

OSCEOLA DISTRICT SCHOOLS

PUPIL PROGRESSION PLAN 2001-2002

The purpose of the instructional program in the schools of Osceola County is to provide appropriate instructional and selected services to enable students to perform at or above their grade level academically. Promotion, however, is based primarily on pupil achievement and is not automatic.

Decisions regarding student promotion, and retention and administrative placement are primarily the responsibility of the individual school's professional staff. The final decision in regard to grade placement is the responsibility of the principal.

I. General Procedures for Promotion, Special Assignment, and Administrative Placement, Grades K - Adult

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

(1) Report Cards:

- a. All schools shall use a standard report card appropriate for the level, elementary, middle, or high, as the primary means of reporting student progress. Report cards for Limited English Proficient (LEP) students must be in the primary language of the parent/guardian, whenever feasible. *Amended 6/27/00*
- b. With the approval of the Superintendent and the School Board, schools may develop additional or supplementary instruments, which may be used in conjunction with the standard report card. *Amended 7/29/97 & 6/15/99*
- c. Report cards shall be issued for all students, K-12, at the close of each grading period. A report card will also be issued at the close of the summer school program. *Amended 6/30/92*

- d. Progress Reports may be issued at the end of extended year programs and services, i.e., summer school, Saturday school, before and after school programs. *Adopted 6/27/00*
- e. Adult Education students will be issued a Certificate of Attendance or a Certificate of Program Completion upon request. *Amended 6/29/93 & 6/27/95*

(2) Report Card Grades:

- a. Report card grades are to provide the student and the student's parents with an objective evaluation of the student's scholastic achievement, effort and conduct.

The student's academic grades are to reflect academic achievement.

Passing grades on report cards indicate that the student is working within a range acceptable for the grade or subject unless the subject is clearly identified as remedial.

A remedial student making a C or better at grade level for two (2) grading periods shall be considered for placement in the regular classroom.

- b. Students and parents are to be advised of the grading criteria employed in the school and in each class at the time of enrollment.

Students who enroll in school or class late shall be allowed to make up the class work. In order to receive full semester credit, a student must be enrolled in any school a minimum of forty-five days.

Schools shall adhere to the following evaluation plan for grading and reporting pupil progress. The same evaluation plan applies to limited English proficient (LEP) pursuant to Section I,M(6). *Amended 6/15/99, 6/27/00, & 6/19/01*

Kindergarten – Grade 5

+ Demonstrates Consistently

/ Learning and Developing

- Area of Concern

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* Working below grade level

Modified curriculum.

Report Cards Grades 1-2

Reading, mathematics, language/writing, science and social studies will be evaluated using the following criteria:

O Outstanding

S Satisfactory

N Needs Improvement

Effective July 1, 2001, Grades 3-5 will be given corresponding letter grades in subject areas of reading, language/writing, science, social studies, and mathematics using the scale below: *Amended 6/19/01*

GRADE	PERCENT	DEFINITION
A	90-100	outstanding progress
B	80-89	above average progress
C	70-79	adequate progress
D	60-69	lowest acceptable progress
F	0-59	failure
I	0	incomplete

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 make up work.

For Special Area classes in grades K-5, the following grading scale may be used: *Adopted 6/30/92 & Amended 6/27/95*

- O - Outstanding
- S - Satisfactory
- N - Needs Improvement

Effective July 1, 2001, Grades 6-12 - Percent Point Value Definition *Amended 7/29/97 & 6/19/01*

<u>GRADE</u>	<u>Percent</u>	<u>Point Value</u>	<u>Definition</u>
A	90-100	4	outstanding progress
B	80-89	3	above average progress
C	70-79	2	adequate progress
D	60-69	1	lowest acceptable progress
F	0-59	0	failure
I	0	0	incomplete

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 make up work.

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

- S - Successful Progress
- N - Needs Improvement
- U - Unsuccessful Progress

- c. Grades in conduct are to be assigned independently of academic achievement. Standards for grading in these areas are to be explained to the students.
- d. To receive a report card a student shall have been enrolled in school at least 1/2 of the forty-five day grading period as

1 established by the official school calendar. A grade shall be
2 recorded on the report card for each subject taken. If an elementary
3 student is enrolled for less than one-half (1/2) of the forty-five day
4 grading period, a report card shall be issued, but a grade is not
5 required. The report card needs to reflect the date of entry and
6 attendance record. If a student withdraws he shall be issued a grade
7 on the withdrawal form as of the date of withdrawal.
8 *Amended 7/2/96 & 6/27/00*
9

10 e. Students are to receive grades in all courses in which they are
11 enrolled.

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13 f. If the principal of a school feels it is necessary to change a pupil's
14 grade in any subject at the end of a grading period, the principal
15 shall consult with the teacher regarding the necessary change. If
16 the change is made after official notification has been made to the
17 parents, a copy of the principal's reasons shall be placed in the
18 pupil's cumulative folder.

19
20 (3) Notices to Parents and Pupils
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22 a. Parents or adult students are to be notified in writing at any time
23 during a grading period when it is apparent that the student may
24 not pass or is performing unsatisfactorily in any course or grade
25 level. The county Deficiency/Progress Report and/or approved
26 electronic Progress Report form will be used for this notification.
27 *Amended 6/15/99 & 6/27/00*

28 b. Parents are to be advised of their child's performance on all
29 standardized tests administered as part of the countywide testing
30 program.

31
32 c. Notices concerning limited English proficient (LEP) students or
33 adult LEP students must be provided in the primary language of
34 the parent/guardian or adult student, whenever feasible. *Adopted*
35 *6/27/00*
36

37 B. The Sunshine State Standards (6A-1.09401 State Board Rules) are benchmark
38 standards which describe what students should know and be able to do at four
39 progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of the arts,
40 health/physical education, foreign languages, language arts, mathematics, science
41 and social studies. Osceola District Schools shall provide appropriate instruction
42 to assist students in the achievement of these standards. The Sunshine State
43 Standards/Grade Level Expectations have been incorporated within the Osceola
44 County Curriculum Frameworks and are on file in the Administrative Center and
45 in use at each school. *Adopted 9/17/96, Amended 6/15/99*
46

47 C. Students in elementary and middle schools, who have diagnosed deficiencies in
48 reading, writing, and/or mathematics or high school students who are being

1 assigned to level 1 courses in high school must have an Academic Improvement
2 Plan (for LEP students see Section I,M(3)). The Academic Improvement Plan
3 should: *Amended 6/30/92, 7/21/98 & 6/27/00*

- 4
5 (1) Clearly identify the specific needs to be remediated,
6
7 (2) Clearly identify the success-based intervention strategies to be used, and
8
9 (3) Clearly identify the monitoring and reevaluation activities to be employed.
10
11 (4) Be placed in the student's permanent record at the close of each year or at
12 the time of student withdrawal. (Beginning with the academic year 2000-
13 2001). *Adopted 6/27/00*

14
15 D. Principals are to establish procedures by which parents are notified when it has
16 been determined that their child needs improvement at the grade or course in
17 which he or she has been placed. In cooperation with the parents, an Academic
18 Improvement Plan will be written which may include, but is not limited to, an
19 extension of the school year, a special class within the regular school, and/or a
20 remedial program within or outside the school day including Saturday School.
21 (for LEP students see Section I,M(3)). *Amended 7/21/98 & 6/27/00*

22
23 E. Any student who has been previously retained, at the same grade level may, at
24 any time during the next school year be placed in the next higher grade if the
25 principal determines that standards have been met and the student will be able to
26 benefit from instruction at the higher grade. If the placement involves a new
27 school, the assignment will occur at a time agreed upon by both the sending and
28 receiving principal. *Amended 6/15/99*

29
30 F. The principal, upon written authority from the Superintendent, may
31 administratively place a student who has been previously retained.

32
33 G. The assignment of a student to a higher grade which results in the student's
34 accelerated promotion should be made on the basis of exceptionally high
35 achievement or evidence that the student will benefit more from the instructional
36 program at the advanced grade level. The assignment should be authorized by the
37 Superintendent. The assignment will occur at the end of a grading period agreed
38 upon by both the sending and receiving principal and the Director of Exceptional
39 Student Education, if an exceptional student is involved. If an LEP student is
40 involved, the LEP committee shall meet to document the student LEP plan
41 change. After agreement has been reached regarding an exceptional student, an
42 Individual Education Plan meeting must be held prior to placement in the new
43 assignment. The long-range academic, social, and emotional effect of the decision
44 shall be considered. The principal has the responsibility for making such an
45 assignment, but a student will not be accelerated without parental consent.
46 *Amended 6/30/92 & 6/27/00*

47
48 The student's cumulative record, report card, and permanent record must indicate,

1 “accelerated grade placement” and the name of the principal who made the
2 placement. *Amended 6/15/99*

3
4 Parents shall be notified in writing that their child is receiving an accelerated
5 grade placement to the next higher grade. A copy of this notification shall be
6 placed in the cumulative folder. Notices to parent/guardian of LEP students must
7 be provided in the primary language, whenever feasible. *Amended 6/27/00*

8
9 H. Retention of students shall be limited to one (1) year in kindergarten, one (1) year
10 in the elementary school (1-5) and one year in the middle school unless additional
11 retention is recommended by the principal based on information from a school
12 assessment team (for LEP students see section I,M(4)). An appropriate
13 placement, which differs from the present placement, must be considered for a
14 student who has been retained two or more years.
15 *Amended 7/21/98, 6/15/99, 6/27/00 & 6/19/01*

16
17 Students who are retained must receive remediation as addressed in an academic
18 improvement plan and may be recommended for evaluation by appropriate
19 specialists, e.g., psychologist, reading specialist, and other personnel, if such a
20 referral would benefit the students. *Amended 7/21/98 & 6/15/99*

21
22 I. The grade placement of students transferring from other countries, counties, states
23 or private schools will be determined by the principal of the receiving school
24 based on guidelines established by the Student Services Department. The grade
25 placement of students with a “YES” response on the home language survey shall
26 include a review of the programmatic assessment results. (F.S. 6A-6.0902(3)).
27 *Amended 6/27/00*

28
29 J. Attendance for Promotion K-5 *Amended 6/30/92, 6/29/93, 7/2/96 & 6/27/00*

30
31 (1) Students, to include LEP students, who miss more than fifteen (15) days
32 per semester will not be promoted except as follows:

33
34 a. If medical evidence is presented to the principal from a competent
35 medical authority to excuse absences in excess of fifteen (15) days
36 or fifteen (15) class settings per semester.

37
38 b. Extenuating circumstances as determined by the principal based on
39 recommendations of teachers, counselors or Pupil Services
40 workers.

41
42 (2) School activities shall not be counted as absences. Assigned work shall be
43 turned in on the day indicated by the teacher.

44
45 K. Attendance for Promotion 6-8 *Amended 6/30/92, 7/2/96 & 6/27/00*

46
47 (1) Students, to include LEP students, who miss more than ten (10) days per
48 semester (2 days per semester during the summer school term) will not be

1 promoted except as follows:

2
3 a. If medical evidence is presented to the principal from a competent
4 medical authority to excuse absences in excess of ten (10) days or
5 ten (10) class settings.

6
7 b. Extenuating circumstances as determined by the principal based on
8 recommendations of teachers, counselors or Student Services
9 workers. When appropriate, a student may be referred to the
10 Hospital Homebound program. *Amended 6/27/00*

11
12 (2) School activities shall not be counted as absences. Assigned work shall be
13 turned in on the day indicated by the teacher.

14
15 (3) Eighth grade students enrolled in high school courses for credit shall be
16 subject to section I L and III A 9 in those courses only.

17
18 L. Attendance for Credit (9-12) *Amended 6/30/92, 7/21/98, 6/15/99 & 6/27/00*

19
20 (1) Students, to include LEP students, who would otherwise receive a passing
21 grade, but who have accumulated absences of more than ten (10) single
22 periods of instruction or five (5) block periods of instruction (1 block unit
23 equals 2 single periods) per semester will not receive credit for the course
24 except as follows:

25
26 Attain a passing score (70% or better) on a comprehensive subject level
27 examination to be given within ten (10) teacher workdays of the end of the
28 semester in which the student was enrolled in the class.

29
30 (2) Students, to include LEP students, who have accumulated more than 2
31 days of absences per semester during summer school will not receive
32 credit. *Adopted 6/27/00*

33
34 (3) Students in the summer JumpStart program who have accumulated more
35 than 2 days of absences for the summer session will not receive credit.
36 *Adopted 6/19/01*

37
38 (4) Students, to include LEP students, with excessive absences who fail the
39 comprehensive examination but would receive a passing grade for the
40 semester, may appeal the loss of credit. A district committee will consider
41 the appeal based on documented conditions. *Amended 6/27/00*

42
43 (5) School activities shall not be counted as absences. Assigned work shall be
44 turned in on the date indicated by the teacher.

45
46 M. Limited English Proficient (LEP) *Revised 7/21/98 & 6/27/00*

47
48 All students with limited English proficiency (L.E.P.) must be appropriately

1 identified in order to ensure the provision of appropriate services. Every student
2 identified as L.E.P. shall continue to receive appropriate instruction and funding
3 as specified by the District L.E.P. Plan, State Board Rules and Regulations, and
4 Florida Statutes until such time as the student is reclassified as English proficient.
5 Note: See the *School District of Osceola County Limited English Proficient Plan*
6 *1999* for full explanation of services and models. Amended 6/27/00
7

8 (1) Home language survey (HLS) and identification criteria: *Revised*
9 *6/27/00*

10
11 a. A student with all NO responses on the HLS is considered non-
12 limited English proficient.

