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Pupil Progression Plan

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OSCEOLA DISTRICT SCHOOLS

PUPIL PROGRESSION PLAN – 2000-2001

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, 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*

Kindergarten – Grade 2

- + Demonstrates Consistently
- √ Learning and Developing
- Area of Concern
- * Below Level Performance, may lead to retention

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Grades 1-2

Science and Social Studies will be evaluated using the following criteria:

- O Outstanding
- S Satisfactory
- N Needs Improvement

Grades 3-5 will be given corresponding letter grades in subject areas and the above criteria will be used to evaluate specific items in the areas of reading, writing, and mathematics.

Grades 3-12 - Percent Point Value Definition
Amended 7/29/97

<u>GRADE</u>	<u>Percent</u>	<u>Point Value</u>	<u>Definition</u>
A	94-100	4	outstanding progress
B	85-93	3	above average progress
C	77-84	2	adequate progress
D	70-76	1	lowest acceptable progress
F	0-69	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 classes in grades K-5, the following grading scale may be used: *Adopted 6/30/92 & Amended 6/27/95*

- O - Outstanding

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S - Satisfactory

N - Needs Improvement

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 established by the official school calendar. A grade shall be recorded on the report card for each subject taken. If an elementary student is enrolled for less than one-half (1/2) of the forty-five day grading period, a report card shall be issued, but a grade is not required. The report card needs to reflect the date of entry and attendance record. If a student withdraws he shall be issued a grade on the withdrawal form as of the date of withdrawal.
Amended 7/2/96 & 6/27/00
- e. Students are to receive grades in all courses in which they are enrolled.
- f. If the principal of a school feels it is necessary to change a pupil's grade in any subject at the end of a grading period, the principal shall consult with the teacher regarding the necessary change. If the change is made after official notification has been made to the parents, a copy of the principal's reasons shall be placed in the pupil's cumulative folder.

(3) Notices to Parents and Pupils

- a. Parents or adult students are to be notified in writing at any time during a grading period when it is apparent that the student may not pass or is performing unsatisfactorily in any course or grade level. The county Deficiency/Progress Report and/or approved electronic Progress Report form will be used for this notification.
Amended 6/15/99 & 6/27/00
- b. Parents are to be advised of their child's performance on all

- 1 standardized tests administered as part of the countywide testing
 2 program.
 3
- 4 c. Notices concerning limited English proficient (LEP) students or
 5 adult LEP students must be provided in the primary language of
 6 the parent/guardian or adult student, whenever feasible. *Adopted*
 7 *6/27/00*
 8
- 9 B. The Sunshine State Standards (6A-1.09401 State Board Rules) are benchmark
 10 standards which describe what students should know and be able to do at four
 11 progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of the arts,
 12 health/physical education, foreign languages, language arts, mathematics, science
 13 and social studies. Osceola District Schools shall provide appropriate instruction
 14 to assist students in the achievement of these standards. The Sunshine State
 15 Standards/Grade Level Expectations have been incorporated within the Osceola
 16 County Curriculum Frameworks and are on file in the Administrative Center and
 17 in use at each school. *Adopted 9/17/96, Amended 6/15/99*
 18
- 19 C. Students in elementary and middle schools, who have diagnosed deficiencies in
 20 reading, writing, and/or mathematics or high school students who are being
 21 assigned to level 1 courses in high school must have an Academic Improvement
 22 Plan (for LEP students see Section I,M(3)). The Academic Improvement Plan
 23 should: *Amended 6/30/92, 7/21/98 & 6/27/00*
 24
- 25 (1) Clearly identify the specific needs to be remediated,
 26
 27 (2) Clearly identify the success-based intervention strategies to be used, and
 28
 29 (3) Clearly identify the monitoring and reevaluation activities to be employed.
 30
 31 (4) Be placed in the student's permanent record at the close of each year or at
 32 the time of student withdrawal. (Beginning with the academic year 2000-
 33 2001). *Adopted 6/27/00*
 34
- 35 D. Principals are to establish procedures by which parents are notified when it has
 36 been determined that their child needs improvement at the grade or course in
 37 which he or she has been placed. In cooperation with the parents, an Academic
 38 Improvement Plan will be written which may include, but is not limited to, an
 39 extension of the school year, a special class within the regular school, and/or a
 40 remedial program within or outside the school day including Saturday School.
 41 (for LEP students see Section I,M(3)). *Amended 7/21/98 & 6/27/00*
 42
- 43 E. Any student who has been previously retained, at the same grade level may, at
 44 any time during the next school year be placed in the next higher grade if the
 45 principal determines that standards have been met and the student will be able to
 46 benefit from instruction at the higher grade. If the placement involves a new
 47 school, the assignment will occur at a time agreed upon by both the sending and
 48 receiving principal. *Amended 6/15/99*

1
2 F. The principal, upon written authority from the Superintendent, may
3 administratively place a student who has been previously retained.
4

5 G. The assignment of a student to a higher grade which results in the student's
6 accelerated promotion should be made on the basis of exceptionally high
7 achievement or evidence that the student will benefit more from the instructional
8 program at the advanced grade level. The assignment should be authorized by the
9 Superintendent. The assignment will occur at the end of a grading period agreed
10 upon by both the sending and receiving principal and the Director of Exceptional
11 Student Education, if an exceptional student is involved. If an LEP student is
12 involved, the LEP committee shall meet to document the student LEP plan
13 change. After agreement has been reached regarding an exceptional student, an
14 Individual Education Plan meeting must be held prior to placement in the new
15 assignment. The long-range academic, social, and emotional effect of the decision
16 shall be considered. The principal has the responsibility for making such an
17 assignment, but a student will not be accelerated without parental consent.

