test or Algebra 1 EOC
25 Assessment each time the test is administered until achieving a passing score, and
26 students can enroll beyond the twelfth grade year should they need additional instruction
27 to pass an assessment. Students currently have up to five opportunities to pass the
28 Grade 10 FCAT 2.0 Reading test before their scheduled graduation. Students who do
29 not pass FCAT 2.0 Reading in the spring of their tenth-grade year may retest in fall and
30 spring of their eleventh- and twelfth-grade years. The number of opportunities to retake
31 the Algebra 1 EOC Assessment will depend on when students first take the test, since
32 they typically take it at the conclusion of the course. The Algebra 1 EOC Assessment is
33 currently administered four times each year: fall, winter, spring, and summer.

1 **b) Concordant and Comparative Scores Option**

2
3 A student can also graduate by receiving a score concordant to the FCAT 2.0 passing
4 score on either the ACT or SAT and a score comparative to the Algebra 1 EOC
5 Assessment passing score on the Postsecondary Education Readiness Test (PERT) (for
6 FCAT concordant scores, see Table 4). FCAT 2.0 concordant scores for students
7 entering grade 9 in 2010-11 and after were established in January 2013 by the
8 department. These concordant scores and the Algebra 1 EOC Assessment comparative
9 score for students entering Grade 9 in 2011-12 and after were established in rule by the
10 State Board of Education in September 2013.

11
12 Table 3 shows the concordant and comparative scores students must achieve based on
13 the year they entered Grade 9. Even if they have achieved a concordant score before
14 the Grade 10 assessment, all students enrolled in Grade 10 are required to participate in
15 the statewide assessments in accordance with Section 1008.22, Florida Statutes.
16 Additionally, if students have achieved a comparative score on the PERT prior to
17 enrolling in and completing Algebra 1 or an equivalent course, they must take the
18 Algebra 1 EOC Assessment in accordance with Section 1008.22, Florida Statutes.
19 Additional guidance regarding FCAT concordant scores is posted at:

- 20
21 • <http://www.fldoe.org/BII/StudentPro/resources.asp>

22
23 **Table 3: Concordant and Comparative Scores by Year Students Entered Grade 9**

Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
FCAT 2.0	245	N/A
SAT	430	N/A
ACT	19	N/A
Algebra 1 EOC Assessment	N/A	399
PERT	N/A	97

24
25 **c) High School Diploma Scholar Designation**

26
27 To qualify for a standard high school diploma Scholar designation, students must earn
28 passing scores on each of the following statewide assessments:

- 29
30 • Biology 1 and
31 • U.S. History

32
33 The passing score for each EOC assessment is the minimum score in Achievement
34 Level 3 (see <http://fcats.fldoe.org/fcat2/pdf/achlevel.pdf>). For students who took an EOC
35 assessment during its implementation year, districts may opt to convert the reported T
36 scores to the established score scale to determine the Achievement Level a student
37 would have earned if the achievement standards had been implemented at that time, or
38 a district may allow these students to retake the test. Districts received a conversion
39 table that may be used to convert students' T scores into the established scale scores.
40 Additionally, districts may choose to administer an EOC assessment to students who did
41 not have an opportunity to take it if they wish to qualify for the Scholar designation.
42

1 **d) Waivers for Students with Disabilities**
2

3 Students with disabilities who are working toward a standard high school diploma are
4 expected to participate in the FCAT 2.0 and Florida EOC Assessments; however,
5 legislation provides for a waiver of the FCAT 2.0 or Algebra 1 EOC Assessment as a
6 requirement for graduating with a standard high school diploma for students with
7 disabilities whose abilities cannot be accurately measured by the statewide
8 assessments. Pursuant to Section 1008.22(3)(c)2., Florida Statutes, "A student with a
9 disability, as defined in Section 1007.02(2), Florida Statutes, for whom the individual
10 education plan (IEP) team determines that the statewide, standardized assessments
11 under this section cannot accurately measure the student's abilities, taking into
12 consideration all allowable accommodations, shall have assessment results waived for
13 the purpose of receiving a course grade and a standard high school diploma. Such
14 waiver shall be designated on the student's transcript." For additional information,
15 contact the Bureau of Exceptional Education and Student Services at:
16

- 17 • <http://www.fldoe.org/ese/>
18

19 **e) General Education Development (GED) Tests**
20

21 GED tests are designed to provide an opportunity for adults who have not graduated
22 from high school to earn a state of Florida diploma by measuring the major academic
23 skills and knowledge associated with a high school program of study that graduating
24 seniors should know and be able to do, with increased emphasis on workplace and
25 higher education. Passing GED tests may require some preparation. Local adult
26 education programs sponsored by school districts, colleges, and community
27 organizations may assist students with determining how to best prepare for the tests.
28 Additional information and resources regarding the GED may be accessed at
29 <http://ged.fldoe.org/default.asp>.
30

31 **3. Previous Scores Required for Graduation**
32

33 **a) Students Originally Scheduled to Graduate between 2004 and 2013**
34

35 Students who entered Grade 9 in the 2008-09 school year or prior and were originally
36 scheduled to graduate between 2004 and 2012 must earn passing scores on Grade 10
37 FCAT Reading and Mathematics, or their equivalents. Beginning in 2012-13, students
38 who have not achieved a passing score on FCAT Reading may take the FCAT 2.0
39 Reading Retake. Students who entered Grade 9 in the 2009-10 school year must earn
40 an alternate passing score (comparable to the passing score for Grade 10 FCAT
41 Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10
42 Mathematics. The required passing and concordant scores for students who entered
43 grade 9 from 2001-01 to 2009-10 are provided in Table 4.
44
45

1

Table 4: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above (Last administered in 2011-12)	1889 (scale score of 300) or above
FCAT 2.0	241 or above*	N/A
SAT Concordant Score	410 (for those students who entered grade 9 in 2006-07 or earlier) 420 (for those students who entered grade 9 in 2007-08, 2008-09 or 2009-10)	340**
ACT Concordant Score	15 (for those students who entered grade 9 in 2006-07 or earlier) 18 (for those students who entered grade 9 in 2007-08, 2008-09 or 2009-10)	15

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*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in Grade 9 if the score is dated March, 2005, and beyond. Additional guidance is provided in the document posted at:

- <http://www.fldoe.org/asp/k12memo/pdf/PolicyGuidance.pdf>

1 **b) Class of 2003**
2

3 Students who were originally scheduled to graduate in 2003 are still eligible for a lower
4 passing score of 1856 (scale score of 287) or higher on Grade 10 FCAT Reading and
5 1868 (scale score of 295) or higher on Grade 10 FCAT Mathematics tests. Students
6 eligible for this requirement may satisfy it by earning a Grade 10 FCAT 2.0 Reading
7 score of 236 or higher.
8

9 **(1) High School Competency Test (HSCT)**

10 Passing scores on the FCAT Reading, FCAT Mathematics, and FCAT 2.0 Reading have
11 been established for students who were previously required to pass the HSCT. The
12 concordant scores are provided in Table 5.
13
14