13
14 b. A student with any YES response is referred for English language
15 proficiency assessment.

16
17 c. A student with a YES response to question #1 only is temporarily
18 placed in non-ESOL classes until English language proficiency
19 assessment is completed.

20
21 d. A student with a YES response to question #2 and/or #3 is
22 temporarily placed in ESOL classes until English language
23 proficiency assessment is completed.

24
25 e. The grade level appropriate Idea Oral Language Proficiency Test
26 will be used to determine oral/aural English ability and is to be
27 administered within 20 days of the student enrollment date,
28 language survey (HLS) and identification criteria:

29
30 Students in grades 4-12 found to be fluent English speaking will be
31 given a nationally-normed, standardized reading and writing test,
32 within 20 days of the oral/aural test for further assessment of their
33 English ability.

34
35 f. Exceptional students (ESE) with any YES response shall be
36 reviewed by a joint ESE/LEP committee to determine appropriate
37 ESOL assessment and placement.

38
39 g. Pre-K students with any YES response are considered LEP until
40 the English language assessment is administered in Kindergarten.

41
42 PEEP Pre-K students with any YES response shall be reviewed by
43 a joint ESE/LEP committee to determine ESOL status.

44
45 (2) Every limited English proficient student is entitled to equal access to all
46 academic, categorical and federal programs offered by the School District
47 of Osceola County. The amount of time the LEP student is assigned to the
48 program(s) shall be comparable to the time assigned to a non-LEP student

1 under similar conditions. Changes to the student's LEP plan are
2 documented by the school's LEP committee and maintained in the LEP
3 Portfolio as part of the student permanent record. *Adopted 6/27/00*
4

- 5 (3) Limited English proficient students are taught by subject area teachers
6 following the corresponding district curriculum. The instructional
7 personnel provide appropriate and individualized instruction to students
8 through the use of ESOL teaching strategies, appropriate instructional
9 materials, curriculum modifications and testing modifications. The ESOL
10 modifications are documented in the teacher's lesson plans as evidence
11 that understandable instruction is being provided. *Adopted 6/27/00*
12

13 Schools with fifteen (15) or more LEP students who speak the same home
14 language must have at least one bilingual teacher assistant or bilingual
15 teacher proficient in English and the home language of the students. The
16 ESOL teacher assistant's (or bilingual teacher's) primary assignment is to
17 offer the LEP students additional help in the basic content areas under the
18 supervision of the basic subject area teacher. *Adopted 6/27/00*
19

- 20 (4) Limited English proficient students who are unable to demonstrate
21 mastery in academic subject areas as described in the Pupil Progression
22 Plan will be referred to an Academic Improvement Plan/LEP committee.
23 This committee will develop an academic improvement plan for the
24 student in accordance with the following guidelines and procedures:
25 *Adopted 6/27/00*
26

27 a. Establish lack of academic progress in reading, writing, and
28 mathematics using a composite of indicators that includes, but is
29 not limited to: grade level checklist, pre-tests and post-tests,
30 alternative assessment results, previous academic records,
31 diagnostic assessment in the home language, and any other
32 appropriate indicator of academic progress.
33

34 b. First AIP/LEP committee meeting develops an academic
35 improvement plan that includes a list of intensive remedial
36 instructional strategies designed to assist the LEP student (NOTE:
37 ESOL modifications are not considered remedial strategies).
38

39 c. Second AIP committee meeting, with ESOL representation, is held
40 within 18 weeks to review the effectiveness of the remedial
41 strategies. If the LEP student does not make satisfactory progress,
42 the curriculum may be suspended and intense remedial instruction
43 in math, reading and/or mathematics is provided based on the
44 student's deficiencies.
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46 d. If the LEP student still has not made satisfactory progress after
47 implementing the academic improvement plan for at least 27
48 weeks, the LEP committee may recommend retention unless

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conditions exist such that retention would be more adverse for the student than promotion.

- e. The LEP Committee may exempt LEP students from the retention provision. The LEP student may be recommended for promotion based on at least 3 good cause considerations such as educational background, academic ability in home/native language, number of years in the U.S., current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

(5) Retention of LEP students *Revised 6/27/00*

- a. An LEP student can be retained when there is lack of academic progress in grade level concepts and skills as stated in Section I,M(4) a.
- b. The LEP committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian shall be invited to attend.
- c. The teacher(s) must show extensive documentation of the ESOL strategies used to provide the student with understandable instruction.
- d. The reason for retention must not imply the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency.

(6) Guidelines for grading and reporting academic progress of LEP students *Revised 6/27/00*

- a. The course grade and academic progress of LEP 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 modifications.
- b. If there is a continued pattern of failure in classroom performance and assessments, the LEP 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 LEP 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:

- 1 1. Documentation of the ESOL strategies used by the ESOL
2 language arts and basic content area teacher(s) to provide
3 understandable instruction, including the alternative
4 assessment instruments and test modifications used to
5 evaluate the student’s academic progress.
6
7 2. The instructional support requested by the teacher(s) to
8 provide additional assistance for the student from the
9 ESOL Compliance Specialist and/or the ESOL/bilingual
10 tutorial services available at the school.
11
12 3. The records of parental contacts or attempts made to
13 inform the parent/guardian of the student’s under-
14 performance. When applicable, copies of the deficiency
15 reports signed by the student and parent/guardian. Notices
16 to parent/guardian of LEP students must be provided in the
17 home/native language, whenever feasible.
18
19 c. The reason for the academic under-performance of an LEP student
20 must not imply that he/she needs an extra year to learn English or
21 that it is due to the student’s lack of English proficiency.
22

23 **II. Elementary Promotion and Placement**
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25 A. A screening program for all kindergarten students will be administered yearly.
26 For LEP students, the screening shall be provided in an understandable manner
27 through modeling or using the primary language, whenever feasible. Results of
28 this screening will identify students who will be considered for further screening
29 and psychological testing to determine if special placement is indicated.

30 *Amended 6/29/93 & 6/27/00*
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32 B. Required Program of Study - Grades K-5
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34 Grades K-5 promotion should be based on successful progress as indicated by
35 report cards, District and State assessments, daily assignments, teacher
36 observation, satisfactory performance in the grade level curriculum, and other
37 data. For LEP students, see section I,M(2,3). *Amended 6/15/99 & 6/27/00*
38

39 (1) The following areas of study are required for each student, K-5: Language
40 Arts, Mathematics, Science/Health, and Social Studies,
41

42 (2) Elementary schools are required to provide instruction in a character-
43 development program,
44

45 (3) Additional courses of studies may include, but shall not be limited to:
46

47 *Amended 6/27/00*
48

Art

1	
2	Career Education
3	
4	Computers
5	
6	Conservation of natural resources
7	
8	Developmental Physical Education
9	
10	Free Enterprise, Consumer and Economic Education
11	
12	Foreign Language
13	
14	Hispanic contributions to the US
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16	History of African Americans
17	
18	History of the Holocaust
19	
20	History of the State
21	
22	Kindness to animals
23	
24	Library Science
25	
26	Metric Education
27	
28	Music
29	
30	Safety
31	
32	School Police Liaison Program
33	
34	Women's contributions to the US
35	

1 C. Remediation and Retention *Adopted 6/27/00*

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3 Students in grades 1-5 who are identified as being considerably or substantially
4 below grade level in reading, writing, mathematics and/or science must receive
5 remediation and may be retained. However, students whose test scores and
6 classroom performance indicate that they are almost at grade level may be
7 promoted with close monitoring or promoted with an AIP.

8
9 The following options are available for students who have not met the levels of
10 performance for pupil progression:

- 11
12 (1) Remediate before the beginning of the next school year and promote;
13
14 (2) Promote and remediate during the following year with more intensive
15 intervention and remediation strategies identified in the Academic
16 Improvement Plan;
17
18 (3) Retain and remediate using an alternative program of instructional
19 delivery.

20
21 D. Mandatory Retention *Adopted 6/27/00*

22
23 No student may be assigned to a grade level based solely on age or other factors
24 that constitute social promotion. *Adopted 6/19/01*

25
26 Students in grade 4 who have received remediation for reading in grades 1, 2, 3,
27 or 4 AND who score at achievement Level 1 on the grade 4 FCAT tests with
28 performance tasks AND who have a rank below the 25th percentile in the FCAT
29 norm-referenced tests in reading comprehension must be retained.
30 *Amended 6/19/01*

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32 Students in grades 3 and 5, who score 3 or above on a 6-point scale on a school
33 administered and scored writing assessment will be considered proficient.
34 *Adopted 6/19/01*

35
36 Students who score 3 or above on a 6 point scale on the FCAT writing test at
37 grade 4 will be considered proficient. (For LEP students, see section I,M(5).
38 *Adopted 6/19/01*

39
40 Retention decisions will not be made on a single test score. (For LEP students, see
41 section I,M(5). *Adopted 6/19/01*

42
43 Grade 4 students may be exempted from mandatory retention by the School
44 Board for good cause.
45

1 E. Exemption from Mandatory Retention (Good Cause) in Grade 4. *Adopted*
2 *6/27/00*

3
4 The School Board may exempt a student from mandatory retention at grade 4 for
5 good cause. One of the following conditions for exemption from mandatory
6 retention must exist:

- 7
8 (1) Previous Retention - A student who has been retained prior to the current
9 school year and has been in an intensive remedial program in reading, as
10 defined by the Pupil Progression Plan, for two or more years may be
11 exempt. This exemption may take place if it has been determined that the
12 student's academic progress can only occur as a result of promotion to an
13 alternative program of instruction that is significantly different from that
14 which has been availed to the student and this program will be provided to
15 the student.
16
17 (2) Recommendation from a Multidisciplinary Team - A student who is
18 currently enrolled in or has been referred to Child Study for placement in
19 an approved special program (LEP, ESE, 504) may be exempt. This
20 recommendation must contain comprehensive documentation from the
21 multidisciplinary team meeting supporting the rationale for the student's
22 exemption.
23
24 (3) Academic Performance - When multiple measures demonstrate that state
25 assessment results are not indicative of the student's level of academic
26 performance then the student may be exempt. Multiple measures may
27 include, but are not limited to: Stanford 9, Osceola Writes, and other
28 diagnostic instruments used at the school or District level.
29

30 **III. Middle School Promotion and Placement**

31
32 **A. General Academic Requirements**

33
34 Middle school students will receive instruction in grades six through eight in the
35 following basic subjects: (For LEP students, see section I,M(2,3).
36 *Amended 6/15/99 & 6/27/00*

- 37
38 (1) Three years in mathematics.
39
40 (2) Three years in communications, which will include experiences in
41 reading, writing, speaking and listening.
42
43 (3) Three years of science, which will include instruction in life science, earth
44 science and physical science.
45
46 (4) Three years in social studies, which will include the study of the United
47 States and world geography, civics, and Florida history.
48

1 (5) The opportunity to enroll in physical education courses, which will be
2 regularly scheduled each year by each school.

3
4 (6) A series of experiences will be provided for student development through
5 exposure to courses selected from, but not limited to, the following: *Amended*
6 *6/29/93*

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Agriculture	Health
Art	Technology Education
Band	Law
Business	Music
Career Education	Public Service
Consumer Education	Reading
Foreign Language	Writing Skills

22 (7) One semester of Health or Personal Development shall be required for
23 students at the seventh or eighth grade, unless a middle school principal
24 elects to cover district health performance standards in a science course
25 and the following criteria are met: *Amended 6/30/92 & 6/29/93*

26
27 a. The science teacher involved is certified in both science and
28 health, and

29
30 b. A letter of explanation is sent to the Superintendent prior to the
31 beginning of the school year. The letter must be signed by the
32 principal and the teacher and must ensure that all student
33 performance standards for both the science and the health courses
34 will be met.

35
36 (8) In addition to the courses identified above, students must master basic
37 skills in the area of computer literacy. *Amended 7/21/98*

38
39 (9) Students who attend grades seven and eight in Osceola County may elect
40 to take, if offered, high school (dual enrollment) courses at the middle
41 school provided the courses are taught by teachers holding appropriate
42 certification in the subjects offered. The textbook, the district
43 performance standards, and the grading policy shall be the same as for the
44 high school course. These dual enrollment classes must be level II or
45 above as outlined in The Florida Course Code Directory. Dual enrolled
46 students must adhere to high school attendance requirements for receiving
47 credit. In order to receive high school credit, the student must earn a final
48 grade of an "A" or "B". *Amended 6/30/92, 6/29/93, 7/21/98 & 6/15/99 &*
49 *6/19/01*

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B. Promotion

(1) General Requirements *Amended 6/27/00*

All students must pass five (5) subjects per grade level including language arts, mathematics, science and social studies. Promotion should be based on standardized test results, daily assignments, teacher observation, teacher made tests, satisfactory attainment of the student performance standards in the curriculum frameworks and other objective information. If the achievement level is not met, the teacher shall utilize deficiency/progress reports to communicate with the parent during the grading period. Notices to parent/guardian of LEP students must be provided in the primary language, whenever feasible.