18 *Amended 6/30/92 & 6/27/00*

19
20 The student's cumulative record, report card, and permanent record must indicate,
21 "accelerated grade placement" and the name of the principal who made the
22 placement. *Amended 6/15/99*

23
24 Parents shall be notified in writing that their child is receiving an accelerated
25 grade placement to the next higher grade. A copy of this notification shall be
26 placed in the cumulative folder. Notices to parent/guardian of LEP students must
27 be provided in the primary language, whenever feasible. *Amended 6/27/00*

28
29 H. Retention of students shall be limited to one (1) year in kindergarten, one (1) year
30 in the elementary school (1-5) and one year in the middle school unless additional
31 retention is recommended by the principal based on information from a school
32 assessment team (for LEP students see section I,M(4)). *Amended*

33 *7/21/98, 6/15/99 & 6/27/00*

34
35 Students who are retained must receive remediation as addressed in an academic
36 improvement plan and may be recommended for evaluation by appropriate
37 specialists, e.g., psychologist, reading specialist, and other personnel, if such a
38 referral would benefit the students. *Amended 7/21/98 & 6/15/99*

39
40 I. The grade placement of students transferring from other countries, counties, states
41 or private schools will be determined by the principal of the receiving school
42 based on guidelines established by the Student Services Department. The grade
43 placement of students with a "YES" response on the home language survey shall
44 include a review of the programmatic assessment results. (F.S. 6A-6.0902(3)).

45 *Amended 6/27/00*

46
47 J. Attendance for Promotion K-5 *Amended 6/30/92 , 6/29/93, 7/2/96 & 6/27/00*

- 1 (1) Students, to include LEP students, who miss more than fifteen (15) days
2 per semester will not be promoted except as follows:
3
4 a. If medical evidence is presented to the principal from a competent
5 medical authority to excuse absences in excess of fifteen (15) days
6 or fifteen (15) class settings per semester.
7
8 b. Extenuating circumstances as determined by the principal based on
9 recommendations of teachers, counselors or Pupil Services
10 workers.
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 K. Attendance for Promotion 6-8 *Amended 6/30/92, 7/2/96 & 6/27/00*

- 16
17 (1) Students, to include LEP students, who miss more than ten (10) days per
18 semester (2 days per semester during the summer school term) will not be
19 promoted except as follows:
20
21 a. If medical evidence is presented to the principal from a competent
22 medical authority to excuse absences in excess of ten (10) days or
23 ten (10) class settings.
24
25 b. Extenuating circumstances as determined by the principal based on
26 recommendations of teachers, counselors or Student Services
27 workers. When appropriate, a student may be referred to the
28 Hospital Homebound program. *Amended 6/27/00*
29
30 (2) School activities shall not be counted as absences. Assigned work shall be
31 turned in on the day indicated by the teacher.
32
33 (3) Eighth grade students enrolled in high school courses for credit shall be
34 subject to section I L and III A 9 in those courses only.
35

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

- 37
38 (1) Students, to include LEP students, who would otherwise receive a passing
39 grade, but who have accumulated absences of more than ten (10) single
40 periods of instruction or five (5) block periods of instruction (1 block unit
41 equals 2 single periods) per semester will not receive credit for the course
42 except as follows:
43
44
45 Attain a passing score (70% or better) on a comprehensive subject level
46 examination to be given within ten (10) teacher workdays of the end of the
47 semester in which the student was enrolled in the class.
48

- 1 (2) Students, to include LEP students, who have accumulated more than 2
2 days of absences per semester during summer school will not receive
3 credit. *Adopted 6/27/00*
- 4
- 5 (3) Students, to include LEP students, with excessive absences who fail the
6 comprehensive examination but would receive a passing grade for the
7 semester, may appeal the loss of credit. A district committee will consider
8 the appeal based on documented, conditions. *Amended 6/27/00*
- 9
- 10 (4) School activities shall not be counted as absences. Assigned work shall be
11 turned in on the date indicated by the teacher.
- 12

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

14
15 All students with limited English proficiency (L.E.P.) must be appropriately
16 identified in order to ensure the provision of appropriate services. Every student
17 identified as L.E.P. shall continue to receive appropriate instruction and funding
18 as specified by the District L.E.P. Plan, State Board Rules and Regulations, and
19 Florida Statutes until such time as the student is reclassified as English proficient.
20 Note: See the *School District of Osceola County Limited English Proficient Plan*
21 *1999* for full explanation of services and models. *Amended 6/27/00*

- 22
- 23 (1) Home language survey (HLS) and identification criteria: *Revised*
24 *6/27/00*
- 25
- 26 a. A student with all NO responses on the HLS is considered non-
27 limited English proficient.
- 28
- 29 b. A student with any YES response is referred for English language
30 proficiency assessment.
- 31
- 32 c. A student with a YES response to question #1 only is temporarily
33 placed in non-ESOL classes until English language proficiency
34 assessment is completed.
- 35
- 36 d. A student with a YES response to question #2 and/or #3 is
37 temporarily placed in ESOL classes until English language
38 proficiency assessment is completed.
- 39
- 40 e. The grade level appropriate Idea Oral Language Proficiency Test
41 will be used to determine oral/aural English ability and is to be
42 administered within 20 days of the student enrollment date,
43 language survey (HLS) and identification criteria:

44
45 Students in grades 4-12 found to be fluent English speaking will be
46 given a nationally-normed, standardized reading and writing test,
47 within 20 days of the oral/aural test for further assessment of their
48 English ability.