15 **Table 5: HSCT/ FCAT Concordant Scores for Eligible Students**

Assessment	Reading	Mathematics
FCAT 2.0	229	N/A
FCAT	1753 (scale score of 268) (Last administered in 2011-12)	1799 (scale score of 278) (Last administered in 2012-13)
HSCT	700 (Last administered in June 2008)	700 (Last administered in June 2008)

16 **Note:** The approved HSCT concordant score for the 2011 FCAT 2.0 Reading test is an
17 FCAT Equivalent Score of 268.
18
19

1 **4. ESE Students**
2

- 3 • The Individual Education Plan (IEP) team may waive the FCAT as a requirement for
4 graduation with a standard high school diploma for students with disabilities whose
5 abilities cannot accurately be measured by the statewide assessment test. This
6 provision applies to seniors beginning with the class of 2003.
7
- 8 • Per Section 1003.43 (11), Florida Statutes, students eligible for consideration are those
9 students with disabilities who:
- 10 ○ are currently seniors in high school who have an IEP and for whom the FCAT is the
11 graduation test.
 - 12 ○ have met the state's graduation requirement of 24 credits/ courses and 2.0
13 cumulative GPA, and any other district requirements for graduation with a standard
14 diploma.
 - 15 ○ have taken the Grade 10 FCAT with allowable accommodations at least twice but
16 have not attained a passing score (e.g., one opportunity in Grade 10 and one
17 opportunity in Grade 11).
 - 18 ○ have participated in intensive remediation for FCAT Reading and for FCAT
19 Mathematics, if passing scores were not earned.
 - 20 ○ have demonstrated mastery of the Grade 10 Florida Standards.
 - 21 ○ For whom the IEP team determines that the FCAT cannot accurately measure the
22 student's abilities taking into consideration allowable accommodations.

23
24 Amended 06-15-99, 06-27-00, 07-15-03, 07-01-05, 07-01-06, 05-19-09
25

1 **D. End-of-Course Assessment Requirements**

2 Adopted 07-01-10, 02-07-12, 06/05/12, 08/07/12

- 3
- 4 • Beginning in the 2011-2012 school year, in order to earn course credit, students must earn a
- 5 passing score on the statewide, standardized end-of-course assessment (EOC) for:
- 6
- 7 ○ Algebra I
- 8
- 9 • A minimum of 30% of the student's course grade must be comprised of performance on the
- 10 statewide, standardized assessment if one is required for that course.
- 11
- 12 • A student with a disability, as defined in Section 1007.02(2), Florida Statutes, for whom the
- 13 IEP committee determines that an end-of-course assessment cannot accurately measure
- 14 the student's abilities, taking into consideration all allowable accommodations, shall have
- 15 the end-of-course assessment results waived for the purpose of determining the student's
- 16 course grade and credit.
- 17
- 18 • If a student transfers into an Osceola high school from out of country, out of state, a private
- 19 school, or a home school, and the student's transcript, or equivalent document required for
- 20 official decision-making for EOC assessments and course credits, shows credit received in
- 21 any course for which the state administers an EOC assessment for eligible credit, the
- 22 student shall be exempt from the EOC course requirement.
- 23

1 **E. Student Standards for Participation in Extracurricular Activities**

2 Amended 06-29-93, 07-01-09

- 3
- 4 • Extracurricular activities are a vital part of the total school program. Such activities include
- 5 any after-school faculty-sponsored group such as athletic teams, music groups, and special-
- 6 interest organizations. Amended 06-27-00
- 7
- 8 • In general, for a high school student to participate in extracurricular activities, the student
- 9 must maintain a 2.0 grade point average (on a 4.0 scale).
- 10
- 11 • In order for a high school student to participate in extracurricular activities during the first
- 12 grading period of the regular school year, (s)he must meet all requirements of the Florida
- 13 High School Athletic Association (FHSAA), including the earning of five (5) credits the
- 14 preceding school year and have an overall 2.0 grade point average (on a 4.0 scale) for the
- 15 preceding school year.
- 16
- 17 ○ Grades earned in an extended school year (a maximum of one full credit as per FHSAA
- 18 guidelines) will affect the grade point average requirement for eligibility for the first
- 19 grading period of the next school year.
- 20
- 21 ○ Credits (a maximum of one full credit) earned in an extended school year will be utilized
- 22 in determining FHSAA eligibility for the first grading period of the next school year.
- 23
- 24 ○ Incoming, first time ninth graders do not have a "preceding school year" requirement.
- 25
- 26 • In order for a high school student to be eligible to participate in extracurricular activities
- 27 during the second, third, and/ or fourth grading periods, the student must maintain a 2.0
- 28 grade point average on a 4.0 scale, for the grading period immediately preceding
- 29 participation. Amended 06-27-00

30

31 **1. Academic Performance Contract**

32

- 33 • If the student's cumulative grade point average falls below 2.0 or its equivalent in the
- 34 courses required by statute for graduation after July 1, 1997, the student may execute and
- 35 fulfill the requirements of an academic performance contract between the student, the
- 36 school district, the appropriate governing association, and the student's parents or
- 37 guardians. Adopted 06-27-00, Amended 07-01-04
- 38

1 **2. Home Education Students**
2

- 3 • An individual home education student is eligible to participate at the public school to
4 which the student would be assigned according to district school attendance area
5 policies or which the student could choose to attend pursuant to district or inter-district
6 controlled open enrollment provisions. Such a student may also develop an agreement
7 to participate at a nonpublic school provided the following conditions are met: Adopted
8 06-27-00, Amended 06-17-01
9
- 10 ○ The home education student must meet the requirements of the home education
11 program pursuant to Florida Statute 1002.41.
 - 12
 - 13 ○ During the period of participation at school, the home education student must
14 demonstrate educational progress as required in all subjects taken in home
15 education by a method of evaluation agreed on by the parent or guardian and the
16 principal.
 - 17
 - 18 ○ The home education student must meet the same residency requirements as other
19 students in the school at which he or she participates
 - 20
 - 21 ○ The home education student must meet the same standards of acceptance,
22 behavior, and performance as required of other students in extracurricular activities.
 - 23
 - 24 ○ The student must register with the school his or her intent to participate in
25 interscholastic extracurricular activities as a representative of the school before the
26 beginning date of the season for the activity in which he or she wishes to participate.
27 A home education student must be able to participate in curricular activities if that is
28 a requirement for the extracurricular activity.
 - 29
 - 30 ○ A home education student who transfers from a home education program during the
31 first grading period of the school year is academically eligible to participate in
32 interscholastic extracurricular activities during the first grading period provided the
33 student has a successful evaluation from the previous school year.
 - 34
 - 35 ○ The student shall also be progressing satisfactorily toward graduation as provided in
36 the Student Progression Plan for Osceola County.
 - 37
 - 38 ○ The principal or his designee may suspend a student from participation in an activity
39 for Level I - Level III offenses as outlined in the Osceola County School District Code
40 of Student Conduct. Amended 07-01-04
 - 41
 - 42 ○ Those students unable to meet the criteria because of extenuating circumstances
43 may appeal to the school activities committee, a standing committee whose
44 membership shall include, but not be limited to, representatives from extracurricular
45 sponsors, classroom teachers, the guidance department, administration, exceptional
46 student education, and the school advisory committee.
 - 47