Beginning with the 1999-2000 school year, students will be retained in the same grade if: (For LEP students, see section I,M(4)(d)): *Amended 6/27/00*

- (a) As sixth grade students, they fail to receive five (5) grade points, out of a possible sixteen (16) in each academic subject areas.
- (b) As seventh grade students, they fail to earn five (5) grade points, out of a possible sixteen (16), in each academic subject area.
- (c) As eighth grade students, they fail to earn six (6) grade points, out of a possible sixteen (16), in each academic subject area
- (d) Students not meeting the above criteria for promotion may earn promotion by successfully completing a summer remediation or testing program as provided at their school. Students who are not successful with the provided opportunity are to be retained. *Amended 7/2/96 & 6/15/99*

(2) Remediation Programs *Amended 7/21/98, 6/15/99 & 6/27/00*

Students who do not successfully master all of the materials necessary for promotion will be provided an Academic Improvement Plan. (For LEP students, see section I,M(4)). *Amended 6/30/92, 7/2/96 & 6/15/99*

Beginning with the 1999-2000 school year, graduating eighth grade students whose test scores fall in the bottom quartile or who have been identified as needing assistance in one or more areas of mathematics, reading, writing, and/or study skills will be required to complete an intensive summer program at the high school designed to provide students with skills needed to be successful in high school. Upon successful completion of the summer program students will receive 1.5 elective high school credits. Students who fail to master needed skills in the summer

1 school will continue in the program during the fall semester.

2
3 Parents of students who have been retained or identified as needing
4 remediation may contract with state certified teachers or enroll students in
5 an approved remedial program to teach individual students in lieu of
6 attendance in a remedial school program. However, if the parent chooses
7 this option, he or she must notify the child's school principal in writing
8 within fifteen (15) days after the AIP conference. Such students will be
9 required to pass a school-approved exam. *Amended 7/2/96*

10
11 (3) Retention and Acceleration *Amended 6/15/99, 6/27/00 & 6/19/01*

12
13 No student may be assigned to a grade level based solely on age or other
14 factors that constitute social promotion.

15
16 An appropriate placement, which differs from the present placement, must
17 be considered for a student who has been retained two or more years.

18
19 Students classified as retained after the summer programs will be eligible
20 for such placement. Recommendation for placement is to be determined
21 on an individual basis considering:

- 22
23 a. Teacher recommendations
24
25 b. Parent recommendations
26
27 c. Test scores – FCAT with performance tasks – Stanford nine,
28 FCAT norm – referenced test
29
30 d. Child study assessment.
31
32 e. LEP committee recommendation for LEP students.

33
34 Eighth (8th) grade students who are placed in the ninth grade will be
35 enrolled in a mandatory remediation program.

36
37 Eighth (8th) grade students promoted to the ninth (9th) grade may take
38 courses during the regular summer school for acceleration.

39
40 **IV. High School Grade Classification and Graduation Requirements**

41
42 To graduate from high school a student must, meet all the requirements of this
43 plan, demonstrate mastery of the Student Performance Standards (229.565, F.S.)
44 and meet all requirements established by the Florida Department of Education
45 and the School Board of Osceola County.

46
47 Seniors participating in high school graduation ceremonies shall have completed
48 all requirements for graduation as set forth in this Pupil Progression Plan. Seniors

1 receiving a Certificate of Completion or a Special Certificate of Completion will
2 also be eligible to participate in the ceremonies. *Amended 6/28/94*

3
4 Graduation ceremonies will be scheduled at the end of the regular academic year
5 and at the close of the second summer session each year.

6
7 Students enrolled in a District K-12 dropout prevention program and earning a
8 GED equivalency diploma may participate in the graduation ceremony of the high
9 school in their attendance zone. *Amended 7/23/91*

10
11 Beginning with the 1999-2000 school year, incoming ninth grade students who
12 fail to master needed skills in the summer school program will continue in the
13 program during the fall semester. *Adopted 6/27/00*

14
15 A. Grade Classification

16
17 A student, including an LEP student, will be placed in accordance with the
18 number of credits earned by the beginning of the school year. *Amended*
19 *6/27/00*

20
21 (1) A student must have earned 5 credits (6 credits, 4X4 schedule) and have a
22 2.0 G.P.A. to be classified as a sophomore. *Amended 6/15/99 & 6/27/00*

23
24 (2) A student must have earned 11 credits (14 credits, 4X4 schedule) and have
25 a 2.0 G.P.A to be classified as a junior. *Amended 6/15/99, 6/27/00 &*
26 *6/27/00*

27
28 (3) A student must have earned 18 credits (22 credits, 4X4 schedule) and have
29 a 2.0 G.P.A to be classified as a senior. *Amended 6/15/99 & 6/27/00*

30
31 (4) Students who transfer into Osceola County from public schools shall be
32 classified according to their grade placement at the school from which
33 they transfer. Thereafter they will follow classification as set up by
34 Osceola County except for those students who transfer as seniors.

35
36 (5) In order to receive a diploma from an Osceola County high school, all
37 students who attend school in Florida as ninth or tenth graders will be
38 required to earn one half credit in Life Management Skills and beginning
39 with the 1999-2000 ninth grade class, one credit in physical education,
40 which will include one-half credit in Personal Fitness.
41 *Amended 7/23/91, 7/21/98 & 6/19/01*

42
43 (6) All transfer students will be expected to attempt to earn a minimum of
44 three (3) credits per semester in the year of their transfer; however, no
45 requirement for specific course work will be retroactive except as stated
46 above.

47
48 The requirements of the School Board shall not be retroactive for transfer

1 students provided the student has met all requirements of the school,
2 school district or state from which he/she is transferring (6A-1.095)
3 *Adopted 6/30/92 & Amended 6/27/95*
4

5 Students will be limited to the transfer of no more than four high school
6 credits earned prior to entry into the ninth grade. Such credits must have
7 been earned at the seventh and eighth grade levels and follow Pupil
8 Progression Plan rule III A(9). *Adopted 6/30/92 & Amended 6/27/95*
9 *& 7/21/98*

- 10
11 (7) Students may be promoted to the next grade at the end of the first semester
12 of a school year provided they have earned the following number of
13 credits and have maintained a 2.0 G.P.A.: *Adopted 7/23/91, Amended*
14 *6/15/99 & 6/27/00*

15
16 Sophomore - 8 credits (10 credits, 4X4 schedule)

17
18 Junior - 14 credits (18 credits, 4X4 schedule)

19
20 Senior - 21 credits (26 credits, 4X4 schedule)

- 21
22 (8) Seniors who have earned 24 credits (30 credits, 4X4 schedule) by the end
23 of the first semester in a given school year may pursue one of the
24 following options:
25 *Adopted 7/23/91*

26
27 a. Graduate at the end of the first semester. (Students will receive
28 their diplomas and be permitted to participate in graduation
29 ceremonies at the end of the second semester.)

30
31 b. Participate in the dual enrollment program at Valencia Community
32 College or at TECO, if they qualify. *Amended 6/27/00*

33
34 c. Remain at the high school to pursue advanced academic and/or
35 vocational studies.

36
37 B. Requirements for Graduation *Amended 6/30/92 & 7/29/97*

- 38
39 (1) Credits needed for graduation- 24

40
41 NOTE: Enhanced credit requirements are in place for those students who
42 attend high schools in which the 4-year (not including summer school)
43 credit earning potential is greater. Guidelines are available at
44 individual-high schools. *Adopted 6/15/99, Amended 6/19/01*

45
46 The courses listed below shall include the requirements of Sections
47 233.061 and 232.246, Florida Statutes. (For LEP students see Section
48 I,M(2,3)). The 24 credits shall be distributed as follows: *Amended 6/27/00*

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Language Arts Four (4) credits

Mathematics Three (3) credits *Amended 8/6/96*
Algebra 1 or Equivalent or
a higher level mathematics
course
[Effective for incoming 9th
graders 1996-97 and thereafter]

Science Three (3) credits:
Two of which must include
laboratory components

Social Studies Three (3) credits
World History (1)
American History (1)
American Govt. (1/2)
Economics (1/2)

Physical Education One credit (to include one half (1/2)
credit of Personal Fitness) Effective
for incoming 9th graders 1999-2000
and thereafter.
Amended 7/21/98 & 1/16/01

Shall be deemed 9th and 10th grade courses.

Participation in an interscholastic sport, at the junior varsity, or varsity level for two full seasons, shall satisfy the one credit requirement for Physical Education if the student passes a competency test on personal fitness with a score of “C” or better; however, participation may not be used to satisfy the credit requirement. Students must still satisfy the 24-credit requirement for graduation; but will not be required to meet the one (1) credit requirement in physical education. The Physical Education credit cannot be required of ninth grade students. *Adopted 7/29/97, Amended 7/21/98*

Life Management Skills/ Health One-half (1/2) credit

Shall be deemed 9th and 10th grade courses.

Practical Arts/Performing
Fine Arts One (1) credit

1 In order to meet this requirement, students may earn:

2
3 One credit in Practical Arts Vocational Education or Exploratory
4 Vocational Education:

5
6 OR

7
8 One credit in Performing Fine Arts:

9
10 OR

11
12 One-half (1/2) credit each in Practical Arts, Vocational Education
13 or Exploratory Vocational Education and Performing Fine Arts.

14
15 Practical arts may be fulfilled by any secondary or eligible
16 postsecondary course in the Vocational Section or by substituting
17 one of the basic Computer Education Courses or Journalism II, III
18 or IV on a curriculum equivalency basis.

19
20 No more than one (1) credit in Exploratory Vocational courses may be
21 used for credit toward high school graduation.

22
23 Electives: Eight and one-half (8 1/2) credits *Amended 7/21/98 &*
24 *6/27/00*

25
26 Beginning with the 1996-97 school year, incoming 9th grade students will
27 be required a grade point average of 2.0 on a 4.0 scale for twenty-four (24)
28 credits used to meet the state graduation requirements. *Amended 8/6/96*

29
30 All students must maintain a cumulative grade point average of 2.0 on a
31 4.0 scale as required by Florida Statutes 232.246(1). Parents of students
32 who have cumulative grade point averages less than 0.5 above the
33 required graduation level shall be notified that the student is at risk of not
34 meeting the graduation requirements. This notification shall be in the
35 form provided in the District approved reporting procedures. *Adopted*
36 *7/29/97, Amended 6/19/01*

37
38 Each student is entitled to "...13 consecutive years of instruction,
39 beginning with kindergarten, ..."

40
41 Students entering the ninth (9th) grade in 1999-2000 must pass the Florida
42 Comprehensive Assessment Test. Students who were ninth (9th) graders
43 prior to 1999-2000 must either pass the High School Competency Test
44 (HSCT) or achieve a passing score on the Florida Comprehensive
45 Assessment Test, which exempts the student from the High School
46 Competency Test. *Amended 6/15/99 & 6/27/00*

47
48 (2) A student may not enroll in Level I courses unless the assessment of the

1 student indicates that a more rigorous course of study would be
2 inappropriate, in which case, a written assessment of the need must be
3 included in the student's individual education plan or in a student
4 performance plan signed by the principal, the guidance counselor, and the
5 parent. *Adopted 7/29/97*
6

7 (3) For those students at each grade level in grades 9 through 12 who have
8 attained a cumulative grade point average at or below the minimum
9 required for graduation, the following options will be made available. The
10 programs offered include provisions for assisting students at or below the
11 required cumulative grade point average to achieve the required
12 cumulative grade point average for promotion or for graduation.
13 *Adopted 7/29/97, Amended 6/27/00 & 6/19/01*
14

15 a. Students who have completed more than 8 1/2 elective credits (9
16 for students entering prior to 1998-99) may choose to have the
17 lowest elective grades of those courses in excess of the 24 credits
18 required for graduation dropped before the computation of their
19 final GPA. *Adopted 7/29/97, Amended 6/27/00 & 6/19/01*
20

21 b. Students entering ninth (9th) grade prior to 2000-2001 who earn
22 any grade other than an "A" may retake the course to improve their
23 skills, grade, and G.P.A. Students entering ninth (9th) grade in
24 2000-2001 and thereafter who earn grade of "D" or "F" may retake
25 the course to improve their skills, grade, and GPA. The "D" or
26 "F" grade may be replaced with a grade of "C" or higher. The
27 highest grade earned will be used to calculate the cumulative grade
28 point average. Credit toward graduation can only be awarded
29 once. *Adopted 7/29/97 & 1/16/01*
30

31 c. Students who have not attained the required grade point average
32 are eligible to attend summer school in an attempt to raise the
33 cumulative grade point average. *Adopted 7/29/97*
34

35 (4) Eighth (8) grade students may enroll in an approved course designated as
36 a 9th - 12th grade course by the current course code directory, and will be
37 classified as a high school student for the period of time involved.
38 Students earning credit through such high school courses will be credited
39 with meeting the requirements designated in the district Pupil Progression
40 Plan as required for promotion for the appropriate pre-ninth grade
41 course(s). In order to receive high school credit, the student must earn a
42 final grade of an "A" or "B". *Amended 7/29/97 & 6/27/00*
43

44 (5) Students entering the ninth (9th) grade prior to 2000-2001 who earn any
45 grade other than an "A" may retake the course to improve their skills,
46 grade, and G.P.A. Students entering the ninth (9th) grade in 2000-2001
47 and thereafter who earn a grade of "D" or "F" may retake the course and
48 replace the "D" or "F" grade with a grade of "C" or higher. The highest

1 grade earned will be used in calculating the grade point average. Credit
2 toward graduation can only be awarded once.
3 *Amended 7/23/91, 7/29/97, 6/27/00 & 1/16/01*

- 4
5 (6) All high schools will utilize a Pacer Scale for honors courses as a means to
6 determine senior class rank and valedictorian/salutatorian selections.
7 These determinations will be made at the end of the eighth semester and
8 will include all high school courses taken. Pacer Points will be assigned
9 based upon the Grading Scale adopted by the School Board. High schools
10 will assign the Pacer Points to dual enrollment college courses and to all
11 level 3 courses as defined in the Course Code Directory except level 3
12 courses in physical education. Pacer Points will not be used when
13 determining the 2.0 grade point average required for graduation, or the
14 final grade point average. *Adopted 7/29/97, Amended 6/15/99, 6/27/00 &*
15 *6/19/01*

16
17 C. Curriculum Frameworks-Grades 9-12 Basic and Adult Education

18
19 A curriculum framework is a broad guideline which directs district personnel by
20 providing specific instructional plans for a given subject or area of study and is
21 consistent with the Course Code Directory. Curriculum frameworks are
22 contained in the publication "Curriculum Frameworks for Grades 9-12, Adult
23 Basic Program". This publication is on file at each high school and the district
24 office.