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- f. Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/LEP committee to determine appropriate ESOL assessment and placement.
- g. Pre-K students with any YES response are considered LEP until the English language assessment is administered in Kindergarten.

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

(2) Every limited English proficient student is entitled to equal access to all academic, categorical and federal programs offered by the School District of Osceola County. The amount of time the LEP student is assigned to the program(s) shall be comparable to the time assigned to a non-LEP student under similar conditions. Changes to the student's LEP plan are documented by the school's LEP committee and maintained in the LEP Portfolio as part of the student permanent record. *Adopted 6/27/00*

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

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

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

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

- 1 b. First AIP/LEP committee meeting develops an academic
2 improvement plan that includes a list of intensive remedial
3 instructional strategies designed to assist the LEP student (NOTE:
4 ESOL modifications are not considered remedial strategies).
5
- 6 c. Second AIP committee meeting, with ESOL representation, is held
7 within 18 weeks to review the effectiveness of the remedial
8 strategies. If the LEP student does not make satisfactory progress,
9 the curriculum may be suspended and intense remedial instruction
10 in math, reading and/or mathematics is provided based on the
11 student's deficiencies.
12
- 13 d. If the LEP student still has not made satisfactory progress after
14 implementing the academic improvement plan for at least 27
15 weeks, the LEP committee may recommend retention unless
16 conditions exist such that retention would be more adverse for the
17 student than promotion.
18
- 19 e. The LEP Committee may exempt LEP students from the retention
20 provision. The LEP student may be recommended for promotion
21 based on at least 3 good cause considerations such as educational
22 background, academic ability in home/native language, number of
23 years in the U.S., current academic progress corresponding to the
24 language arts through ESOL manual, acculturation to new culture,
25 home support, age appropriateness, and mobility.
26

27 (5) Retention of LEP students *Revised 6/27/00*
28

- 29 a. An LEP student can be retained when there is lack of academic
30 progress in grade level concepts and skills as stated in Section
31 I,M(4) a.
32
- 33 b. The LEP committee shall meet to document the evidence
34 indicating lack of academic progress and to recommend retention.
35 The parent/guardian shall be invited to attend.
36
- 37 c. The teacher(s) must show extensive documentation of the ESOL
38 strategies used to provide the student with understandable
39 instruction.
40
- 41 d. The reason for retention must not imply the student needs an extra
42 year to learn English or that the under-performance is due to the
43 child's limited English proficiency.
44

45 (6) Guidelines for grading and reporting academic progress of LEP students
46 *Revised 6/27/00*
47

- 48 a. The course grade and academic progress of LEP students will be

1 based on the results of teacher observation, alternative assessments,
2 and modified tests used to assess the understandable instruction
3 provided through the use of ESOL teaching strategies, appropriate
4 instructional materials, and curriculum modifications.
5

- 6 b. If there is a continued pattern of failure in classroom performance
7 and assessments, the LEP committee shall meet to review the
8 reasons for the student's lack of progress. The reason(s)
9 documented for the academic under-performance of an LEP student
10 cannot imply that he/she needs an extra year to learn English or that
11 it is due to the student's lack of English proficiency.
12

13 The following documentation needs to be in the student permanent
14 records:
15

- 16 1. Documentation of the ESOL strategies used by the ESOL
17 language arts and basic content area teacher(s) to provide
18 understandable instruction, including the alternative
19 assessment instruments and test modifications used to
20 evaluate the student's academic progress.
21
22 2. The instructional support requested by the teacher(s) to
23 provide additional assistance for the student from the
24 ESOL Compliance Specialist and/or the ESOL/bilingual
25 tutorial services available at the school.
26
27 3. The records of parental contacts or attempts made to
28 inform the parent/guardian of the student's under-
29 performance. When applicable, copies of the deficiency
30 reports signed by the student and parent/guardian. Notices
31 to parent/guardian of LEP students must be provided in the
32 home/native language, whenever feasible.
33

- 34 c. The reason for the academic under-performance of an LEP student
35 must not imply that he/she needs an extra year to learn English or
36 that it is due to the student's lack of English proficiency.
37

38 **II. Elementary Promotion and Placement**
39

- 40 A. A screening program for all kindergarten students will be administered yearly.
41 For LEP students, the screening shall be provided in an understandable manner
42 through modeling or using the primary language, whenever feasible. Results of
43 this screening will identify students who will be considered for further screening
44 and psychological testing to determine if special placement is indicated.

45 *Amended 6/29/93 & 6/27/00*
46

- 47 B. Required Program of Study - Grades K-5
48

1 Grades K-5 promotion should be based on successful progress as indicated by
2 report cards, District and State assessments, daily assignments, teacher
3 observation, satisfactory performance in the grade level curriculum, and other
4 data. For LEP students, see section I,M(2,3). *Amended 6/15/99 & 6/27/00*
5

6 (1) The following areas of study are required for each student, K-5: Language
7 Arts, Mathematics, Science/Health, and Social Studies,
8

9 (2) Elementary schools are required to provide instruction in a character-
10 development program,
11

12 (3) Additional courses of studies may include, but shall not be limited to:
13 *Amended 6/27/00*
14

15 Art

16 Career Education

17 Computers

18 Conservation of natural resources

19 Developmental Physical Education

20 Free Enterprise, Consumer and Economic Education

21 Foreign Language

22 Hispanic contributions to the US

23 History of African Americans

24 History of the Holocaust

25 History of the State

26 Kindness to animals

27 Library Science

28 Metric Education

29 Music

30 Safety

31 School Police Liaison Program
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Women's contributions to the US

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

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

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

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

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

Students in grade 4 who have received remediation for reading in grades 2, 3, or 4 AND who score at achievement Level 1 on the grade 4 FCAT tests with performance tasks AND who have a rank below the 25th percentile in the FCAT norm-referenced tests in reading comprehension must be retained.