48 Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1006.21,
49 Florida Statutes
50

1 **F. Graduation Requirements for ESE Students**

2 Amended 07-15-03

- 3
- 4 • SBR 6A-6.0312 provides that accommodations to basic and career and technical education
 - 5 courses are allowable for all exceptional students to meet the requirements for a regular or
 - 6 special diploma as follows (for potential ELL students, see above):
 - 7 Amended 06-27-00

8

9 **1. Accommodations to Basic Courses**

- 10
- 11 • Accommodations for basic courses shall not include modifications to the curriculum
 - 12 frameworks or Florida Standards. When modifying I career and technical education
 - 13 courses, the particular outcomes and student performance standards which a student
 - 14 must master to earn credit must be specified on the student's Individual Education Plan.
 - 15 Amended 07-21-98 07-01-05, 07-01-09
- 16
 - 17 • Accommodations may include any of the following:
 - 18
 - 19 ○ The instructional time may be increased or decreased.
 - 20
 - 21 ○ Instructional methodology may be varied.
 - 22
 - 23 ○ Special communications systems may be used by the teacher or student.
 - 24
 - 25 ○ Classroom and district test administration procedures and other evaluation
 - 26 procedures may be modified to accommodate the student's handicap.
 - 27

28 **2. Standard Diploma**

29

30 **a) Requirements**

- 31 • To meet the requirements for a regular high school diploma, an exceptional student
- 32 shall take academic courses in the mainstream in accordance with the student's
- 33 Individual Education Plan. Students who are classified as Deaf or Hard of Hearing,
- 34 or Emotional/ Behavioral Disabilities (EBD) may complete any basic or career and
- 35 technical education course applicable to a Standard Diploma if the course is taught
- 36 by the exceptional student teacher highly qualified in the subject area and if the
- 37 course content, standards, and student outcome and other requirements are
- 38 equivalent to that of the regular education course. Exceptional students may have
- 39 regular academic course accommodations as outlined above. Amended 07-23-91,
- 40 07-21-98 06-27-00, and 07-01-06
- 41
- 42 • Any students classified as Intellectual Disabilities, Deaf or Hard of Hearing, Speech
- 43 and/ or Language Impaired, Specific Learning Disabled, Physically Impaired with
- 44 Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically
- 45 Impaired with Traumatic Brain Injury, Visually Impaired, Autism Spectrum Disorder or
- 46 Emotional/ Behavior Disabilities may be awarded a Standard Diploma if they meet
- 47 the requirements established below: Amended 06-27-95, 8/ 6/ 96, 07-21-98 06-27-
- 48 00, and 07-01-06
- 49

- Course Requirements
- Cumulative Grade Point Average (GPA) Requirements
- Florida Comprehensive Assessment Test (FCAT) Requirements

b) Attendance

- Meet attendance requirements.

c) Curriculum

- The curricular approach for high school Exceptional Student Education students shall be a regular education curriculum that follows the Florida Standards with appropriate accommodations.

Adopted 7/ 21/ 97, Amended 07-01-06, 07-01-08, 07-01-09

3. Special Diploma Option 1A (Basic, ESE, and CTE)

Amended 07-23-91, 06-27-99, 07-21-98, 06-27-00, 07-01-06, 07-01-09

a) Requirements

- Any student classified as Intellectual Disabilities, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled, Physically Impaired with Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury, Autism Spectrum Disorder, or Emotional/ Behavior Disabilities may be awarded a special diploma if the following requirements are met:

- Complete course requirements as outlined below:

Language Arts (or Language Arts through ESOL)	3 credits
Mathematics	3 credits
Social Studies	2 credits
Science	1 credit
Physical Education	1 credit
Health or Life Management Skills	0.5 credit
Career Exploration (ESE) or Career Preparation (ESE) or Career Experiences (ESE) or Career Placement (ESE)	1 credit
Career and Technical Education [Minimum of 2 sequential credits in a program area resulting in an Occupational Completion Point (OCP) or modified]	4 credits
Electives	6.5 credits

Total: 22 Credits (15.5 required, 6.5 elective)

- Course requirements can be modified only by specific permission from the Director of Exceptional Student Education.

- Courses designed for students functioning at supported or participatory levels may be substituted for the courses outlined above as determined by the IEP committee.
- Students must have a 2.0 Grade Point Average (GPA) calculated from the courses outlined above to be eligible for a special diploma.

b) Attendance

- Meet attendance requirements.

c) Curriculum

- The curricular approach for high school exceptional students shall follow the Florida Standards or the Access Points of the Florida Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels, or Florida Standards for special diploma in social studies. Moderately and severely disabled students will use a curriculum appropriate to the developmental level of the student. Amended 07-01-06, 07-01-08
- Any exceptional student, excluding students classified as Visually Impaired or Speech Impaired only, who has acquired appropriate credits and GPA for a regular high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP Team may be awarded a Special Diploma Option 1A.
- Note: Students classified as Visually Impaired or Speech Impaired only are not eligible for a special diploma at this time. Amended 06-27-95

Auth: 6A-1.095, FAC

4. Special Diploma Option 1B (Basic and ESE)

Adopted 07-01-09

a) Requirements

- Any student classified as Intellectual Disabilities, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled, Physically Impaired with Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury, Autism Spectrum Disorder, or Emotional/ Behavior Disabilities may be awarded a special diploma if the following requirements are met:

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- Complete course requirements as outlined below:

Language Arts (or Language Arts through ESOL)	3 credits
Mathematics	3 credits
Social Studies	2 credits
Science	1 credit
Physical Education	1 credit
Health or Life Management Skills	0.5 credit
Employability Skills	0.5 credit
Electives	11 credits

Total: 22 Credits (11 required, 11 elective)

- Course requirements can be modified only by specific permission from the Director of Exceptional Student Education.
- Courses designed for students functioning at supported or participatory levels may be substituted for the courses outlined above as determined by the IEP committee.
- Students must have a 2.0 Grade Point Average (GPA) calculated from the courses outlined above to be eligible for a special diploma.

b) Attendance

- Meet attendance requirements.

c) Curriculum

- The curricular approach for high school exceptional students shall follow the Florida Standards or the Access Points of the Florida Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels, or Florida Standards for special diploma in social studies. Moderately and severely disabled students will use a curriculum appropriate to the developmental level of the student.
- Any exceptional student, excluding students classified as Visually Impaired or Speech Impaired only, who has acquired appropriate credits and GPA for a regular high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP Team) may be awarded a Special Diploma Option 1B.
- Note: Students classified as Visually Impaired or Speech Impaired only are not eligible for a special diploma at this time.