25
26 The above frameworks include the Exceptional Student Education Courses and
27 the Vocational Courses.

28
29 D. Student Performance Standards

30
31 Student Performance Standards have been developed cooperatively with district
32 personnel for the intended outcomes specified in each curriculum and are also on
33 file at each high school and the district office.

34
35
36 Students must show mastery of the performance standards before credit for course
37 is awarded. Upon successful completion of the course, with at least seventy per
38 cent (70%) proficiency, students will have demonstrated mastery. Student
39 mastery will be assessed through the use of teacher observation, classroom
40 assignments and examinations (for LEP students see Section I,M(3)). Students
41 must also meet the attendance requirement as set forth in section 6.2.1.E or F of
42 School Board Rules. *Amended 7/21/98 & 6/27/00*

43
44 E. Home Instruction

45
46 As provided by Florida Statute 232.02(1) parents may choose to place their
47 children in a home instruction program in lieu of public school. The requirements
48 of the law will be monitored through the office of Student Services.

1 *Revised 7/23/91, Amended 7/21/98 & 6/27/00*
2

3 (1) Florida Statute, section 232.0201 states that it is the responsibility of the
4 parent to provide a written evaluation of the home-schooled student's
5 progress. With respect to the awarding of high school credit, the
6 Superintendent agrees to the following stipulations:

7 *Revised 9/17/96, Amended 7/21/98*
8

9 a. The student must present to the school principal a listing of the
10 specific courses for which credit is requested. Credits earned through
11 institutions affiliated with the following accrediting agencies will be
12 accepted at face value as long as those courses can be aligned with the
13 Florida Course Code Directory:

14 The Southern Association of Colleges and Schools

15 The Middle States Association of Colleges and Schools

16 The New England Association of Colleges and Schools

17 The North Central Association of Colleges and Schools

18 The Northwest Association of Colleges and Schools

19 The Western Association of Colleges and Schools

20 Such affiliation must be validated through appropriate
21 documentation, which will remain on file in the Office of Student
22 Services.

23 b. Credits earned from a non-accredited institution may be granted
24 under the following conditions: *Revised 7/21/98*

25 1. Courses can be aligned with the Florida Course Code
26 Directory.

27 2. Student must produce a portfolio for the course in which
28 student is requesting credit which has been reviewed by a
29 Florida certified teacher in that subject area.

30 3. The student must pass a comprehensive subject level
31 examination with a minimum score of 70%.

32 In cases where there is no corresponding subject level
33 examination, the student must pass an appropriate high
34 school level final examination with a minimum score of
35 70%. The final examination must be prepared by a Florida
36 certified teacher currently employed by the Osceola School
37 Board and teaching said course at the high school level.
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1 It will be the responsibility of the student's parents or
2 guardians to procure, schedule, and locate qualified
3 teachers to conduct evaluations for home-schooled courses
4 for which credit is requested.
5

6 Examinations for the purpose of earning credit may be
7 attempted two (2) times. Failure to pass an examination for
8 a second time will require the student to enroll in his home
9 zoned school and complete the course for which credit was
10 requested.
11

12 A student enrolling in an Osceola County high school from
13 home education cannot transfer earned credits in excess of
14 the number of credits that student could normally earn per
15 year in the student's home-zoned school.
16

17 The School District of Osceola County is not authorized to
18 provide regular high school diplomas to students who
19 complete a high school course of study as a home
20 education student. In order to earn a regular high school
21 diploma from the District, the student must be enrolled as a
22 full-time student for the entire semester prior to the
23 expected date of graduation and have successfully
24 completed all other graduation requirements as outlined in
25 school Board policy.
26

27 c. Students who request credit according to the above stipulations
28 shall be classified according to age/grade appropriate placement.
29 Any courses requested for credit must align with the graduation
30 requirements and be contained within the maximum number of
31 credits allowable under the District adopted Pupil Progression
32 Plan. *Adopted 9/17/96*
33

34 (2) Students who expect to earn Summer School credit in a home instruction
35 program must be registered with the Superintendent by the end of the first
36 grading period (second week) of summer school.
37

38 (3) Home education students may participate in dual enrollment, vocational
39 dual enrollment and early admission. Credit by examination is available
40 through approved correspondence courses. The home education student is
41 responsible for his/her instructional materials and transportation unless
42 provided for otherwise. The enrollment shall be in accordance with the
43 guidelines established by the Community Colleges and State Universities.
44 *Adopted 7/2/96*
45

46 (4) Home education students are eligible to participate in interscholastic
47 extracurricular student activities. Guidelines for participation will be
48 established pursuant to 232.425, F.S. and will be made available to home

- 1 education students choosing to participate in interscholastic
 2 extracurricular activities. *Adopted 7/2/96*
 3
- 4 (5) Students who are participating in a home instruction program in
 5 accordance with Florida Statutes, section 232.02(1)(4), may be admitted to
 6 the public school on a part-time basis. *Adopted 9/17/96*
 7
- 8 a. Students in home education who wish to attend public school must
 9 meet the same registration requirements as full-time students, and
 10 enroll for and attend at least one (1) regularly scheduled class
 11 period at the zoned school. Such students must register prior to the
 12 start of the semester they will attend. Full-time students will be
 13 given priority in course registration. Home-schooled students who
 14 are excluded from a class/course at their zoned school due to space
 15 limitations may attend another school if space in that class/course
 16 is available. *Adopted 9/17/96, Amended 6/19/01*
 17
- 18 b. The Board is not responsible for the transportation of students in a
 19 home education program to or from the school. The school
 20 principal will establish the time and place for arrival and departure
 21 of home education students. Students who attend school on a part-
 22 time basis are subject to all applicable rules and regulations
 23 pertaining to full-time students. *Adopted 9/17/96*
 24
- 25 (6) Students who wish to participate in the Florida Comprehensive
 26 Assessment Test (FCAT) may do so under the following conditions:
 27 *Adopted 6/19/01*
 28
- 29 a. Home education students may take the FCAT only at the school for
 30 which they are zoned.
 31
- 32 b. Home education students must abide by all rules of the Student Code
 33 of Conduct while on any Osceola County school campus. Failure to
 34 do so will result in the removal of the student from the campus and
 35 loss of testing privileges.
 36
- 37 c. Home instruction parents must notify the appropriate school(s) of their
 38 intention to participate in testing at least (2) weeks in advance of the
 39 scheduled assessment.
 40
- 41 F. Cumulative Grade Point Average
 42
- 43 All students will be required to maintain an overall grade-point average of 2.0 on
 44 a 4.0 scale. *Amended 7/2/96, 9/17/96, 7/21/98, 6/27/00, & 6/19/01*
 45
- 46 Auth: 230.23 (6) (a) (b) Imple: 232.246
 47
- 48 G. Challenger Learning Center - Grade Levels 9-12 *Amended 6/30/92*

1
2 This is a program specifically designed for school dropouts, in order to provide
3 them with a vehicle to complete a high school program; or in some instances, to
4 assist those students into reentering a regular high school setting, once they have
5 completed some credit requirements. (For LEP students, see Section I,M(2).
6 *Amended 6/27/00*

7
8 A total of 24 credits must be earned for graduation. These credits are described in
9 section IV B.

10
11 This is a competency-based program with students demonstrating mastery of the
12 student performance standards. Elective credits for related work experience
13 (OJT) in this program are earned on the same basis as in the regular day-school
14 vocational programs.

15
16 Only students who have been withdrawn from school for a minimum of nine
17 school weeks are eligible for placement in this program. Exceptions to this
18 placement may be approved, based on extenuating circumstances, by a three-
19 member committee of administrators and/or placement by the Superintendent or
20 School Board. A cooperative effort between the Instructional Department and
21 Student Services will provide the guidance and scheduling for student placement
22 and follow-up. Students must agree to attend a minimum of 15 hours per week of
23 classroom instruction during the regular school year. *Amended 6/27/00 &*
24 *6/19/01*

25
26 Students must:

- 27
28 (1) Earn twenty-four credits as stated above with a 1.5 G.P.A., for
29 those courses taken before 1996-97, *Amended 6/15/99*
30
31 (2) Maintain a grade point average of 2.0 on a 4.0 scale for all
32 courses taken beginning with the 1996-97 school year and
33 thereafter. *Adopted 9/17/96, Amended 6/15/99 & 6/19/01*
34
35 (3) Pass all necessary parts of the High School Competency Test
36 or reach the score on the Florida Comprehensive Assessment
37 Test that will exempt the student. *Amended 6/15/99*
38

1 An articulation meeting will be arranged for the students wishing to re-enter the
2 regular high school program. *Amended 6/19/01*

3
4 Although this program is designed to provide students with a non-traditional
5 school setting in order to meet individual needs, the school district Code of
6 Student Conduct is in effect and School Board Rules governing student conduct
7 will be followed.

8
9 **V. Types of Diplomas**

10
11 Students in Osceola County Schools may earn the following types of diplomas:
12 *Amended 6/15/99 & 6/27/00*

- 13
14 (1) Regular
15
16 (2) Regular - GED Exit Option
17
18 (3) Special
19
20 (4) Certificate of Completion
21
22 (5) Special Certificate of Completion
23
24 (6) Adult High School Diploma
25
26 (7) College Ready Diploma
27
28 (8) Florida High School Diploma (G.E.D.)
29
30 (9) Adult Special High School Diploma *Adopted 9/17/96*

31
32 A. A Regular Diploma shall be issued to students who meet the conditions set forth
33 in this Pupil Progression Plan section IV, except for those students who
34 successfully enroll in and complete the GED Exit Option Program. This must
35 include passing the High School Competency Test (HSCT) or achieving an
36 acceptable score on the Florida Comprehensive Assessment Test. *Amended*
37 *7/23/91 & 6/27/00*

38
39 B. A Regular Diploma-GED Exit Option shall be issued to students who meet the
40 conditions set forth in the Pupil Progression Plan. *Adopted 6/27/00*

- 41
42 (1) Requirements

43
44 To meet the requirements for a regular high school diploma under the
45 GED Exit Option, a student shall meet the program eligibility criteria and
46 be enrolled in a Dropout Program, Teenage Parent, Department of
47 Juvenile Justice or Second Chance School Program; currently be enrolled
48 in a high school or alternative program; be a minimum of 16 years of age;

1 demonstrate a 9.0 or above reading level as measured by a state-approved
2 assessment instrument, pass the HSCT or FCAT or demonstrate successful
3 completion by the end of the programmatic year; and shall not be eligible
4 to graduate before the date of the class with whom a student enters
5 kindergarten.

6
7 (2) Attendance

8
9 Meet attendance requirement

10
11 (3) Curriculum

12
13 Students must be enrolled in a minimum of six courses throughout the
14 academic year. The courses must include the following:

- 15
16 a. Applied Communications
17
18 b. Economics/American Government
19
20 c. Algebra, Algebra 1a or Applied Math 1.
21
22 d. Any combination of a secondary or postsecondary technology or a
23 vocational course of study, career preparation or on-the-job
24 training

25
26 Students must complete the prescribed program in order to obtain a
27 regular high school diploma through the GED Exit Option Program as
28 well as complete a career portfolio. All students obtaining a regular
29 diploma under the GED Exit Option must successfully pass the GED Test
30 and the HSCT. A grade point average (GPA) of 2.0 or above must be
31 maintained in the coursework taken through the GED Exit Option
32 Program.

33
34 C. Special Diploma

35
36 1. Option I *Amended 7/23/91, 6/28/94 & 7/21/98*

37
38 A Special Diploma shall be awarded to properly classified Educable
39 Mentally Handicapped, Trainable Mentally Handicapped, Profoundly,
40 Mentally Handicapped, Hearing Impaired, Specific Learning Disabled,
41 Emotionally Handicapped, Physically Handicapped whose ability to
42 communicate orally or in writing is seriously impaired. Students must
43 also master the Revised Performance Standards according to assigned
44 State performance levels.