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

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

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

- (1) Previous Retention - A student who has been retained prior to the current school year and has been in an intensive remedial program in reading, as defined by the Pupil Progression Plan, for two or more years may be exempt. This exemption may take place if it has been determined that the student's academic progress can only occur as a result of promotion to an alternative program of instruction that is significantly different from that which has been availed to the student and this program will be provided to the student.

- 1 (2) Recommendation from a Multidisciplinary Team - A student who is
2 currently enrolled in or has been referred to Child Study for placement in
3 an approved special program (LEP, ESE, 504) may be exempt. This
4 recommendation must contain comprehensive documentation from the
5 multidisciplinary team meeting supporting the rationale for the student's
6 exemption.
7
- 8 (3) Academic Performance - When multiple measures demonstrate that state
9 assessment results are not indicative of the student's level of academic
10 performance then the student may be exempt. Multiple measures may
11 include, but are not limited to: Stanford 9, Osceola Writes, and other
12 diagnostic instruments used at the school or District level.
13

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

15
16 **A. General Academic Requirements**

17
18 Middle school students will receive instruction in grades six through eight in the
19 following basic subjects: (For LEP students, see section I,M(2,3).
20 *Amended 6/15/99 & 6/27/00*
21

- 22 (1) Three years in mathematics.
23
- 24 (2) Three years in communications, which will include experiences in
25 reading, writing, speaking and listening.
26
- 27 (3) Three years of science, which will include instruction in life science, earth
28 science and physical science.
29
- 30 (4) Three years in social studies, which will include the study of the United
31 States and world geography, civics, and Florida history.
32
- 33 (5) The opportunity to enroll in physical education courses, which will be
34 regularly scheduled each year by each school.
35
- 36 (6) A series of experiences will be provided for student development through
37 exposure to courses selected from, but not limited to, the following:
38 *Amended 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

- (7) One semester of Health or Personal Development shall be required for students at the seventh or eighth grade, unless a middle school principal elects to cover district health performance standards in a science course and the following criteria are met: *Amended 6/30/92 & 6/29/93*
 - a. The science teacher involved is certified in both science and health, and
 - b. A letter of explanation is sent to the Superintendent prior to the beginning of the school year. The letter must be signed by the principal and the teacher and must ensure that all student performance standards for both the science and the health courses will be met.
- (8) In addition to the courses identified above, students must master basic skills in the area of computer literacy. *Amended 7/21/98*
- (9) Beginning with the 1999-2000 school year, students who attend grades seven and eight in Osceola County may elect to take, if offered, high school (dual enrollment) courses at the middle school provided the courses are taught by teachers holding high school certification in the subjects offered. The high school textbook will be used, and the district performance standards and grading policy shall be the same as for the course offered in a high school setting. These dual enrollment classes must be level II or above as outlined in The Florida Course Code Directory. Dual enrolled students must adhere to high school attendance requirements for receiving credit. In order to receive high school credit, the student must earn a final grade of an "A" or "B". *Amended 6/30/92, 6/29/93, 7/21/98 & 6/15/99*

1 B. Promotion

2
3 (1) General Requirements *Amended 6/27/00*

4
5 All students must pass five (5) subjects per grade level including language
6 arts, mathematics, science and social studies. Promotion should be based
7 on standardized test results, daily assignments, teacher observation,
8 teacher made tests, satisfactory attainment of the student performance
9 standards in the curriculum frameworks and other objective information.
10 If the achievement level is not met, the teacher shall utilize
11 deficiency/progress reports to communicate with the parent during the
12 grading period. Notices to parent/guardian of LEP students must be
13 provided in the primary language, whenever feasible.
14

15
16 Beginning with the 1999-2000 school year, students will be retained in the
17 same grade if: (For LEP students, see section I,M(4)(d)): *Amended*
18 *6/27/00*

- 19
20 (a) As sixth grade students, they fail to receive five (5) grade points,
21 out of a possible sixteen (16) in each academic subject areas.
22
23 (b) As seventh grade students, they fail to earn five (5) grade points,
24 out of a possible sixteen (16), in each academic subject area.
25
26 (c) As eighth grade students, they fail to earn six (6) grade points, out
27 of a possible sixteen (16), in each academic subject area
28
29 (d) Students not meeting the above criteria for promotion may earn
30 promotion by successfully completing a summer remediation or
31 testing program as provided at their school. Students who are not
32 successful with the provided opportunity are to be retained.
33 *Amended 7/2/96 & 6/15/99*

34
35 (2) Remediation Programs *Amended 7/21/98, 6/15/99 & 6/27/00*

36
37 Students who do not successfully master all of the materials necessary for
38 promotion will be provided an Academic Improvement Plan. (For LEP
39 students, see section I,M(4)). *Amended 6/30/92, 7/2/96 & 6/15/99*

40
41 Beginning with the 1999-2000 school year, graduating eighth grade
42 students whose test scores fall in the bottom quartile or who have been
43 identified as needing assistance in one or more areas of mathematics,
44 reading, writing, and/or study skills will be required to complete an
45 intensive summer program at the high school designed to provide students
46 with skills needed to be successful in high school. Upon successful
47 completion of the summer program students will receive 1.5 elective high
48 school credits. Students who fail to master needed skills in the summer

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school will continue in the program during the fall semester.