Auth: 6A-1.095, FAC

1 **5. Special Diploma Option 2**

2
3 **a) Requirements**

- 4 • In accordance with Rule 6A-1.0996, FAC, exceptional students who demonstrate
5 mastery of specified employment and community competencies may graduate with
6 more or less than four years of attendance in Grades 9-12. Amended 06-
7 27-95 and 07-21-98
- 8
- 9 ○ Students shall be at least sixteen (16) years of age to be considered for this
10 option, and shall be at least eighteen (18) years of age to graduate.
- 11
- 12 ○ Complete course requirements as outlined below:
- 13 Language Arts - Two (2) credits
- 14 Mathematics - Two (2) credits
- 15 Electives - Seven (7) credits
- 16 (Career and Technical Education courses, Practical Arts, OJT, etc.)
- 17
- 18 Total: 11 Credits (4 required, 7 elective)
- 19
- 20 ○ Age and course requirements can be modified only by specific permission from
21 the Director of Exceptional Student Education.
- 22
- 23 ○ Students must have a 2.0 Grade Point Average (GPA) calculated from the
24 course requirements outlined above to be eligible for a special diploma.
- 25
- 26 ○ The student shall satisfactorily demonstrate employment and community
27 competencies while employed full-time at least 25 hours per week in a
28 community based job and paid at least minimum wage for a minimum of one
29 semester, unless the student is placed in supported competitive employment. In
30 this case, the student must be employed for at least 20 hours per week, for the
31 equivalent of one semester.
- 32
- 33 ○ The student's individual education plan shall include a transition plan containing
34 annual goals and short-term objectives related to the employment and
35 community competencies. Amended 06-27-95
- 36
- 37 ○ A training plan shall be developed and signed by the student, parent, teacher,
38 and employer. The plan shall identify the job specific employment and related
39 community competencies, the criteria for determining and certifying mastery of
40 the competencies, the work schedule and the minimum number of hours to be
41 worked per week, a description of the supervision to be provided by the school
42 district staff, and any special considerations. Amended 06-27-95
- 43

44 **b) Attendance**

- 45 • Meet attendance requirements.
- 46

47 **c) Curriculum**

48 Amended 07-21-98 and 07-01-06

49

- 50 • The curricular approach for high school exceptional students shall follow the Access
51 Points for Florida Standards in reading/ language arts, math, and science at the
52 Independent, Supportive, or Participatory level. Moderately and severely disabled

1 students will use a curriculum appropriate to the development level of the student.

2 Amended 06-27-95, 07-01-06, 07-01-09

- 3
- 4 • Note: Students classified as Visually Impaired or Speech Impaired only are not
 - 5 eligible for a special diploma at this time.
- 6

7 **6. Certificate of Completion**

8 Adopted 06-27-95

- 9
- 10 • Any exceptional student who has acquired appropriate credits and GPA for a high school
 - 11 diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was
 - 12 not approved by the IEP team may be awarded a Certificate of Completion.
- 13

14 **7. Special Certificate of Completion**

15 Amended 06-27-95, 07-21-98 06-27-00, 07-01-06, 07-01-08, 07-01-09

- 16
- 17 • Any Intellectual Disabilities, Deaf or Hard of Hearing, Language Impaired, Autism
 - 18 Spectrum Disorder, Specific Learning Disabled, Physically Impaired with Other Health
 - 19 Impaired, Physically Impaired with Orthopedically Impaired, or Physically Impaired with
 - 20 Traumatic Brain Injury student whose ability to communicate orally or in writing is
 - 21 seriously impaired, or Emotional/ Behavioral Disabilities, student who meets all
 - 22 graduation requirements for his or her exceptionality but is unable to meet the Access
 - 23 Points for Florida Standards in reading/ language arts, math, and science at the
 - 24 Independent, Supportive, or Participatory levels, may be awarded a special certificate of
 - 25 completion.
- 26

27 **8. Changing Diploma Options**

28 Adopted 06-27-95

- 29
- 30 • To ensure that students may select and move between the Special Diploma options, and
 - 31 between courses of study leading to Standard and Special Diplomas, Grade Point
 - 32 Average (GPA), credits, and performance standards will be reviewed and student course
 - 33 schedules will be developed to meet the requirements of the option selected.
- 34

35 **9. Transfers**

- 36
- 37 • Any exceptional student transferring into the Osceola School District during his or her
 - 38 senior year and determined eligible for a special diploma shall be eligible to graduate
 - 39 based upon the requirements of the school district from which he or she is transferring.
- 40 Amended 007-01-05
- 41

42 **10. Extended School Year Services**

43 Adopted 06-27-00

- 44
- 45 • The determination of Extended School Year (ESY) services is a decision of the
 - 46 Individual Educational Planning team. ESY services may include direct or indirect
 - 47 special education services, related services, or some combination of these.
- 48

1 **G. Types of Diplomas**

2 Adopted 09-17-96, Amended 06-15-99, 06-27-00, and 07-15-03

- 3
4 • Students in Osceola County Schools may earn the following types of diplomas:

5
6 **1. Standard Diploma**

- 7
8 • A Standard Diploma shall be issued to students who meet the conditions set forth in this
9 Student Progression Plan section IV. This must include passing the High School
10 Competency Test (HSCT) or achieving an acceptable score on the Florida
11 Comprehensive Assessment Test (FCAT). For those ESE students for whom the IEP
12 committee has approved an FCAT waiver, achieving an acceptable score on the FCAT
13 will be waived.
14
15 • Beginning with the 2008-09 school year, the following diploma designations shall be
16 available for the Standard Diploma:
17
18 ○ Completion of four (4) or more accelerated college credit courses in
19 ▪ Advanced Placement (AP),
20 ▪ International Baccalaureate (IB),
21 ▪ Advance International Certificate of Education (AICE), or
22 ▪ Dual Enrollment (DE),
23 ○ Career education certification, and
24 ○ Florida Ready to Work Credential.

25
26 Amended 07-23-91, 06-27-00, and 07-01-08

27
28 **2. Special Diploma (See also Subsection IV.F.)**

29
30 **a) Option 1A or 1B**

31 Amended 07-23-91, 06-28-94, 07-21-98, 07-01-06, 07-01-08, 07-01-09

32
33 A Special Diploma shall be awarded to a student who is properly classified as
34 Intellectual Disabilities, Deaf or Hard of Hearing, Language Impaired, Specific Learning
35 Disabled, Emotional/ Behavioral Disabilities, Physically Impaired with Other Health
36 Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with
37 Traumatic Brain Injury, or Autism Spectrum Disorder whose ability to communicate orally
38 or in writing is seriously impaired. These students must also master the Access Points
39 for Florida Standards in reading/ language arts, math, and science at the Independent,
40 Supportive, or Participatory levels.