45
46 These performance standards must be documented by the exceptional
47 student teacher starting when the student is initially placed into an
48 exceptional Student Education program and progressing through

1 graduation from high school. Specific grade levels for completion are
2 given to designate when the child should master the appropriate
3 competency. *Amended 7/21/98*
4

5 The Revised Student Performance Standards for Exceptional Students
6 Tracking Form should be used for students that will be graduating from
7 high school. Any exceptional student excluding Visually Impaired who
8 has acquired appropriate credit for a regular high school diploma, but did
9 not pass the High School Competency Test can be issued an Option I
10 special diplomas. *Amended 7/21/98*
11

12 Beginning with the 2000-2001 ninth (9th) grade class, a student must
13 demonstrate competency in the Sunshine State Standards at the expected
14 levels of functionality as identified by the IEP team. *Adopted 6/27/00*
15

16 2. Option II *Adopted 7/21/98*
17

18 A Special Diploma Option II shall be awarded to any exceptional student,
19 excluding visually impaired, who demonstrates mastery of specified
20 employment and community competencies. The student may graduate
21 with more or less than four years of attendance in grades 9-12. This
22 student must satisfactorily complete the equivalent of eleven credits as
23 specified and be employed full-time at least 25 hours per week in a
24 community based job for a minimum of one semester unless the student is
25 placed in supported competitive employment. In such cases the student
26 must be employed for the equivalent of one semester. The student's
27 Individual Education Plan and training plan shall be developed to identify
28 job specific competencies.
29

30 The student must also be at least sixteen (16) years of age to be considered
31 for this option and shall be at least eighteen (18) years of age to graduate.
32

33 Option 2 does not require mastery of the Sunshine State Standards.
34 *Amended 6/27/00*
35

36 D. A Certificate of Completion shall be issued to all students who acquire
37 appropriate credits for a high school diploma, but do not pass the High School
38 Competency Test. *Amended 7/23/91*
39

40 E. A Special Certificate of Completion shall be issued to an eligible exceptional
41 education student who meets the requirements for his exceptionality, but is unable
42 to meet the appropriate special state minimum requirements.
43

44 F. Adult High School Diploma *Amended 7/23/91 & 7/29/97*
45

46 Adult students completing all established credit requirements receive a Regular
47 Adult High School Diploma. *Amended 6/27/00*
48

49 G. College Ready Diploma *Adopted 6/15/99*

1
2 Students who meet the following requirements will be awarded a differentiated
3 college-ready diploma:
4

- 5 (1) Complete the requirements for a standard high school diploma as
6 prescribed by s.232.246. Among courses taken to fulfill the 24-academic-
7 credit requirement, a student must take high school courses adopted by the
8 Board of Regents and recommended by the State Board of Community
9 Colleges as college-preparatory academic courses.
10
11 (2) Take the postsecondary common placement test prescribed in s.240.117,
12 or an equivalent test identified by the State Board of Education, before
13 graduation and score at or above the established statewide passing score in
14 each test area.
15
16 (3) A college-ready diploma entitles a student to admission without placement
17 testing to a public postsecondary education program for a period of two
18 (2) years after earning the college-ready diploma.
19

20 H. Florida High School Diploma *Amended 7/23/91*

21
22 Students or residents who are eighteen (18) years old or older and students who
23 have met all requirements for graduation except the attainment of a 2.0
24 cumulative grade point average may apply to take the GED exam.
25 *Amended 9/17/96 & 7/29/97*
26

27 I. Adult Special Diploma *Adopted 9/17/96*

28
29 Any adult student who is twenty-one (21) or older and classified as educable
30 mentally handicapped, trainable mentally handicapped, profoundly mentally
31 handicapped, hearing impaired, deaf, specific learning disabled, physically
32 impaired, visually impaired, blind, autistic or emotionally handicapped may be
33 awarded an adult special diploma if all requirements are met.
34

35 VI. Credits Applicable Toward Graduation

36
37 A. Early Admission for Advanced Studies

38
39 Students who meet the prerequisites of an early admission and advanced studies
40 program may be permitted to enroll as a full-time post secondary student during
41 their senior year in high school. Such programs shall meet the following
42 conditions:
43

- 44 (1) Approval of the program by the School Board shall be obtained before the
45 end of the first month of the final year of high school or before the end of
46 the first semester if entry is expected during the second semester of the
47 final year of high school.
48

- 1 (2) The student shall be accepted by a state accredited post-secondary school
2 or university after completion of three (3) full senior high school years,
3 and a minimum of eighteen (18) credits is earned.
4
5 (3) The student shall maintain at least an overall “C” average.
6
7 (4) Any senior enrolled in college courses full-time may re-enter a high
8 school within the district as a full-time student at the end of the high
9 school semester.
10
11 (4) Any credit earned at the accredited post secondary level may be
12 substituted for a required high school credit in the same discipline.
13 Successful completion of a 3-hour college course will equal 1/2 high
14 school credit.
15

16 B. Dual Enrollment
17

- 18 (1) A student may enroll in one or more classes at the college level or in an
19 accredited vocational school while still attending high school. Credit may
20 be earned toward graduation as stated in section VI A (3).
21

22 Auth: Rule 6A-10.0241, FAC
23

- 24 (2) The request of a student to participate in this program must be in writing.
25

26 The signature of the guidance director and the principal shall constitute
27 approval. (For LEP students, see Section I,M(2). *Amended 6/27/00*
28

- 29 (3) Dual Enrollment VCC
30

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

40 No fees shall be assessed for high school students enrolled in these co-
41 sponsored courses. Students who enroll in co-sponsored classes shall
42 have either:
43

- 44 a. completed the tenth grade with a high school grade point average
45 of 3.0 or above, or *Amended 7/23/91*
46
47 b. be in an exceptional student education program with an Individual
48 Education Plan which indicates the ability for advanced studies

1 (i.e. “gifted program”).
2

- 3 (4) Students seeking dual enrollment in mathematics, English or vocational
4 classes shall present evidence of successful completion of the relevant
5 section of the entry level examination for placement given by the school,
6 college or university at which the student is seeking enrollment.
7

8 C. Co-Enrollment *Amended 3/3/92*
9

10 A high school student who is at least sixteen (16) years of age may enroll in the
11 Community High School Co-enrollment Program for English, mathematics,
12 science, or social studies credit (for LEP students, see Section I,M(2)).
13 Permission to enroll in this program must be obtained in advance from the
14 principal or designee. A Co-enrollment Contract (FC-370-311) must be
15 completed, signed by the student, parent, guidance director, and principal. A Co-
16 enrollment Registration Form (FC-370-1710) must be completed by all students.
17 A maximum of 0.5 credits may be earned per semester. A maximum of three (3)
18 credits may be earned in this program. *Amended 6/27/95, 7/29/97, 7/21/98 &*
19 *6/27/00*
20

21 Classes will be established according to enrollment standards set by Community
22 High School.
23

24 D. Course Modification
25

26 High School students who meet the district’s requirements for an approved
27 dropout prevention program, an honors accelerated credit program, or a
28 vocational/technical program may be enrolled in modified courses to earn
29 additional credits. (For LEP students, see Section I,M(2)). *Amended*
30 *7/2/96 & 6/27/00*
31

32 E. Summer School for Grades 9-12
33

34 High school students may attend summer school for grade forgiveness,
35 remediation, and when provided accelerated credit (For LEP students, see
36 Section I,M(2)). *Amended 6/27/00*
37

38 F. College Course Credit
39

40 Any passing grades received in courses from a college may be accepted toward
41 requirements for graduation from Osceola County. Three (3) college semester
42 hours shall be considered equivalent to one-half (1/2) high school credit.
43

- 1 G. Credit from Correspondence
2
3 Credit from Correspondence from a university will be acceptable so long as the
4 course code number of the course taken corresponds to acceptable high school
5 course code numbers. It shall be the responsibility of the student to provide
6 verification of successful completion from the university to the high school.
7
- 8 H Community Service Credit *Adopted 6/29/93, Amended 6/15/99*
9
10 To earn one-half elective credit for the completion of non-paid voluntary
11 community or school service work a student must:
12
- 13 (1) Complete a minimum of 75 hours of non-paid, volunteer service with a
14 non-profit organization in the Central Florida Area.
 - 15
 - 16 (2) Document the volunteer hours on appropriate form.
17
 - 18 (3) Obtain signature from a non-family member of the non-profit
19 organization.
20
 - 21 (4) Receive special principal approval for volunteer activities conducted
22 outside the Central Florida Area.
23
- 24 Credit may not be earned for service provided as a result of court action.
25
- 26 I. Course Substitutions. *Amended 6/29/93 & 6/15/99*
27
28 A course which has been used to substitute in one subject area may not be used to
29 substitute for any other subject area.
30
- 31 (1) Upon completion of the JROTC program (Army, Air Force, Navy, Marine
32 Corps, or Coast Guard) students may substitute on a curriculum
33 equivalency basis one JROTC credit to satisfy a graduation requirement as
34 outlined in the Florida Course Code Directory.
35
 - 36 (2) Section 236.081(1)(n), Florida Statutes, requires district school boards to
37 provide for vocational program substitutions not to exceed two credits in
38 each of the non-elective subject areas of English, mathematics, and
39 science according to the guidelines listed in the Florida Course Code
40 Directory. The vocational program that is substituted for a non-elective
41 academic course will be funded at the level appropriate for the vocational
42 program. Vocational course substitution will be allowed as provided in
43 the Course Code Directory.
44
 - 45 (3) Participation in an interscholastic sport at the junior varsity or varsity level
46 for two full seasons shall satisfy the one credit physical education
47 requirement if the student makes a “C” or better on a competency test on
48 personal fitness developed by the Florida Department of Education. This

1 is a waiver of the course requirement only; the student must still earn 24
2 credits to graduate. Credit will not be awarded for participation in
3 interscholastic sports.
4

5 J. Cooperative Education

Revised 6/30/92

6
7 (1) Definition

8
9 High school credit may be earned by vocational students using the
10 cooperative education method of instruction. Cooperative education
11 involves paid, supervised, concurrent employment that is directly related
12 to the student's in-school training. The cooperative education method is
13 available for junior and senior students. At-risk high school students in
14 any grade may be enrolled in Work Experience. All cooperative education
15 job sites must be approved by the coordinator; students shall not be
16 employed by members of the immediate family.
17

18 Cooperative education is not a program but a method of instruction used
19 in several vocational programs. Students who complete a vocational
20 program using the cooperative method are coded on the final class reports
21 as completers of the vocational program.
22

23 (2) Types of Programs

24
25 There are several programs offering the cooperative method of instruction:
26 Agribusiness Cooperative Education for students employed in agriculture
27 occupations and enrolled in an Agribusiness vocational program, Business
28 Cooperative Education for students employed in office occupations and
29 enrolled in a Business Education vocational program, Cooperative Health
30 Occupations Education for students employed in health occupations and
31 enrolled in a Health Occupations vocational program, Marketing
32 Education for students employed in marketing occupations and enrolled in
33 a Marketing Education vocational program, and Industrial Cooperative
34 Education for students in industrial occupations and enrolled in an
35 Industrial Education vocational program. If a specialized program is
36 available and a student qualifies for the specialized program, the student
37 should be enrolled in the cooperative education course for that specialized
38 program. If a specialized program is not available or if the specialized
39 program does not have a vacancy, the student should enroll in Diversified
40 Career Technology (DCT) program. DCT provides opportunities for
41 selective placement based on the student's occupational objectives and the
42 development of occupational competencies. *Amended 6/15/99*
43

44 Junior and senior students may be released from school one or two periods
45 for cooperative education that is supervised, on-the-job training (OJT), but
46 they must be enrolled in one or more related courses in the particular
47 vocational program area during the school day. Seniors who have met all
48 other graduation requirements may be released for additional periods.

1 *Amended 6/19/01*

2
3 (3) Hours Worked

4
5 Students released from school must work an average of eight (8) hours per
6 week for each school period they are released. A student must work 144
7 hours during the semester to earn one-half (1/2) credit or 288 hours during
8 the semester to earn one (1) credit toward high school graduation
9 requirements.

10
11 (4) Forms Required

12
13 a. Application/Agreement

14
15 Prior to enrollment in the program, the student must complete a
16 cooperative education application, which must be signed by the
17 student and the parent or guardian.

18
19 b. Agreement

20
21 An agreement must be signed by the student, parent or guardian,
22 coordinator, and employer. If the student changes jobs, a new
23 agreement must be signed by each of the parties. The original
24 copy of the signed agreement must be in the student's file for
25 program review.

26
27 c. Time Sheets

28
29 For every month the student is enrolled in cooperative education, a
30 time sheet signed by the student and employer must be on file.
31 The time sheet must list the day and time worked and monies
32 earned. This time sheet must be in the student's file for program
33 review.

34
35 d. Evaluation

36
37 An evaluation completed by the employer must be on file for each
38 student every grading period. The original must be in the student's
39 file for program review. A copy of the evaluation should be given
40 to the student and the employer. The cooperative education
41 program curriculum frameworks outline the specific skills that
42 must be evaluated.
43

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46

e. Training Plans

A training plan must be prepared for each cooperative education student. The training plan, which must list the competencies to be mastered in the classroom and those competencies to be mastered on the job, must be signed by the employer, the student, and the coordinator. As a student masters the listed competencies, mastery must be reflected in the student's file for program review.

f. Visitation Record

Each cooperative education student must be visited at his or her work site at least once per grading period by the coordinator. A record of these visits must be maintained.

(5) Absences

Any cooperative education student who is absent from school for any part of the school day may not report to work that day without the prior approval of the coordinator.

(6) Grades

The grades the student earns for the classroom and OJT are assigned by the coordinator.

(7) Periods of Unemployment

- a. A student who is new to the program may have up to ten days to secure appropriate employment. If the new student is still not employed in an appropriate training site after ten days, he or she may be removed from the cooperative phase and enrolled in suitable classes. An unemployed student is not permitted to leave school early without the coordinator's approval.
- b. Students who wish to change jobs during the school year should coordinate any job changes with the coordinator.
- c. Any student who loses his or her job through no fault of his or her own may have ten days to secure another suitable training site. If the student is unable to find employment after ten days, he or she may be reassigned on campus. These situations will be handled on an individual basis with the coordinator and school officials. An unemployed student should not be permitted to leave school early without the coordinator's approval.