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

(3) Administrative Placement and Acceleration *Amended 6/15/99 & 6/27/00*

Only students classified as retained after the summer programs will be eligible for administrative placement. Recommendation for administrative placement is to be determined on an individual basis considering:

- a. Teacher recommendations
- b. Parent recommendations
- c. Test scores – FCAT with performance tasks – Stanford nine, FCAT norm – referenced test
- d. Child study assessment.
- e. LEP committee recommendation for LEP students.

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

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

IV. High School Grade Classification and Graduation Requirements

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

Seniors participating in high school graduation ceremonies shall have completed all requirements for graduation as set forth in this Pupil Progression Plan. Seniors receiving a Certificate of Completion or a Special Certificate of Completion will also be eligible to participate in the ceremonies. *Amended 6/28/94*

1 Graduation ceremonies will be scheduled at the end of the regular academic year
2 and at the close of the second summer session each year.

3
4 Students enrolled in a District K-12 dropout prevention program and earning a
5 GED equivalency diploma may participate in the graduation ceremony of the high
6 school in their attendance zone. *Amended 7/23/91*

7
8 Beginning with 1999-2000 school year, incoming ninth grade students who fail to
9 master needed skills in the summer school program will continue in the program
10 during the fall semester. *Adopted 6/27/00*

11
12 A. Grade Classification

13
14 A student, including an LEP student, will be placed in accordance with the
15 number of credits earned by the beginning of the school year. *Amended*
16 *6/27/00*

17
18 (1) A student must have earned 5 credits (6 credits, 4X4 schedule) and have a
19 2.0 G.P.A. to be classified as a sophomore. *Amended 6/15/99 & 6/27/00*

20
21 (2) A student must have earned 11 credits (14 credits, 4X4 schedule) and have
22 a 2.0 G.P.A to be classified as a junior. *Amended 6/15/99, 6/27/00 &*
23 *6/27/00*

24
25 (3) A student must have earned 18 credits (22 credits, 4X4 schedule) and have
26 a 2.0 G.P.A to be classified as a senior. *Amended 6/15/99 & 6/27/00*

27
28 (4) Students who transfer into Osceola County from public schools shall be
29 classified according to their grade placement at the school from which
30 they transfer. Thereafter they will follow classification as set up by
31 Osceola County except for those students who transfer as seniors.

32
33 (5) In order to receive a diploma from an Osceola County high school, all
34 students who attend school in Florida as ninth or tenth graders will be
35 required to earn one half credit in Life Management Skills and beginning
36 with the 1998-99 ninth grade class, one credit in physical education,
37 which will include one-half credit in Personal Fitness.
38 *Amended 7/23/91 & 7/21/98*

39
40 (6) All transfer students will be expected to attempt to earn a minimum of
41 three (3) credits per semester in the year of their transfer; however, no
42 requirement for specific course work will be retroactive except as stated
43 above.

44
45 The requirements of the School Board shall not be retroactive for transfer
46 students provided the student has met all requirements of the school,
47 school district or state from which he/she is transferring (6A-1.095)
48 *Adopted 6/30/92 & Amended 6/27/95*

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

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

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

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

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

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

- a. Graduate at the end of the first semester. (Students will receive their diplomas and be permitted to participate in graduation ceremonies at the end of the second semester.)
- b. Participate in the dual enrollment program at Valencia Community College or at TECO, if they qualify. *Amended 6/27/00*
- c. Remain at the high school to pursue advanced academic and/or vocational studies.

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

(1) Credits needed for graduation- 24

NOTE: Enhanced credit requirements (30 Total) are in place for those students who attend 4X4 block scheduling high schools in which the 4-year (not including summer school) credit earning potential is 32 credits. Guidelines are available at individual 4x4 high schools. *Adopted 6/15/99*

The courses listed below shall include the requirements of Sections 233.061 and 232.246, Florida Statutes. (For LEP students see Section 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
<hr/>	
Mathematics	Three (3) credits <i>Amended 8/6/96</i> Algebra 1 or Equivalent or a higher level mathematics course [Effective for incoming 9 th graders 1996-97 and thereafter]
Science	Three (3) credits: Two of which must include laboratory components
<hr/>	
Social Studies	Three (3) credits World History (1) American History (1) American Govt. (1/2) Economics (1/2)
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Physical Education	One credit (to include one half (1/2) credit of Personal Fitness) Effective for incoming 9 th graders 1998-99 and thereafter. <i>Amended 7/21/98</i>
Shall be deemed 9 th and 10 th 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. <i>Adopted 7/29/97, Amended 7/21/98</i>	
<hr/>	
Life Management Skills/ Health	One-half (1/2) credit
Shall be deemed 9 th and 10 th grade courses.	
<hr/>	
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 Students who entered the ninth grade prior to the 1996-97 school year
31 must maintain a cumulative grade point average of 2.0 on a 4.0 scale, or
32 its equivalent, in the courses required by Florida Statutes 232.246(1), or
33 have an overall cumulative grade point average of 2.0 or above for all
34 coursework beginning July 1, 1997 or later. Parents of students who have
35 cumulative grade point averages less than 0.5 above the required
36 graduation level shall be notified that the student is at risk of not meeting
37 the graduation requirements. This notification shall be in the form
38 provided in the District approved reporting procedures. *Adopted 7/29/97*