41
42 Any exceptional student excluding Visually Impaired or Speech Impaired only who has
43 acquired appropriate credit for a regular high school diploma and GPA and for whom the
44 Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP
45 team, may be awarded a Special Diploma Option IA or 1B. Amended 07-21-98, 07-01-
46 02, and 07-01-08, 07-01-09
47

1 **b) Option 2**

2 Adopted 07-21-98

3
4 A Special Diploma Option 2 shall be awarded to any exceptional student, excluding
5 Visually Impaired or Speech Impaired only, who demonstrates mastery of specified
6 employment and community competencies. The student may graduate with more or
7 less than four years of attendance in Grades 9-12. This student must satisfactorily
8 complete the equivalent of eleven credits as specified and be employed at least 25
9 hours per week in a community based job earning minimum wage or more for a
10 minimum of one semester unless the student is placed in supported competitive
11 employment. In such cases, the student must be employed at least 20 hours per week
12 for the equivalent of one semester. The student’s Individual Education Plan and training
13 plan shall be developed to identify job specific competencies.

14
15 The student must also be at least sixteen (16) years of age to be considered for this
16 option and shall be at least eighteen (18) years of age to graduate.

17
18 Amended 06-27-00

19
20 **3. Certificate of Completion**

21 Amended 07-23-91, 07-01-08

- 22
23 • A Certificate of Completion may be awarded to all students who acquire appropriate
24 credits and GPA for a regular high school diploma and for whom the Florida
25 Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP team.

26
27 **4. Special Certificate of Completion**

28 Amended 07-01-06, 07-01-08, 07-01-09

- 29
30 • A Special Certificate of Completion may be awarded to an eligible exceptional education
31 student who meets the requirements for a special diploma, but is unable to meet the
32 Florida Standards for Special Diploma or the Access Points for Florida Standards in
33 reading/ language arts, math, and science at the Independent, Supportive, or
34 Participatory levels.

1 **5. General Educational Development (GED)**

2 Amended 07-23-91, 09-17-96, 07-29-97, and 07-15-03

- 3
- 4 • Students or residents who are eighteen (18) years old or older may apply to take the
 - 5 GED exam.
 - 6
 - 7 • Under the following extraordinary circumstances, 16- and 17-year-old students may be
 - 8 admitted into the GED program:
 - 9 ○ Court ordered
 - 10 ○ Economically disadvantaged (must meet federal income guidelines)
 - 11 ○ Previously or currently enrolled in an Alternative Program
 - 12 ○ Pregnancy
 - 13 ○ Teen parent
 - 14 ○ Medical, mental, or physical condition which interferes with regular school
 - 15 attendance
 - 16 ○ Home school validation
 - 17 ○ Incarcerated
 - 18 ○ Probationers Educational Growth program client
 - 19 ○ Thirteenth year student not meeting graduation requirements
 - 20 ○ Legally emancipated minor
 - 21 ○ Twelfth grade option student
- 22

23 **H. Diploma Designations**

24

25 **1. Scholar Diploma Designation**

26

27 In addition to meeting the 24-credit standard high school diploma requirements, a student

28 must earn:

- 29 • 1 credit in Algebra 2;
 - 30 • 1 credit in statistics or an equally rigorous mathematics course;
 - 31 • 1 credit in chemistry or physics;
 - 32 • 1 credit in a course equally rigorous to chemistry or physics;
 - 33 • 2 credits in the same world language;
 - 34 • At least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course; and
 - 35 • Passing scores on the following state End of Course (EOC) exams
 - 36 ○ Biology 1
 - 37 ○ U.S. History
 - 38 ○ Grade 11 English Language Arts (ELA) statewide assessment once implemented
- 39

40 **2. Merit Diploma Designation**

41 In addition to meeting the standard high school diploma requirements, a student must:

- 42 • Attain one or more industry certifications from the list established (per Section 1003.492,
 - 43 Florida Statutes)
- 44
- 45

1 **I. Participation in Graduation Ceremonies**
2

- 3 • Seniors participating in high school graduation ceremonies shall have completed all
4 requirements for graduation as set forth in this Student Progression Plan. Seniors receiving
5 a Certificate of Completion or a Special Certificate of Completion will also be eligible to
6 participate in the ceremonies. Amended 06-28-94
7
- 8 • Graduation ceremonies will be scheduled at the end of the regular academic year and at the
9 close of the second summer session each year. However, summer graduation ceremonies
10 may be cancelled depending upon the number of eligible student participants and available
11 funding.
12

13 **J. Florida Bright Futures Scholarship Program**

14 Amended 7-15-03, 07-01-04, 07-01-06, and 07-01-08
15

- 16 • The Florida Bright Futures Scholarship Program (Section 1009.531, Florida Statutes)
17 provides for tuition and fee reimbursement for undergraduate studies at a public or private
18 university, community college, or Career and Technical school. The three scholarship
19 awards within the Bright Futures Scholarship Program are the Florida Academic Scholars
20 Award, Florida Merit Scholars Award, and Florida Gold Seal Career and Technical Scholars
21 Award. Each has specific criteria that must be met. Schools may refer parents and
22 students to the Florida Department of Education website for the most current criteria.
23

1 **V. REPORTING STUDENT PROGRESS**

2
3 **A. Parent(s)/ Guardian(s) – Written Notification Requirements**

4 Amended 07-15-03, 07-01-04

- 5
- 6 • Florida Statute 1008.25(7)(a) specifies that the district school board must annually report to
7 the parent of each student the progress of the student towards achieving state and district
8 expectations for proficiency in reading, writing, mathematics, and science, including the
9 student's results on each statewide assessment test. The evaluation of each student's
10 progress must be based upon the student's classroom work, observations, tests, district and
11 state assessments, and other relevant information. Progress reporting must be provided to
12 the parent in writing in the format adopted by the district school board. Progress reports for
13 ELL students shall be provided in the parent's native language when feasible. No one test
14 with a single administration should determine promotion for retention. The preponderance
15 of evidence from evaluations should be used to determine if a student is ready for the work
16 of the next grade.
17

1 **B. Report Cards**

2 Amended 07-15-03

- 3 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all secondary
4 school students must clearly grade or mark:
5 ○ the student's academic performance in each class or course in Grades9-12 (based upon
6 examinations as well as written papers, class participation and other academic
7 performance criteria);
8 ○ the student's conduct and behavior; and
9 ○ the student's attendance, including absences and tardiness.
- 10
- 11 • The student's final report card for a school year shall contain a statement indicating end-of-
12 year status regarding performance or nonperformance at grade level, acceptable or
13 unacceptable behavior and attendance and promotion or nonpromotion.
- 14
- 15 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5, 6-8,
16 and 9-12) as the primary means of reporting student progress.
- 17
- 18 ○ With the approval of the Superintendent and the School Board, schools may develop
19 additional or supplementary instruments, which may be used in conjunction with the
20 standard report card. Amended 07-29-97 and 6/ 25/ 99
- 21
- 22 ○ Report cards shall be issued for all students, 9-12, at the close of each grading period.
23 Amended 06-30-92
- 24
- 25 ○ Parents are to be notified in writing at any time during a grading period when it is
26 apparent that the student may not pass or is performing unsatisfactorily in any course or
27 grade level. The county Deficiency/ Progress Report and/ or approved electronic
28 Progress Report form will be used for this notification.
- 29 ○ Amended 06-15-99 and 06-27-00
- 30
- 31 ○ Progress Reports may be issued at the end of the extended year programs and
32 services, i.e., extended school year, Saturday school, before and after school programs.
33 Adopted 06-27-00, 07-01-09
- 34
- 35 ○ Report cards for English Language Learner (ELL) students must be in the primary
36 language of the parent/ guardian, whenever feasible. These primary language report
37 cards are to be attached to the English report card. Adopted 06-27-00
- 38
- 39 ○ Adult Education students will be issued a Certificate of Attendance or a Certificate of
40 Program Completion upon request. Amended 06-29-93 and 06-27-95
- 41