1 (3) Grades will be awarded at the end of each grading period. These grades
2 will reflect all work assigned and achieved during that grading period.
3 Credit may be awarded at the end of a grading period (nine weeks or
4 semester). *Amended 6/30/92 & Amended 6/27/95*
5

6 (4) Final grades may be awarded on a semester or yearly basis in high schools
7 or on a yearly basis in middle and elementary schools. *Amended 6/27/95*
8

9 (5) When two nine weeks are used to determine a final grade, each nine
10 weeks shall count 50% of the final grade. The total shall be divided by
11 two (2).
12

13 When a semester exam is given, each of the nine weeks grades shall count
14 40% and the exam grade shall count 20% of the final grade, and the total
15 shall be divided by five (5). *Amended 6/30/92 & 7/2/96*
16

17 (6) In grades 3-5, report card evaluation should reflect student growth during
18 the grading period as indicated by objective test data, teacher observation
19 and portfolio information.
20

21 In grades 6-8, the grade point values of the grading period and exam grade
22 are averaged to determine the final grade. If the quotient result is 1.5 or
23 higher, the grade shall be rounded to the next highest letter. Rounding of
24 grades less than 1.0 shall be left to the discretion of the instructor. In
25 determining final grades, a zero shall be assigned for no work or dishonest
26 work and may rank as -1 on the grade point scale upon the approval by the
27 principal. Grades in high school dual enrollment classes taught in grades
28 7 and 8 must be determined following the high school academic policy.
29 *Amended 6/30/92 & 6/27/00*
30

31 (7) In grades 9-12, a numerical average is determined by the teacher, at the
32 end of each nine (9) week grading period and the corresponding letter
33 grade (as determined by the grading scale above) is recorded on the report
34 card. If a semester exam is given, the numerical exam score is also
35 converted to the corresponding letter grade as determined by the above
36 grading scale. To determine the final grade, the numerical grades are
37 average together, as outlined two paragraphs above, and numerical
38 average will be converted to the corresponding letter grade from the
39 grading scale, and reported on the report card. *Amended 7/2/96*
40

41 (8) If an "I" (incomplete) is recorded on a report card, the requirements for
42 which the incomplete was assigned must be satisfied within two weeks of
43 the issuance of the report cards or the "I" becomes an "F". At the
44 teacher's discretion a longer period of time may be allowed for make up
45 work. *Amended 7/23/91 & 6/27/00*
46

1 **VII. Florida Bright Futures Scholarship Program, Florida Academic Scholars**
2 **Certificate, Florida Merit Scholars Award, & Florida Gold Seal Vocational**
3 **Endorsement Revised 6/29/93 & Amended 7/29/97 & 7/21/98**
4

5 A. Florida Bright Futures Scholarship Program provides for tuition and fee
6 reimbursement for undergraduate studies at a public or private university,
7 community college or vocational/technical school. The three scholarship awards
8 within the Bright Futures Scholarship Program are the Florida Academic Scholars
9 Award, Florida Merit Scholars Award, and Florida Gold Seal Vocational Scholars
10 Award. Each has specific criteria that must be met. However, to be eligible for
11 an initial award from any of the three types of scholarships, a student (to include
12 an LEP student) must: *Amended 6/15/99*
13

- 14 (1) Complete a Bright Futures Scholarship Program Student Authorization
15 Form by spring graduation.
16
- 17 (2) Be a Florida resident.
18
- 19 (3) Earn a Florida standard high school diploma or its equivalent.
20
- 21 (4) Be accepted by and enrolled in an eligible Florida public or independent
22 postsecondary education institution.
23
- 24 (5) Enroll in a postsecondary institution in Florida for at least six semester
25 credit hours or the equivalent.
26
- 27 (6) Not to have been found guilty of, or pled nolo contendere to, a felony
28 charge.
29
- 30 (7) Use the award within three years of graduation.
31

32 B. The Florida Academic Scholars Award is designed to encourage and to recognize
33 outstanding performance and academic achievement by high school students.
34 (240.4025, F.S.) In order to qualify for the Florida Academic Scholars Award, a
35 student must:
36

- 37 (1) Meet the general eligibility requirements for the Florida Bright Futures
38 Scholarship Program.
39
- 40 (2) Achieve a 3.5 unweighted grade point average on a 4.0 scale, or its
41 equivalent, in high school courses that are adopted by the Board of
42 Regents and recommended by the State Board of Community Colleges as
43 college-preparatory courses.
44
- 45 (3) Attain at least a combined score of 1270 on the Scholastic Aptitude Test
46 or 28 on the American College Test.
47
- 48 (4) Have attended a home education program according to s. 232.02(4) during

1 grades 11 and 12, and have attained at least the above test scores.
2

- 3 (5) Have been awarded an International Baccalaureate Diploma from the
4 International Baccalaureate Office; or
5
6 (6) Have been recognized by the merit or achievement programs of the
7 National Merit Scholarship Corporation as a scholar or finalist.
8
9 (7) Must complete a program of community service work, as approved by the
10 district school board which shall include a minimum of 75 hours of
11 service work and require the student to identify a social problem, and
12 address, evaluate, and reflect upon the problem through papers or other
13 methods of presentation.
14
15 (8) Maintain the equivalent of a 3.0 grade point average on a 4.0 scale for all
16 postsecondary education work attempted and the student remains eligible
17 to renew the Florida Academic Scholars Award. One opportunity for
18 reinstatement of this award will be given if the grade point average falls
19 below the 3.0 requirement.
20

21 C. To be eligible for Florida Merit Scholars Award the student must:
22

- 23 (1) Meet the general eligibility requirements for the Florida Bright Futures
24 Scholarship Program.
25
26 (2) Achieve an unweighted grade point average of 3.0 on a 4.0, or the
27 equivalent, in high school courses that are adopted by the Board of
28 Regents and recommended by the State Board of Community Colleges as
29 college-preparatory academic courses.
30
31 (3) Has attained a combined score of 970 on the SAT or a score of 20 on the
32 ACT.
33
34 (4) Maintain the equivalent of a 2.75 grade point average on a 4.0 scale for all
35 postsecondary education work attempted and the student remains eligible
36 to renew the Florida Merit Scholars Award. The student will receive one
37 opportunity to reinstate the award if the grade point average falls below a
38 2.75.
39

40 D. The Florida Gold Seal Vocational Scholars Award recognizes and awards
41 academic achievement and vocational preparation by high school students.
42

43 High school students may participate in this program in accordance with Florida
44 Statute 232.2467 and State Board Rule 6A-1.092. In order for a student to qualify
45 for the Florida Gold Seal Vocational Scholars Award students must meet the
46 general eligibility requirements of the Florida Bright Futures Scholarship
47 Program along with the following criteria:
48

- 49 (1) Complete three vocational credits in a sequential program of studies

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or

Complete a vocational job preparatory program consisting of two credits plus one credit of on-the-job training or one credit of Guided Workplace Learning (8300430) or the one credit course Business Ownership (8812000). *Amended 7/2/96*

or

An equivalent dual enrollment course/program; *Adopted 7/29/97*

- (2) From a weighted GPA (based on the Statewide Scholarship Weighting System) using the core 15 credits required for graduation or for 1998 & 1999 Seniors, earn a 3.0 unweighted GPA using the minimum of 3 sequential vocational credits.
- (3) Earn an unweighted grade point average of at least 3.5 in courses comprising the vocational program;
- (4) Beginning with the year 2000 graduates, earn the following required credits:
 - 4 - English
 - 3 - Mathematics
 - 3 - Natural Science
 - 3 - Social Science (American History, World History, American Government, and Economics)
 - 1 - Practical Art or 1 Performing Art or 1/2 credit in each
 - 1/2 - Life Management Skills
 - 1/2 - Personal FitnessA minimum of three sequential Vocational Job-Prep or Technological Education
- (5) Must obtain the minimum test scores as follows:
 - (a) SAT: Verbal 420, Math 440 or
 - (b) ACT: Reading 16, English 16, Math 16 or
 - (c) CPT: Reading 83, Sentence 83, Algebra 72.

1 **VIII. Exceptional Education Students**

2
3 A. Elementary Schools

4
5 Exceptionalities include: Educable Mentally Handicapped, Trainable Mentally
6 Handicapped, Profoundly Mentally Handicapped, Speech and/or Language
7 Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired,
8 Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or
9 Hospitalized, Dual Sensory Impaired, Autistic, PreKindergarten Students with
10 Developmental Delays, PreKindergarten Students with Established Conditions
11 (for potential LEP students, see Section I,M(1)f). *Amended*
12 *7/23/91, 7/21/98 & 6/27/00*

13
14 (1) Curriculum

15
16 The curriculum for the elementary school Varying Exceptionalities,
17 Emotionally Handicapped (EH), and Educable Mentally Handicapped
18 shall be a regular education curriculum that follows the Florida Sunshine
19 State Standards with appropriate modifications. Direct Instruction,
20 Reading Mastery, Precision Teaching and Whole Language are the
21 instructional approaches to be utilized to enhance curriculum acquisition.
22 Moderately and severely disabled students (Trainable Mentally
23 Handicapped, Profoundly Mentally Handicapped) will use a curriculum
24 appropriate for the developmental level of the students.
25 *Adopted 6/30/92 & Amended 6/27/95, 7/21/98 & 6/27/00*

26
27 (2) Promotion

28
29 Students enrolled in exceptional student programs shall be promoted on
30 the basis of the acquisition of skills in accordance with the student's
31 Individual Education Plan and the mastery of Revised Performance
32 Standards for each exceptionality. The Revised Performance Standards
33 for the assigned exceptionality will be used to document the progress of
34 the student by the exceptional education teacher. Documentation of
35 standards must start when the student is initially placed into an
36 exceptional student education program. *Amended 6/28/94, 6/27/95 &*
37 *7/21/98*

38
39 Mastery of the standards shall be determined by the teacher utilizing the
40 evaluation modes specified in the Individual Education Plan.

41
42 (3) Retention

43
44 Students who do not meet promotion requirements may be
45 administratively placed in the next grade level by the principal. When a
46 student is being considered for administrative placement which involves
47 attendance at another school (for example, from elementary to middle
48 school or middle school to high school) such placements shall be made

1 only at the beginning of the school year. Exceptions to this rule may be
2 made if the sending and receiving principals agree that an administrative
3 placement during the school year is in the best interest of the student and
4 when approved by the Superintendent.
5

6 Retention of exceptional students shall be limited to one year in the
7 elementary school grades unless otherwise determined by a Quality
8 Individual Education Planning (IEP) team. *Amended 7/21/98*
9

10 (4) Attendance
11

12 All exceptional students will follow regular education attendance
13 procedures. Elementary students enrolled in the Gifted pullout program
14 are classified in attendance and should not be counted as absent.
15 Classroom assignments are given by the Gifted teacher. Students should
16 not be required to make-up the work missed in the regular class.
17

18 B. Middle Schools
19

20 Exceptionalities include: Educable Mentally Handicapped, Trainable Mentally
21 Handicapped, Profoundly Mentally Handicapped, Speech and/or Language
22 Impaired, Deaf or Hard of Hearing, Visually Impaired, Physically Impaired,
23 Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or
24 Hospitalized, Dual Sensory Impaired, Autistic (for potential LEP students, see
25 Section I,M(1)(f). *Amended 7/23/91, 7/21/98 & 6/27/00*
26

27 (1) Curriculum
28

29 The curricular approach for middle school Varying Exceptionalities,
30 Emotionally Handicapped (EH), and Educable Mentally Handicapped
31 shall be a regular education curriculum that follows the Florida Sunshine
32 State Standards with appropriate modifications. Direct Instruction
33 (Corrective Reading), Precision Teaching and the Kansas Learning
34 Strategies model are the instructional approaches to be utilized to enhance
35 curriculum acquisition. Moderately and severely disabled students will use
36 a curriculum appropriate for the developmental level of the student.
37 *Adopted 6/30/92 & Amended 6/27/95, 7/21/98 & 6/27/00*
38

39 (2) Promotion
40

41 Students enrolled in exceptional student programs shall be promoted on
42 the basis of the acquisition of skills in accordance with the student's
43 Individual Education Plan and the mastery of Revised Performance
44 Standards for each exceptionality. The Revised Performance Standards
45 for the assigned exceptionality will be used to document the progress of
46 the student by the exceptional education teacher. Documentation of
47 standards must start when the student is initially placed into an
48 exceptional student education program. *Amended 6/28/94, 6/27/95 &*
49 *7/21/98*

1
2 Mastery of the standards shall be determined by the teacher utilizing the
3 evaluation modes specified in the Individual Education Plan.
4

5 (3) Retention
6

7 Students who do not meet promotion requirements may be
8 administratively placed in the next grade level by the principal. When a
9 student is being considered for administrative placement which involves
10 attendance at another school (for example, from elementary to middle
11 school or middle school to high school) such placements shall be made
12 only at the beginning of the school year. Exceptions to this rule may be
13 made if the sending and receiving principals agree that an administrative
14 placement during the school year is in the best interest of the student and
15 when approved by the Superintendent.
16

17 Retention of exceptional students shall be limited to one year in the
18 middle school grades unless otherwise determined by a Quality Individual
19 Educational Planning (IEP) team. *Amended 7/21/98*
20

21 (4) Attendance
22

23 All exceptional students will follow regular education attendance
24 procedures. *Amended 7/21/98*
25

26 C. High School Graduation Requirements
27

28 Modifications to basic and vocational courses as provided by SBR 6A-6.0312 are
29 allowable for all exceptional students to meet the requirements for a regular or
30 special diploma as follows (for potential LEP students, see Section I,M(1)(f):
31 *Amended 6/27/00*
32

33 (1) Modifications to basic courses shall not include modifications to the
34 curriculum frameworks or student performance standards. When
35 modifying vocational courses, the particular outcomes and student
36 performance standards which a student must master to earn credit must be
37 specified on the student's Individual Education Plan. *Amended*
38 *7/21/98*
39

40 Modifications may include any of the following:
41

- 42 (a) The instructional time may be increased or decreased.
43
44 (b) Instructional methodology may be varied.
45
46 (c) Special communications systems may be used by the teacher or
47 student.
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(d) Classroom and district test administration procedures and other evaluation procedures may be modified to accommodate the student's handicap.