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

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

- 1
2 (2) A student may not enroll in Level I courses unless the assessment of the
3 student indicates that a more rigorous course of study would be
4 inappropriate, in which case, a written assessment of the need must be
5 included in the student's individual education plan or in a student
6 performance plan signed by the principal, the guidance counselor, and the
7 parent. *Adopted 7/29/97*
8
- 9 (3) For those students at each grade level in grades 9 through 12 who have
10 attained a cumulative grade point average at or below the minimum
11 required for graduation, the following options will be made available. The
12 programs offered include provisions for assisting students at or below the
13 required cumulative grade point average to achieve the required
14 cumulative grade point average. *Adopted 7/29/97, Amended 6/27/00*
15
- 16 a. Students who have completed more than 8 1/2 elective credits (9
17 for students entering prior to 1998-99) may choose to have the
18 lowest elective grades of those courses in excess of the 24 credits
19 required for graduation dropped before the computation of their
20 GPA. *Adopted 7/29/97, Amended 6/27/00*
21
- 22 b. Students who earn grade of "D" or "F" may retake the course to
23 improve their skills, grade, and GPA. The "D" or "F" grade may
24 be replaced with a grade of "C" or higher. The highest grade
25 earned will be used to calculate the cumulative grade point
26 average. Credit toward graduation can only be awarded once.
27 *Adopted 7/29/97*
28
- 29 c. Students who have not attained the required grade point average
30 are eligible to attend summer school in an attempt to raise the
31 cumulative grade point average. *Adopted 7/29/97*
32
- 33 (4) Eighth (8) grade students may enroll in an approved course designated as
34 a 9th - 12th grade course by the current course code directory, and will be
35 classified as a high school student for the period of time involved.
36 Students earning credit through such high school courses will be credited
37 with meeting the requirements designated in the district Pupil Progression
38 Plan as required for promotion for the appropriate pre-ninth grade
39 course(s). In order to receive high school credit, the student must earn a
40 final grade of an "A" or "B". *Amended 7/29/97 & 6/27/00*
41
- 42 (5) All students who earn a grade of "D" or "F" may retake the course and
43 replace the "D" or "F" grade with a grade of "C" or higher. The highest
44 grade earned will be used in calculating the grade point average. Credit
45 toward graduation can only be awarded once. *Amended*
46 *7/23/91, 7/29/97 & 6/27/00*
47
- 48 (6) All high schools will utilize a Pacer Scale for honors courses as a means to

1 determine senior class rank. Pacer Points will not be used to determine
2 grade point averages. Pacer Points will be assigned based upon the
3 Grading Scale adopted by the School Board. High schools will assign the
4 Pacer Points to dual enrollment college courses and to all level 3 courses
5 as defined in the Course Code Directory except level 3 courses in physical
6 education. *Adopted 7/29/97, Amended 6/15/99 & 6/27/00*

7
8 C. Curriculum Frameworks-Grades 9-12 Basic and Adult Education

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

16
17 The above frameworks include the Exceptional Student Education Courses and
18 the Vocational Courses.

19
20 D. Student Performance Standards

21
22 Student Performance Standards have been developed cooperatively with district
23 personnel for the intended outcomes specified in each curriculum and are also on
24 file at each high school and the district office.

25
26 Students must show mastery of the performance standards before credit for course
27 is awarded. Upon successful completion of the course, with at least seventy per
28 cent (70%) proficiency, students will have demonstrated mastery. Student
29 mastery will be assessed through the use of teacher observation, classroom
30 assignments and examinations (for LEP students see Section I,M(3)). Students
31 must also meet the attendance requirement as set forth in section 6.2.1.E or F of
32 School Board Rules. *Amended 7/21/98 & 6/27/00*

33
34 E. Home Instruction

35
36 As provided by Florida Statute 232.02(1) parents may choose to place their
37 children in a home instruction program in lieu of public school. The requirements
38 of the law will be monitored through the office of Student Services.
39 *Revised 7/23/91, Amended 7/21/98 & 6/27/00*

40
41 (1) Florida Statute, section 232.0201 states that it is the responsibility of the
42 parent to provide a written evaluation of the home-schooled student's
43 progress. With respect to the awarding of high school credit, the
44 Superintendent agrees to the following stipulations:
45 *Revised 9/17/96, Amended 7/21/98*

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

- The Southern Association of Colleges and Schools
- The Middle States Association of Colleges and Schools
- The New England Association of Colleges and Schools
- The North Central Association of Colleges and Schools
- The Northwest Association of Colleges and Schools
- The Western Association of Colleges and Schools

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

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

1. Courses can be aligned with the Florida Course Code Directory.
2. Student must produce a portfolio for the course in which student is requesting credit which has been reviewed by a Florida certified teacher in that subject area.
3. The student must pass a comprehensive subject level examination with a minimum score of 70%.