1 **C. General Rules of Marking or Awarding Grades and Credit**

2 Amended 07-01-09

- 3
- 4 • Teachers will determine report card grades that provide the student and the student's
- 5 parents(s)/ guardians(s) with an objective evaluation of the student's scholastic achievement
- 6 and effort. Students and parents are to be advised of the grading criteria employed in the
- 7 school and in each class at the time of enrollment.
- 8
- 9 • Marks are based on the quality of student performance relative to expected levels of
- 10 achievement of the Florida Standards that the teacher observes and evaluates.
- 11
- 12 • The student's academic grades are to reflect academic achievement. The quality of the
- 13 work will be assessed by multiple measures that include, but not limited to:
- 14 ○ teacher observations (oral presentations or reports, speeches, recitations, impromptu
- 15 speaking, student participation and demonstrations);
- 16 ○ classroom assignments (reports, term or research papers, models, projects, exhibits,
- 17 posters, computer programs and homework);
- 18 ○ examinations (essay, multiple-choice and completion tests, oral tests and skill tests
- 19 requiring demonstrations);
- 20 ○ weekly core curriculum benchmark assessments;
- 21 ○ alternative methods (portfolios and performance assessment).
- 22
- 23 • Grades in conduct are to be assigned independently of academic achievement. Standards
- 24 for grading in these areas are to be explained to the students.
- 25
- 26 • A remedial student making a C or better at grade level for two (2) grading periods shall be
- 27 considered for placement in the regular classroom.
- 28
- 29 • Students who enroll in school or class late shall be allowed to make up the class work. In
- 30 order to receive full semester credit, a student must be enrolled in any school a minimum of
- 31 forty-five days.
- 32
- 33 • The teacher will record a sufficient number of grades/ marks, as defined in subsection V.C.3.
- 34 in this section, to justify the marking-period grade/ mark. A marking-period grade is not
- 35 based solely on a single project. Passing grades on report cards indicate that the student is
- 36 working within a range acceptable for the grade or subject, unless the subject is clearly
- 37 identified as remedial.
- 38
- 39 • To receive a report card a student shall have been enrolled in school at least one-half (1/ 2)
- 40 of the forty-five day grading period as established by the official school calendar. If an
- 41 elementary student is enrolled for less than one-half (1/ 2) of the forty-five day grading
- 42 period, a report card shall be issued, but a grade is not required. The report card needs to
- 43 reflect the date of entry and attendance record. If a student withdraws, he shall be issued a
- 44 grade on the withdrawal form as of the date of withdrawal. Amended 07-02-96, 06-27-00,
- 45 and 07-01-06
- 46
- 47 • Students are to receive grades in all subjects in which they have received instruction that
- 48 grading period.
- 49

1 **1. Change of Grades**
2

- 3 • Once a grade has been entered into a report card or electronically entered into a
4 system for the preparation of report cards, then any and all grade changes should be
5 made as follows:
6

7 **a) Request by Teacher for change of Grade**
8

- 9 • If the teacher who has made, entered or reported the grade feels it necessary to
10 change the grade, he or she must submit a request in writing to the principal for a
11 grade change.
12
13 • Whether the basis for the change is a mistake at the time of entry, or reconsideration
14 of the assessment materials and evaluative sources, the teacher shall demonstrate
15 in the writing the rationale, basis and support for the grade as intended to be entered
16 on the change.
17
18 • The principal shall consider the request made by the teacher, and meet with the
19 teacher, as the principal deems necessary, and determine whether to make the
20 change as requested.
21
22 • The principal shall determine the request in writing and provide a written explanation
23 as to the basis for the determination to the requesting teacher.
24
25 • Following the direction of the principal, the grade may be changed or left unchanged.
26 Only if directed by the written notification of the principal, may the teacher entered
27 grade be changed.
28
29 • Should a change in grade be directed after the student and parent(s)/ or parent(s)
30 have been first notified of the grade, then the grade change shall be made on official
31 notification to the parents, which shall contain the reasons and methodology for the
32 change.
33

34 **b) Change of Grade without Teacher Request**
35

- 36 • If a Principal considers changing a report card grade made, entered, or reported by a
37 teacher, he or she must report in writing to the teacher that he or she is considering a
38 student report card grade change.
39
40 • The teacher will be afforded an opportunity in writing to present the rationale, basis,
41 and explanation for the grade as was entered.
42
43 • The principal shall consider the teacher's written support in making the grade.
44
45 • If the principal should determine to leave the grade as was entered unchanged, the
46 principal need take no further action. If the principal determines to make a grade
47 change over the teacher's objection, the principal shall set forth in writing the reason
48 for the grade change, and provider therein a basis for the change of grade.
49
50 • Following the written notification of the teacher of the decision and basis for grade
51 change, at the direction of the principal, the grade may be changed.
52

- 1 • Should a change in grade be directed by the principal; after the student and
2 parent(s)/ or parent(s) have been first notified of the grade, then the grade change
3 shall be made on official notification to the parents, which shall contain the reasons
4 and methodology for the change.
5
- 6 • Grade change documentation, including grade change forms, notices, and other
7 relevant documents, shall be retained in the student's cumulative record. Adopted
8 02-05-08
9
- 10 • A student shall complete a semester's work in order to be promoted or to receive
11 credit for the semester's work. Students who complete the semester's work, except
12 taking the final examinations, may at the discretion of the principal, arrange to take
13 the examination prior to the opening of the next succeeding school year.
14
- 15 • Work or credit earned from a non-accredited school or school from outside Osceola
16 County shall be accepted toward graduation upon validation. Validation of credit
17 may be made by the student's successful completion of a standardized test in the
18 subject.
19
- 20 • Grades will be awarded at the end of each grading period. These grades will reflect
21 all work assigned and achieved during that grading period. Credit may be awarded
22 at the end of a grading period (nine weeks or semester). Amended 06-30-92 and
23 Amended 06-27-95
24
- 25 • Final grades will be awarded on a semester basis in high schools. Credit for high
26 school level courses taken at a middle school will be awarded on a yearly basis.
27 Amended 06-27-95 and 07-01-06
28
- 29 • When two nine weeks are used to determine a final grade, each nine weeks shall
30 count 50% of the final grade. The total shall be divided by two (2).
31
- 32 • For a course in which **semester exam** is given, each of the nine weeks grades shall
33 count 40% and the exam grade shall count 20% of the final grade, and the total shall
34 be divided by five (5).
35
- 36 • For a course in which a **quarterly exam** is given, the quarterly exam grade shall
37 count no more than 10% of the final grade.
38
- 39 • A minimum of 30% of the student's course grade must be comprised of performance
40 on the **statewide, standardized end-of-course assessment** if one is required for
41 that course (see IV.D.). For such a course,
42
 - 43 ○ When two semesters are used to determine a final grade, each semester shall
44 count 35% of the final grade, and the statewide, standardized end-of-course
45 assessment shall count 30% of the final grade. The total shall be divided by
46 three (3).
47
 - 48 ○ When two nine weeks are used to determine a final grade, each nine weeks shall
49 count 35% of the final grade, and the statewide, standardized end-of-course
50 assessment shall count 30% of the final grade. The total shall be divided by
51 three (3).
52