(2) Regular Diploma

(a) Requirements

To meet the requirements for a regular high school diploma, an exceptional student shall take academic courses in the mainstream in accordance with the student's Individual Education Plan. Students who are classified as Deaf or Hard of Hearing, or Emotionally Handicapped may complete any basic or vocational course applicable to a regular diploma if the course is taught by the exceptional student teacher and if the course content, standards, and student outcome and other requirements are equivalent to that of the regular education course. Exceptional students may have regular academic course modifications as outlined in VIII C-2.
Amended 7/23/91, 7/21/98 & 6/27/00

Any students classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Specific Learning Disabled, Physically Impaired, Visually Impaired, Autistic or Emotionally Handicapped may be awarded a regular diploma if they meet the requirements established in School Board Rule, Appendix B, Pupil Progression Plan, Section IV B.
Amended 6/27/95, 8/6/96, 7/21/98 & 6/27/00

(b) Attendance

Meet attendance requirements.

(c) Curriculum

The curricular approach for high school Varying Exceptionalities, Emotionally Handicapped or Severely Emotionally Disturbed and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate modifications. The Kansas Learning Strategies model, Direct Instruction and Precision Teaching are the instructional approaches to be utilized to enhance curriculum acquisition.
Adopted 7/21/97

1 (3) Special Diploma Option I
2 *Revised 7/23/91 & Amended 6/27/9, 7/21/98, & 6/27/00*

3
4 (a) Requirements

5
6 Any student classified as Educable Mentally Handicapped,
7 Trainable Mentally Handicapped, Profoundly Mentally
8 Handicapped, Deaf or Hard of Hearing, Specific Learning
9 Disabled, Physically Impaired, Autistic or Emotionally
10 Handicapped may be awarded a special diploma if the following
11 requirements are met:

12
13 1. Complete course requirements as outlined below

14	Language Arts -	Three (3) credits
15		
16	Mathematics -	Three (3) credits
17		
18	Social Studies -	Two (2) credits
19		
20	Science -	One (1) credit
21		
22	Physical Education -	One (1) credit
23		
24	Life Management Skills -	One Half (1/2) credit
25		
26	Employability Skills -	One Half (1/2) credit
27		
28	Electives (Vocational, 29 practical arts, OJT, etc.) -	Eleven (11) credits
30		
31		

32 Total: 22 Credits (11 required, 11 elective)

33
34 2. Students must have a 2.0 Grade Point Average (GPA) to be
35 eligible for a special diploma.

36
37 3. Attendance

38
39 Meet attendance requirements.

40
41 4. Beginning with the 2000-2001 ninth (9th) grade class, a
42 student must demonstrate competency in the Sunshine
43 State Standards at the expected levels of functionality as
44 identified by the IEP team.

45
46 5. Any exceptional student excluding Visually Impaired who
47 has acquired appropriate credits for a regular high school
48 diploma but did not pass the High School Competency Test

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(HSCT) can be issued a Special Diploma Option 1.

(b) Curriculum

The curricular approach for high school exceptional students shall follow the Florida Sunshine State Standards for Special Diploma Option 1. Moderately and severely disabled students will use a curriculum appropriate to the developmental level of the student.

Note: Visually Impaired students are not eligible for a special diploma at this time. *Amended 6/27/95*

Auth: 6A-1.095, FAC

(4) Special Diploma Option 2

(a) Requirements

In accordance with Rule 6A-1.0996, FAC, exceptional students who demonstrate mastery of specified employment and community competencies may graduate with more or less than four years of attendance in grades 9-12. *Amended 6/27/95 & 7/21/98*

1. Complete the course requirements as outlined below

Language Arts - Two (2) credits

Mathematics - Two (2) credits

Electives (Vocational,
Practical Arts, OJT, etc.) - Seven (7) credits

Total: 11 Credits (4 required, 7 elective)

This can be modified only by specific permission from the Director of Exceptional Student Education.

2. The student shall satisfactorily demonstrate employment and community based competencies while employed full-time at least 25 hours per week in a community based job for a minimum of one semester, unless the student is placed in supported competitive employment. In this case, the student must be employed for at least 20 hours per week, for the equivalent of one semester.

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- 3. The student shall be at least sixteen (16) years of age to be considered for this option, and shall be at least eighteen (18) years of age to graduate.
- 4. The student's individual education plan shall include a transition plan containing annual goals and short-term objectives related to the employment and community competencies. *Amended 6/27/95*
- 5. A training plan shall be developed and signed by the student, parent, teacher, and employer. The plan shall identify the job specific employment and related community competencies, the criteria for determining and certifying mastery of the competencies, the work schedule and the minimum number of hours to be worked per week, a description of the supervision to be provided by the school district staff, and any special considerations. *Amended 6/27/95*

(b) Curriculum *Amended 7/21/98*

All exceptional education students will also be monitored on the Revised Performance Standards for Exceptional Students.

The Revised Performance Standard Tracking Form should be used for students to evaluate the student's progress each year. Mastery of the standards shall be determined by each teacher utilizing the evaluation modes specified in the Individual Education Plan. Mastery is not required for students who meet the criteria for Special Diploma Option 2. *Amended 6/27/95*

(c) Student must have a 2.0 Grade Point Average (GPA) to be eligible for a special diploma.

(d) Attendance

Meet attendance requirements.

(e) Option 2 does not require mastery of the Sunshine State Standards. *Adopted 6/27/00*

(5) Certificate of Completion *Adopted 6/27/95*

Any exceptional student who has acquired appropriate credits for a high school diploma, but did not pass the High School Competency Test, shall be issued a Certificate of Completion.

(6) Special Certificate of Completion *Amended 6/27/95, 7/21/98 & 6/27/00*

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Any Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Autistic, Specific Learning Disabled, or Physically Impaired student whose ability to communicate orally or in writing is seriously impaired, or Emotionally Handicapped student who meets all graduation requirements for his exceptionality, but is unable to meet appropriate special minimum standards, shall be awarded a special certificate of completion.

(7) Changing Diploma Options *Adopted 6/27/95*

To ensure that students may select and move between the Special Diploma options, and between courses of study leading to Standard and Special Diplomas, credits and performance standards will be reviewed and student course schedules will be developed to meet the requirements of the option selected.

(8) Transfers

Any exceptional student transferring into the Osceola School District and determined eligible for a special diploma shall be eligible to graduate based upon the requirements of the school district from which he or she is transferring.

(9) Extended School Year Services *Adopted 6/27/00*

The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team and should be provided for the student if the skills learned during the school year will be significantly jeopardized through regression without them.

(10) Alternative Assessment Requirements *Adopted 6/27/00*

Students who are excluded from the state assessment program must be assessed with an alternate assessment procedure to be determined by the IEP team. Exclusion may be permitted only when ALL of the following criteria are met:

- (a) The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards even with appropriate and allowable course accommodations.
- (b) The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.
- (c) The student's inability to complete the required coursework is not

1 due to excessive or extended absences or the result of social,
2 cultural, or economic differences.

- 3
4 (d) If high school age, the student is unable to complete the regular
5 diploma program even with allowable course accommodations and
6 adaptations.
7

8
9 **IX. Drop-Out Prevention and Retention Program**

10
11 The individual Drop-Out Prevention programs are designed to meet the needs of
12 high risk students and offer them special opportunities to earn credit towards
13 graduation or promotion (for LEP students, see Section I,M(2). *Amended 6/19/01*
14

15
16 **X. Placement and Promotion in the High School Vocational Program**
17 *Adopted 6/30/92*

18
19 **A. Program Descriptions *Revised 7/2/96***

20
21 All Osceola County District public high school vocational programs follow the
22 Florida Department of Education frameworks and student performance standards.
23 Copies of these frameworks and student performance standards are available for
24 review in the office of the Director of the Technical and Adult Department. Any
25 vocational course from a vocational program listed below may be taken to satisfy
26 the 1/2 credit practical arts graduation requirement (for LEP students, see Section
27 I,M(2)).
28

29 (1) **Agribusiness and Natural Resources Education**

- 30
31 (a) Students are encouraged to start any agriculture program in the
32 ninth grade by enrolling in Fundamentals of Agriscience; however,
33 students may enroll in any grade. Depending on a student's
34 interest and program availability, high school students may enroll
35 in Landscape Operations, Environmental Horticulture, Animal
36 Science, or Agritechnology. Tech Prep students are eligible for
37 three (3) semester hours of credit at Valencia Community College.
38 *Amended 9/17/96*
39

- 40 (b) Graduating students who successfully complete any of the
41 agriculture programs are program completers. Junior and seniors
42 are eligible for Agriculture Cooperative Education. To be eligible
43 for Agriculture Cooperative Education, a student must be currently
44 enrolled in a job preparatory agriculture program.
45

- 46 (c) Future Farmers of America is the approved vocational student
47 organization (VSO) for agriculture students. Middle school
48 students are eligible for membership.

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(2) Business Technology Education

- (a) Business Technology Education programs listed in the Florida Course Code Directory are provided for Osceola County business technology students. The programs are designed to allow students with varying occupational interests to complete programs ranging from two (2) to six (6) credits. Tech Prep students are eligible for up to six (6) semester hours of credit at Valencia Community College.
- (b) Business Systems Technology 1 and Business Systems Technology 2 comprise a sequential two-credit core for completers in all the business technology education programs. Computer and Business Skills (8200330) along with Keyboarding and Business Skills (8200320) is equivalent to Business Systems and Technology 1 (8209020). Students should complete Keyboarding and Business Skills before enrolling in computer and Business skills. *Amended 6/15/99*
- (c) High School (dual enrollment) credit is available to middle school students in Business Technology Education programs. Students who successfully complete one or more credits in Business Keyboarding (8200110), Computer Applications in Business 1 (8200220), Computer Applications in Business 2 (8200210) and/or Business Systems and Technology I (8209020) are eligible. *Amended 6/15/99*
- (d) An option available to juniors and seniors in business technology education is Business Cooperative Education (BCE), which combines related classroom instruction with supervised on-the-job training (OJT) in a business or office occupation. OJT hours will vary. OJT students perform tasks outlined in their individual job training plan, which is signed, by the BCE coordinator, the employer, and the student. Any business technology education course may be used for BCE classroom instruction. The objective of BCE OJT is to reinforce and complement related in-school instruction in the business education job preparatory programs.
- (e) Future Business Leaders of America (FBLA), the approved secondary vocational student organization, is an integral part of the curriculum for all secondary business technology education programs. Middle school students are eligible for membership.

(3) Diversified Education

- (a) Students are encouraged to start this vocational program in the eleventh grade by enrolling in Diversified Career Technology

1 Principles and DCT On-the-Job Training (OJT); however, seniors
2 may enroll in Diversified Career Technology Principles and DCT
3 OJT. As a part of this program, students learn selected
4 occupational competencies through employment-related
5 instruction in school and concurrent, paid, supervised on-the-job
6 training. Second year students enroll in Diversified Career
7 Technology Applications and DCT OJT. Seniors who successfully
8 complete Diversified Career Technology Applications and DCT
9 OJT are program completers. *Amended 6/15/99*

10
11 (b) Part of the DCT curriculum is met through participation in
12 Cooperative Education Clubs of Florida (CECF). This approved
13 VSO is an integral part of the curriculum.

14
15 (4) Health Science Education *Amended 9/17/96*

16
17 (a) Students may enroll in the health science vocational job
18 preparatory Health Careers program in grades 11 or 12. Ninth and
19 tenth grade students may enroll in Medical Skills and Services
20 which is also open to students in grades 11 and 12. Medical Skills
21 and Service is usually a yearlong course. Tech Prep students are
22 eligible for up to six (6) semester hours of credit at Valencia
23 Community College.

24
25 (b) Eleventh grade students should enroll in Health Careers for two
26 periods a day; as seniors they should enroll in one period of Health
27 Science Education course plus up to two additional periods of
28 Health Science Education Cooperative Education - On-the-Job
29 Training (OJT). Any student who first enters the Health Careers
30 Program as a senior should enroll for three periods a day to be a
31 program completer and achieve certification in one of several
32 entry-level health careers. Students completing the nursing
33 assistant competencies will be eligible to sit for the state exam.

34
35 (c) Health Science Education Cooperative Education. OJT is
36 available to those Health Occupations Education students who are
37 concurrently enrolled in a Health Science Education Program and
38 have the instructor's approval.

39
40 (d) Health Science Education Students Association. The approved
41 vocational student organization for health occupations students is
42 an integral part of the curriculum.