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

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

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

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

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

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

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

(4) Home education students are eligible to participate in interscholastic extracurricular student activities. Guidelines for participation will be established pursuant to 232.425, F.S. and will be made available to home education students choosing to participate in interscholastic extracurricular activities. *Adopted 7/2/96*

1 (5) Students who are participating in a home instruction program in
2 accordance with Florida Statutes, section 232.02(1)(4), may be admitted to
3 the public school on a part-time basis. *Adopted 9/17/96*
4

5 a. Students in home education who wish to attend public school must
6 have met all criteria for a home education program during the
7 entire semester immediately prior to the time of admission, meet
8 the same registration requirements as full-time students, and enroll
9 for and attend at least one (1) regularly scheduled class period at
10 the zoned school. Such students must register prior to the start of
11 the semester they will attend. Full-time students will be given
12 priority in course registration. Home-schooled students who are
13 excluded from a class/course at their zoned school due to space
14 limitations may attend another school if space in that class/course
15 is available. *Adopted 9/17/96*
16

17 b. The Board is not responsible for the transportation of students in a
18 home education program to or from the school. The school
19 principal will establish the time and place for arrival and departure
20 of home education students. Students who attend school on a part-
21 time basis are subject to all applicable rules and regulations
22 pertaining to full-time students. *Adopted 9/17/96*
23

24 F. Cumulative Grade Point Average

25
26 Beginning with the 1996-97 school year, incoming 9th grade students will be
27 required to maintain an overall grade-point average of 2.0 on a 4.0 scale.
28 *Amended 7/2/96, 9/17/96, 7/21/98 & 6/27/00*
29

30 Auth: 230.23 (6) (a) (b) Imple: 232.246
31

32 G. Challenger Learning Center - Grade Levels 9-12 *Amended 6/30/92*
33

34 This is a program specifically designed for school dropouts, in order to provide
35 them with a vehicle to complete a high school program; or in some instances, to
36 assist those students into reentering a regular high school setting, once they have
37 completed some credit requirements. (For LEP students, see Section I,M(2).
38 *Amended 6/27/00*
39

40 A total of 24 credits must be earned for graduation. These credits are described in
41 section IV B.
42

43 This is a competency-based program with students demonstrating mastery of the
44 student performance standards. Elective credits for related work experience
45 (OJT) in this program are earned on the same basis as in the regular day-school
46 vocational programs.
47

48 Only students who have been withdrawn from school for a minimum of nine

1 school weeks are eligible for placement in this program. Exceptions to this
2 placement may be approved, based on extenuating circumstances, by a three-
3 member committee of administrators. A cooperative effort between the
4 Instructional Department and Student Services will provide the guidance and
5 scheduling for student placement and follow-up. Students must agree to attend a
6 minimum of 15 hours per week of classroom instruction during the regular school
7 year. *Amended 6/27/00*

8
9 Students must:

- 10
11 (1) Earn twenty-four credits as stated above with a 1.5 G.P.A., for
12 those courses taken before 1996-97, *Amended 6/15/99*
- 13
14 (2) Maintain a grade point average of 2.0 on a 4.0 scale for all
15 students beginning with 1996-97 school year, incoming 9th
16 grade. Adopted 9/17/96, *Amended 6/15/99*
- 17
18 (3) Pass all necessary parts of the High School Competency Test
19 or reach the score on the Florida Comprehensive Assessment
20 Test that will exempt the student. *Amended 6/15/99*

21
22 An articulation meeting will be arranged for the students wishing to re-enter the
23 regular high school program. A Challenger student returning to a regular school
24 program may transfer a maximum of eight credits per year unless additional
25 credits are approved by the Superintendent.

26
27 Although this program is designed to provide students with a non-traditional
28 school setting in order to meet individual needs, the school district Code of
29 Student Conduct is in effect and School Board Rules governing student conduct
30 will be followed.

31 32 **V. Types of Diplomas**

33
34 Students in Osceola County Schools may earn the following types of diplomas:
35 *Amended 6/15/99 & 6/27/00*

- 36
37 (1) Regular
- 38
39 (2) Regular - GED Exit Option
- 40
41 (3) Special
- 42
43 (4) Certificate of Completion
- 44
45 (5) Special Certificate of Completion
- 46
47 (6) Adult High School Diploma

1 (7) College Ready Diploma

2
3 (8) Florida High School Diploma (G.E.D.)

4
5 (9) Adult Special High School Diploma *Adopted 9/17/96*

6
7 A. A Regular Diploma shall be issued to students who meet the conditions set forth
8 in this Pupil Progression Plan section IV, except for those students who
9 successfully enroll in and complete the GED Exit Option Program. This must
10 include passing the High School Competency Test (HSCT) or achieving an
11 acceptable score on the Florida Comprehensive Assessment Test. *Amended*
12 *7/23/91 & 6/27/00*

13
14 B. A Regular Diploma-GED Exit Option shall be issued to students who meet the
15 conditions set forth in the Pupil Progression Plan. *Adopted 6/27/00*

16
17 (1) Requirements

18
19 To meet the requirements for a regular high school diploma under the
20 GED Exit Option, a student shall meet the program eligibility criteria and
21 be enrolled in a Dropout Program, Teenage Parent, Department of
22 Juvenile Justice or Second Chance School Program; currently be enrolled
23 in a high school or alternative program; be a minimum of 16 years of age;
24 demonstrate a 9.0 or above reading level as measured by a state-approved
25 assessment instrument, pass the HSCT or FCAT or demonstrate successful
26 completion by the end of the programmatic year; and shall not be eligible
27 to graduate before the date of the class with whom a student enters
28 kindergarten.