53 Amended 06-30-92, 07-02-96, and 07-01-10

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- 10
- In Grades 9-12, a numerical average is determined by the teacher, at the end of each nine (9) week grading period and the corresponding letter grade (as determined by the grading scale in subsection V.D.1.) is recorded on the report card. If a semester exam is given, the numerical exam score is also converted to the corresponding letter grade as determined by the grading scale in subsection V.D.1. To determine the final grade, the numerical grades are averaged together, as outlined in subsection V.C.14, and the numerical average will be converted to the corresponding letter grade from the grading scale, and reported on the report card.
 - If the resulting average is not a whole number, the number is rounded to the nearest whole number as follows:
 - If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest whole number.
 - If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.

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Amended 07-02-96, 07-01-06, and 02-05-08

- If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F." At the teacher's discretion, a longer period of time may be allowed for makeup work. For each student granted additional time, the teacher shall complete and submit in a timely fashion a grade change form. Amended 07-23-91 and 06-27-00, and 07-01-06
- Pursuant to Section 1003.436, Florida Statutes, in awarding credit for high school graduation, the district shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive:
 - **Half credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would not result in a passing grade.*
 - **Full credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would result in a passing grade*, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

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Amended 07-01-08

1 **D. Description and Definition of Marks**

- 2
- 3 • Schools shall adhere to the following evaluation plan for grading and reporting student
- 4 progress. (For ELL, see subsection V.E. below.) Amended 06-15-99, 06-27-00, 06-
- 5 19-01, and 07-01-06

6

7 **1. Students Enrolled in Grade 9 Prior to the 2009-2010 School Year**

- 8
- 9 • For students who enrolled in Grade 9 prior to the 2009-2010 school year, the following
- 10 criteria shall apply:

11

12 **a) Grades 6-12 Percent Point Value Definition**

13 Amended 06-19-01, 07-01-09

- 14
- 15 • Effective July 1, 2001, Grades 6-12 shall be given corresponding letter grades using
- 16 the scale below:

17

GRADE	PERCENT	POINT VALUE	DEFINITION	PACER POINT
A	90-100	4	outstanding progress	5
B	80-89	3	above average	4
C	70-79	2	average progress	3
D	60-69	1	below average progress	1
F	0-59	0	not passing	0
I	0	0	incomplete	0

18

19

20 **b) Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian**

21 Adopted 07-29-97, Amended 06-15-99, 06-27-00 06-19-01, 07-01-09

- 22
- 23 • All high schools shall utilize a Pacer Scale for honors courses as a means to
- 24 determine senior class rank and valedictorian/ salutatorian selections. These
- 25 determinations shall be made at the end of the eighth semester and shall include all
- 26 high school courses taken. Pacer Points shall be assigned based upon the Grading
- 27 Scale adopted by the School Board. High schools will assign the Pacer Points to
- 28 dual enrollment college courses and to all level 3 courses as defined in the Course
- 29 Code Directory except level 3 courses in physical education. Pacer Points shall **not**
- 30 be used when determining the 2.0 grade point average required for graduation, or
- 31 the final grade point average.
- 32

1 **2. Students Enrolled in Grade 9 *During and After the 2009-2010 School Year***

- 2
3 • For students who enrolled in Grade 9 during and after the 2009-2010 school year, the
4 following criteria shall apply:

5
6 **a) Grades 6-12 Percent Point Value Definition**

7 Adopted 07-01-09, Revised 04-16-13

- 8
9 • Grades 6-12 shall be given corresponding letter grades using the scale below:

10

Grade	Percent	Point Value	Definition	Weights (AP, IB, DE Courses)	Weights (Honors, Other Level 3 Courses)
A	90-100	4	outstanding progress	5	4.5
B	80-89	3	above average	4	3.5
C	70-79	2	average progress	3	2.5
D	60-69	1	below average progress	2	1.5
F	0-59	0	not passing	0	0
I	0	0	incomplete	0	0

11
12 **b) Weighted Scale for Determining Class Rank, Valedictorian/ Salutatorian, Academic Awards/ Honors, etc.**

13 Adopted 07-01-09, Revised 04-16-13

- 14
15
16 • All high schools shall utilize a weighted scale for academically rigorous courses as a
17 means to determine senior class rank, valedictorian/ salutatorian selections,
18 academic awards/ honors, etc. These determinations shall be made at the end of
19 the eighth semester and shall include all high school courses taken. The weighted
20 scale shall be assigned based upon the Grading Scale and as defined in the chart
21 under subsection V. D.2.a. adopted by the School Board. The weights for Advanced
22 Placement, International Baccalaureate, and Dual Enrollment courses shall be one-
23 half (0.5) weight greater than those for Honors and other Level 3 courses. Level 3
24 courses in physical education are not eligible for weights. The unweighted grade
25 point average shall be used when determining the 2.0 grade point average required
26 for graduation, or the final grade point average.
27

1 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students**

2 Amended 06-27-00, 07-01-09

- 3
- 4 • The course grade and academic progress of ELL students will be based on the results of
 - 5 teacher observation, alternative assessments, and modified tests used to assess the
 - 6 understandable instruction provided through the use of ESOL teaching strategies,
 - 7 appropriate instructional materials, and curriculum accommodations.
 - 8
 - 9 • If there is a continued pattern of failure in classroom performance and assessments, the
 - 10 ELL committee shall meet to review the reasons for the student's lack of progress. The
 - 11 reason(s) documented for the academic under-performance of an ELL student **cannot**
 - 12 **imply** that he/ she needs an extra year to learn English or that it is due to the student's lack
 - 13 of English proficiency.
 - 14
 - 15 • The following documentation needs to be in the student permanent records:
 - 16 ○ Documentation of the ESOL strategies used by the ESOL language arts and basic
 - 17 content area teacher(s) to provide understandable instruction, including the alternative
 - 18 assessment instruments and test accommodations used to evaluate the student's
 - 19 academic progress.
 - 20 ○ The records of parental contacts or attempts made to inform the parent/ guardian of the
 - 21 student's under-performance. When applicable, copies of the deficiency reports signed
 - 22 by the student and parent/ guardian. Notices to parent/ guardian of ELL students must
 - 23 be provided in the home/ native language, whenever feasible.
 - 24 ○ The instructional support requested by the teacher(s) to provide additional assistance for
 - 25 the student from the ESOL Assistant, Title III Specialist (if available), or ESOL
 - 26 Educational Specialist available at the school.
 - 27