43
44 (5) Family and Consumer Sciences

45
46 (a) A variety of Family and Consumer Sciences courses is offered and
47 may be taken as elective credit or to fulfill the practical arts
48 requirements. No more than three (3) credits in Practical Arts

1 Family and Consumer Sciences may be granted toward high
2 school graduation requirements. Completers of the Early
3 Childhood program are eligible for three or four semester hours of
4 credit at Valencia Community College.
5

6 (b) Future Homemakers Association/Home Economics Related
7 Occupations (FHA/HERO), the approved vocational student
8 organization, is an integral part of the curriculum for all Family
9 and Consumer Sciences programs. FHA/HERO is also available
10 for middle school students.
11

12 (6) Industrial Education

13
14 (a) Students are encouraged to start Industrial Education (IE)
15 programs in the tenth grade by enrolling in Level 1 for one period.
16 Second year students enroll in Levels 2 and 3 for two periods; third
17 year students enroll in Levels 4, 5, and 6 for up to three periods.
18 Cosmetology, an eight-credit program, requires summer
19 enrollment to complete. Tech Prep students are eligible for three
20 semester hours of credit at Valencia Community College.
21

22 (b) Students may also begin any IE program in their junior or senior
23 year and complete the program at Mid Florida Tech or Technical
24 Educational Center of Osceola.
25

26 (c) Freshmen may enroll in IE classes.
27

28 (d) An option available to juniors and seniors in IE is Industrial
29 Cooperative Education (ICE), which combines related classroom
30 instruction with supervised on-the-job training (OJT).
31

32 (e) Vocational Industrial Clubs of America (VICA) is the approved
33 vocational student organization for IE students.
34

35 (7) Marketing Education

36
37 (a) It is preferred that students start this vocational program in the
38 tenth grade by enrolling in Marketing Essentials. Eleventh grade
39 students may be enrolled in Application and OJT for up to two
40 periods per day. The job must be directly related to the student's
41 career choice in the marketing field. Twelfth grade students enroll
42 in Marketing Management and Marketing Education OJT. Tech
43 Prep students are eligible for up to three semester hours of credit at
44 Valencia Community College. The Academy of Travel and
45 Tourism students are eligible for up to fourteen semester hours of
46 credit in dual enrollment at Valencia Community College.
47 *Amended 9/17/96*
48

1 (b) Part of the marketing education curriculum is met through
2 participation in Distributive Education Clubs of America (DECA).
3 This approved vocational student organization is an integral part of
4 the program.
5

6 (8) Public Service Education
7

8 (a) The Paraprofessional Teacher Aide program is available to juniors
9 and seniors only. A student may earn a maximum of three credits
10 in this program. One day a week the student must report to the
11 Public Service teacher who coordinates the program. There are
12 specific student performance standards that must be taught and
13 evaluated in order for the student to earn credit in the class. Four
14 days a week the student reports to his or her particular assignment.
15 The coordinator will visit the student on the site at least once per
16 grading period. *Amended 6/15/99*
17

18 (b) Criminal Justice Operations, and Principles of Public Service are
19 taught by the School Resource Officer (SRO) at each high school.
20 Tech Prep students are eligible for up to six semester hours of
21 credit at Valencia Community College. *Amended 9/17/96 &*
22 *6/15/99*
23

24 (c) The Florida Association of Public Service Students (FLAPSS) is
25 the approved vocational student organization for Public Service
26 students. *Adopted 6/29/93*
27

28 (9) Technology Education
29

30 Technology Education classes are offered at Osceola middle schools and
31 may be offered at the high schools. *Amended 6/15/99*
32

33 B. Definition of a Completer
34

35 In order to be classified as a vocational program completer, a student must
36 complete all student performance standards and should earn the required number
37 of credits. If a student has mastered all student performance standards, he/she is a
38 completer even if he/she has not completed the courses. Osceola County student
39 may complete their programs in high school or continue with an articulated
40 postsecondary program at a vocational postsecondary center. All vocational
41 completers are included in the district's annual follow-up student survey after
42 they graduate from high school. *Amended 7/2/96*

43 **XI. Technical Education Center of Osceola County (TECO) and Community**
44 **High School**
45

46 A. Placement and Promotion of Secondary Students at the Technical Education
47 Center of Osceola (TECO) *Amended 7/29/97*
48

1 Under certain conditions, secondary students may be placed at the Technical
2 Education Center of Osceola (TECO) as their high school site (for LEP students,
3 see Section I,M(2)). *Adopted 6/30/92 & Amended 6/27/00*
4

5 (1) Dual Enrollment/Co-Enrollment at TECO: Students will have the
6 opportunity to attend TECO as a second school vocational placement for
7 part of the school day provided the following conditions exist:
8

9 (a) The student is at least 16.

10 (b) The vocational program is not offered at the zoned high school.

11 (c) The student exhibits the maturity to handle the adult setting.
12

13 Students must provide their own transportation.
14

15 Placement at TECO will occur only at the beginning of a semester;
16 students will remain for the entire semester.
17

18 All final exams in the vocational program will be comprehensive.
19

20 (2) High School Program: TECO may offer a comprehensive grade ten (10)
21 through grade twelve (12) program in accordance with sections I through
22 VI above. *Adopted 6/15/99*
23

24 (3) Exceptional Students Education students: ESE special diploma seeking
25 students participate in a program at TECO based on the recommendation
26 of the staffing committee. Placement at TECO will occur only at the
27 beginning of a semester; students will remain for the entire semester.
28 Placement at the center must be reflected in the student's IEP.
29 *Amended 6/27/95 & 7/29/97*
30
31

32
33 B. Placement in Postsecondary Adult and Vocational Institutions
34

35 (1) Technical Education Center of Osceola
36 501 Simpson Road
37 Kissimmee, FL 34744
38

39 (2) Community High School
40 705 Simpson Road
41 Kissimmee, FL 34744
42

43 (3) Enrollment Eligibility *Amended 6/27/95 & 7/29/97*
44

45 Both schools accept for enrollment those adults 16 years of age or older,
46 regardless of race, religion, handicap or national origin, and:
47

48 (a) Request, but do not require a social security number;

1
2 (b) Require proof of residency such as a Florida Driver License,
3 Florida I.D., voter registration card, Declaration of Domicile, or a
4 sworn statement and notarized affidavit, which is obtained from
5 the center, if none of the previous is available;
6

7 (c) Require test prerequisites for some programs.
8

9 All vocational programs have state-mandated mathematics and
10 reading achievement standards. Achievement of these standards
11 must be documented prior to a student's program completion.
12

13 (4) Transfer Students *Amended 7/29/97*
14

15 Transfer students from other institutions are accepted. These students are
16 placed in vocational or adult programs based on (1) results of written
17 and/or performance tests or evaluations of transcripts or (2) in compliance
18 with articulation agreements.
19

20 C. Types of Programs offered at TECO *Amended 6/27/95*
21

22 TECO offers a variety of vocational programs. All programs are based on Florida
23 Department of Education frameworks and student performance standards. All
24 programs have an advisory council that makes recommendations to the center's
25 administration regarding the curriculum, facilities, equipment, etc. *Amended*
26 *7/2/96*
27

28 (1) Adult Supplementary Vocational Education
29

30 Programs will be offered to enable persons who are or have been
31 employed in a specific occupation to upgrade their competencies, to
32 maintain stability, and to advance in or re-enter the specific occupation in
33 which the person was employed or is currently employed. Fee structure
34 will be based on state or course requirements.
35

36 (2) Adult Vocational Preparatory Program
37

38 Programs providing instruction in competencies that are realistic in terms
39 of actual or anticipated opportunities for employment which are suited to
40 individual needs, interests and abilities to (1) prepare persons for effective
41 entry level performance in skilled and technical level occupations; (2)
42 enable persons who are or have been employed in an occupational field or
43 as a homemaker to upgrade competencies to maintain stability, advance or
44 re-enter employment.
45

46 (3) Completion
47

48 Completion is based on mastery of all competencies identified by the state

1 curriculum frameworks and student performance standards. In addition,
2 prior to program completion, students must meet minimum reading and
3 mathematics achievement requirements determined by the Florida
4 Department of Education.

5
6 (4) Job Placement

7
8 While no school can guarantee placement, TECO has a professional staff
9 to assist currently enrolled students and graduates in securing employment
10 related to the training provided. Follow-up studies are conducted annually
11 to verify placement. In order to be in compliance with Florida Statutes,
12 each vocational program must have 70 percent of its graduates
13 successfully placed.

14
15 D. Community High School Programs:

- 16
17 (1) Adult Literacy, Grade Levels 0-3.9, - a program providing individualized
18 basic reading and writing skills;
19
20 (2) ESOL (English for Speakers of Other Languages), Levels I-III;
21
22 (3) Adult Basic Education, Grade Levels 4-8.9;
23
24 (4) GED Preparation, Grade Levels 9-11.9 with preparation for GED testing
25 in the five areas of writing, social studies, science, literature and the arts,
26 and mathematics.

27
28 The minimum age for testing is 18.

29
30 The State and National fee schedule is applied.

31
32 GED candidates are post-tested and, upon recommendation of the
33 instructor, scheduled for the GED examination.

34
35 Any student who is 16 or 17 years of age must meet with a counselor and
36 a parent or guardian to review the special petition process, complete the
37 Special Exception Petition (FC-370-0619), and review requirements such
38 as mandatory attendance. *Amended 7/29/97*

39
40 All students are advised to complete the Test of Adult Basic Education
41 (TABE) and the Practice GED Test. Under the following extraordinary
42 circumstances, students may take the GED Test before reaching the age of
43 18: *Amended 7/29/97*

- 44
45 (a) Court-ordered;
46
47 (b) Economically disadvantaged (must meet federal income
48 guidelines);

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- (c) Previously or currently enrolled in an Alternative Program;
- (d) Pregnancy;
- (e) Teen Parent;
- (f) Medical, mental or physical condition interfering with regular school attendance;
- (g) Home School validation;
- (h) Incarcerated; or
- (i) Probationers Education Growth Program client.

E. Other Postsecondary Programs

- (1) Adult High School Completion Program - Levels 9-12 *Revised 6/27/95*

Graduation requirements of 24 credits, which must include:

- 4 English (sequenced composition and literature)
- 3 Math
- 1 World History with AVC
- 1 American History
- 1/2 Economics
- 1/2 American Government
- 3 Science (1 Physical with lab, 1 Biological with lab, and 1 elective)
- 1/2 Personal Fitness
- 1/2 Life Management Skills
- 1/2 Practical Arts Fine Arts
- 1/2 Computer Literacy

Credits, based on Carnegie units, earned in grades 9-12 in high school will be accepted. Remedial courses not to exceed two (2) credits may be counted in the Elective area. Credits will be awarded students who have

1 attended at least 80% of the regularly scheduled classes and demonstrated
2 mastery of the minimum student performance standards.

3 Anyone entering the Adult High School Completion Program must
4 successfully complete two (2) credits even though they may transfer in all
5 required credits. Excluded from the two-credit requirement are those
6 students meeting requirements set forth in SBR 6A-5.
7

8 The HSCT must be passed in order to receive an Adult High School
9 Diploma. *Amended 6/29/93*

10
11 (2) Adult Special Diploma *Adopted 7/2/96*
12

13 Any adult student who is twenty-one (21) or older and classified as
14 educable mentally handicapped, trainable mentally handicapped,
15 profoundly mentally handicapped, hearing impaired, deaf, specific
16 learning disabled, physically impaired, visually impaired, blind, autistic or
17 emotionally handicapped may be awarded an adult special diploma if the
18 following requirements are met:
19

20 (a) Complete course requirements as outlined below:
21

22 Option 1

23		
24	Language Arts *	Three (3) credits
25		
26	Mathematics *	Three (3) credits
27		
28	Social Studies *	Two (2) credits
29		
30	Science *	One (1) credit
31		
32	Life Management Skills	One Half 1/2 credit
33		
34	Employability Skills	One Half 1/2 credit
35		
36	Electives (vocational, 37 practical arts, OJT, etc.)	Twelve (12) credits
38		

39 Note: Courses listed in Section 4 of the Florida Department of
40 Education Course Code Directory for Exceptional Student
41 Education Senior High and Adult which are identified as
42 Comprehensive should be used to meet credit requirements for
43 Adult Special Diploma in the areas of Language Arts,
44 Mathematics, Social Studies and Science.
45

46 Option 2
47

48 Adult exceptional students who demonstrate mastery of specified

1 employment and community competencies may graduate by
2 meeting the following requirements:

3
4 1. The student shall satisfactorily complete the equivalent of
5 eleven (11) credits, which must include two credits in
6 Mathematics and two credits in Language Arts.
7 *Amended 7/29/97*

8
9 2. The student shall satisfactorily demonstrate employment
10 and community-based competencies while employed full-
11 time or at least 25 hours per week in a community-based
12 job for a minimum of one semester (18 weeks), unless the
13 student is placed in supported competitive employment. In
14 this case, the student must be employed at least twenty (20)
15 hours per week for the equivalent of one semester.

16
17 3. The student's Adult Individual Education Plan (AIEP) shall
18 include annual goals and short-term objectives related to
19 employment and community competencies.

20
21 4. A training plan shall be developed and signed by the
22 student, teacher and employer. The plan shall identify the
23 job-specific and related community competencies, the
24 criteria for determining and certifying mastery of the
25 competencies, the work schedule and the minimum number
26 of hours to be worked per week, a description of the
27 supervision to be provided by the school district staff, and
28 any special considerations.

29
30 (b) Student must have a 2.0 GPA to be eligible for an Adult Special
31 Diploma. *Amended 7/29/97*

32
33 (c) Student must meet adult attendance requirements as listed in the
34 Postsecondary Code of Student Conduct.
35

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(d) The ESE courses with “Comprehensive” in the title should be used to schedule adult students for classes to meet the Adult Special Diploma requirements in Language Arts, Mathematics, Science and Social Studies. These course code numbers may be repeated for multiple credits. The portion of each comprehensive course to be covered must be reflected in the student’s AIEP and must be different for each credit. The comprehensive numbers allow flexibility to meet the individual needs of the students.

(3) Fee-Based Courses *Amended 7/29/97*

Courses requested by the community for personal development or enjoyment, which require a fee based on state-mandated instructional costs.

(4) Other Educational Activities Kindergarten Through Adult

Other educational activities will be offered at times most appropriate to meet the needs of the community.

(5) Calendar *Amended 6/29/93 & 7/27/97*

Postsecondary schools operate twelve (12) months per year based on a Board approved calendar.