28 **F. District/ State Assessment Programs**

29 Adopted 06-19-01, Amended 07-01-06

- 30
- 31 • All students must participate in all regular district and state assessments for accountability
 - 32 purposes. Sections 1008.22, 1008.25 (4)(a), Florida Statutes
 - 33
 - 34 • Parents are to be advised of their child's performance on all standardized tests administered
 - 35 as part of the countywide testing program.
 - 36
 - 37 • Home education students who wish to participate in the Florida Comprehensive Assessment
 - 38 Test (FCAT) and Florida End of Course Assessments (EOC) may do so under the following
 - 39 conditions:
 - 40
 - 41 ○ Home education students may take the FCAT only at the school for which they are
 - 42 zoned.
 - 43
 - 44 ○ Home education students must abide by all the rules of the Student Code of Conduct
 - 45 while on any Osceola County school campus. Failure to do so will result in the removal
 - 46 of the student from the campus and loss of testing privileges.
 - 47
 - 48 ○ Home education parents must notify the appropriate school(s) of their intention to
 - 49 participate in testing at least two weeks in advance of the scheduled test.
 - 50

1 **G. Accommodations of District/ State Assessments for Special Program Students**

2
3 **1. ELL Students**

4 Amended 07-01-08

- 5
6
- 7 • ELL students who are currently receiving ESOL services in accordance with the District
8 ELL Plan, shall receive the following test accommodations: flexible setting, flexible
9 scheduling, additional time, assistance in the Heritage language as specified in the Test
10 Accommodations for ELLs in the administrative manual of the FCAT and shall have
11 access to an approved English to heritage language translation dictionary and/ or
12 heritage language to English translation dictionary. Accommodations for all other state
13 assessment(s) will be provided according to the recommendations of test publishers
14 and/ or appropriate district staff.

15 **2. Students with Disabilities**

16
17 **a) 504 Students**

18 Amended 07-01-04, 07-01-09

- 19
- 20 • Students with 504 plans may receive accommodations on both district and state
21 assessments. The student's Section 504 Plan should address the accommodations
22 that are regularly provided for classroom activities and assessment and should guide
23 decisions on accommodations for specific test situations. However, allowable
24 accommodations for statewide tests are limited to those listed in the State Board
25 Rule and the state test administration manuals.
 - 26
27 • Accommodations may include: flexible setting, flexible scheduling, flexible timing,
28 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

29
30 **b) ESE Students**

31 Amended 07-15-03, 007-01-05, and 07-01-06

- 32
- 33 • Test accommodations during district/ state testing will be implemented as specified in
34 the student's IEP.
 - 35
36 • Statewide assessment accommodations may be used only if they do not alter the
37 underlying content that is being measured by the assessment or negatively affect the
38 assessment's reliability or validity. Allowable accommodations are those that have
39 been used by the student in classroom instruction. Such accommodations may
40 include: presentation, responding, scheduling, setting, and/ or assistive devices.
 - 41
42 • The need for any unique accommodations for use on state assessments not outlined
43 above must be approved by the Commissioner of Education.
- 44
45

1 **H. Exemptions from District/ State Assessments for Special Program Students**

2 Amended 07-01-08

3
4 **1. ELL Students**

- 5
6 • All ELL students are expected to participate in the FCAT-SSS Reading and FCAT
7 Writing tests. However, ELL students who have received 12 months or less of
8 instruction in an approved ESOL program can be exempt from taking FCAT-SSS
9 Reading and FCAT Writing if an ELL Committee decides it is appropriate. The alternate
10 assessment to be used is the CELLA which will be given at the appropriate grade level.
11 All ELL students, regardless of years of instruction, are expected to participate in the
12 FCAT-SSS Mathematics and Science tests.

13
14 **2. Students With Disabilities**

15
16 **a) 504 Students**

17 Students with 504 plans **may not** be exempted from state assessments.

18
19 **b) ESE Students**

20 Amended 07-01-06, 07-01-09

- 21
22 • The IEP committee determines whether a student with a disability participates in
23 state and district assessments. The decision to exclude any student with a disability
24 must be documented by the IEP team by answering “yes” to all of the following
25 questions:
- 26 ○ Is the student unable to master the grade-level Florida Standards, even with
27 appropriate and allowable course accommodations?
 - 28 ○ Is the student’s demonstrated cognitive ability the primary reason for the inability
29 to master grade-level standards?
 - 30 ○ Is the student participating in a modified or functional curriculum based on
31 competencies from the Access Points for all academic areas?
 - 32 ○ Does the student require extensive direct instruction in functional academics and
33 Career and Technical competencies as well as domestic, community living and
34 leisure activities?
 - 35 ○ Does the student have deficits in adaptive behavior, as demonstrated by the
36 inability to function effectively and independently in everyday living skills
37 (interpersonal and social interactions) across a variety of settings?
- 38
- 39 • Students who are excluded from state and district assessment will be assessed
40 through the Florida Alternate Assessment. Students excluded from the state
41 required graduation test will not be eligible for a standard high school diploma.
- 42
- 43 • Students with disabilities, as defined in Section 228.041(18), Florida Statutes, are
44 eligible for consideration of a special exemption from the graduation test requirement
45 under extraordinary circumstances that create a situation where the results of
46 administration of the graduation test would reflect a student’s impaired sensory,
47 manual, or speaking skills rather than the student’s achievement.
- 48

1 **I. Annual Report in Local Newspaper**

2 Adopted 07-15-03

- 3
- 4 • Beginning with the 2002-2003 school year, each district school board must annually publish
- 5 in the local newspaper, and report in writing to the State Board of Education by September 1
- 6 of each year, the following information on the prior school year:
- 7
- 8 ○ the provisions of the law relating to public school student progression and the district
 - 9 school board's policies and procedures on student retention and promotion;
 - 10
 - 11 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
 - 12 at levels 1 and 2 on the reading portion of the FCAT;
 - 13
 - 14 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
 - 15
 - 16 ○ information on the total number of Grade 3 students who were promoted for good cause
 - 17 by each category of good cause as specified in Section 1008.25 (6)(b), Florida Statutes;
 - 18
 - 19 ○ any revisions to the district school board's policy on student retention and promotion
 - 20 from the prior year. Section 1008.25 (8)(b), Florida Statutes.
 - 21