29
30 (2) Attendance

31
32 Meet attendance requirement

33
34 (3) Curriculum

35
36 Students must be enrolled in a minimum of six courses throughout the
37 academic year. The courses must include the following:

- 38
39 a. Applied Communications
40
41 b. Economics/American Government
42
43 c. Algebra, Algebra 1a or Applied Math 1.
44

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d. Any combination of a secondary or postsecondary technology or a vocational course of study, career preparation or on-the-job training

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

C. Special Diploma

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

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

These performance standards must be documented by the exceptional student teacher starting when the student is initially placed into an exceptional Student Education program and progressing through graduation from high school. Specific grade levels for completion are given to designate when the child should master the appropriate competency. *Amended 7/21/98*

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

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

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

A Special Diploma Option II shall be awarded to any exceptional student, excluding visually impaired, who demonstrates mastery of specified employment and community competencies. The student may graduate with more or less than four years of attendance in grades 9-12. This

1 student must satisfactorily complete the equivalent of eleven credits as
2 specified and be employed full-time at least 25 hours per week in a
3 community based job for a minimum of one semester unless the student is
4 placed in supported competitive employment. In such cases the student
5 must be employed for the equivalent of one semester. The student's
6 Individual Education Plan and training plan shall be developed to identify
7 job specific competencies.
8

9 The student must also be at least sixteen (16) years of age to be considered
10 for this option and shall be at least eighteen (18) years of age to graduate.
11

12 Option 2 does not require mastery of the Sunshine State Standards.
13 *Amended 6/27/00*
14

15 D. A Certificate of Completion shall be issued to all students who acquire
16 appropriate credits for a high school diploma, but do not pass the High School
17 Competency Test. *Amended 7/23/91*
18

19 E. A Special Certificate of Completion shall be issued to an eligible exceptional
20 education student who meets the requirements for his exceptionality, but is unable
21 to meet the appropriate special state minimum requirements.
22

23 F. Adult High School Diploma *Amended 7/23/91 & 7/29/97*
24

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

28 G. College Ready Diploma *Adopted 6/15/99*
29

30 Students who meet the following requirements will be awarded a differentiated
31 college-ready diploma:
32

33 (1) Complete the requirements for a standard high school diploma as
34 prescribed by s.232.246. Among courses taken to fulfill the 24-academic-
35 credit requirement, a student must take high school courses adopted by the
36 Board of Regents and recommended by the State Board of Community
37 Colleges as college-preparatory academic courses.
38

39 (2) Take the postsecondary common placement test prescribed in s.240.117,
40 or an equivalent test identified by the State Board of Education, before
41 graduation and score at or above the established statewide passing score in
42 each test area.
43

44 (3) A college-ready diploma entitles a student to admission without placement
45 testing to a public postsecondary education program for a period of two
46 (2) years after earning the college-ready diploma.
47

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

1
2 Students or residents who are eighteen (18) years old or older and students who
3 have met all requirements for graduation except the attainment of a 2.0
4 cumulative grade point average may apply to take the GED exam.
5 *Amended 9/17/96 & 7/29/97*

6
7 I. Adult Special Diploma *Adopted 9/17/96*

8
9 Any adult student who is twenty-one (21) or older and classified as educable
10 mentally handicapped, trainable mentally handicapped, profoundly mentally
11 handicapped, hearing impaired, deaf, specific learning disabled, physically
12 impaired, visually impaired, blind, autistic or emotionally handicapped may be
13 awarded an adult special diploma if all requirements are met.
14

15 **VI. Credits Applicable Toward Graduation**

16
17 A. Early Admission for Advanced Studies

18
19 Students who meet the prerequisites of an early admission and advanced studies
20 program may be permitted to enroll as a full-time post secondary student during
21 their senior year in high school. Such programs shall meet the following
22 conditions:
23

- 24 (1) Approval of the program by the School Board shall be obtained before the
25 end of the first month of the final year of high school or before the end of
26 the first semester if entry is expected during the second semester of the
27 final year of high school.
28
- 29 (2) The student shall be accepted by a state accredited post-secondary school
30 or university after completion of three (3) full senior high school years,
31 and a minimum of eighteen (18) credits is earned.
32
- 33 (3) The student shall maintain at least an overall “C” average.
34
- 35 (4) Any senior enrolled in college courses full-time may re-enter a high
36 school within the district as a full-time student at the end of the high
37 school semester.
38
- 39 (5) Any credit earned at the accredited post secondary level may be
40 substituted for a required high school credit in the same discipline.
41 Successful completion of a 3-hour college course will equal 1/2 high
42 school credit.
43

1 B. Dual Enrollment

- 2
3 (1) A student may enroll in one or more classes at the college level or in an
4 accredited vocational school while still attending high school. Credit may
5 be earned toward graduation as stated in section VI A (3).
6

7 Auth: Rule 6A-10.0241, FAC
8

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

10
11 The signature of the guidance director and the principal shall constitute
12 approval. (For LEP students, see Section I,M(2). *Amended 6/27/00*
13

- 14 (3) Dual Enrollment VCC

15
16 The School Board of Osceola County and Valencia Community college
17 shall co-sponsor appropriate college courses in high schools during the
18 normal class hours when requested by the principal. Students enrolled in
19 co-sponsored classes shall earn both high school credit from the Osceola
20 County School Board and college credit from Valencia Community
21 College if they meet at least the minimum requirements for satisfactory
22 completion of such classes. In order to receive VCC credit in co-
23 sponsored classes, high school students will be required to make
24 application to VCC and complete the registration process.

25 No fees shall be assessed for high school students enrolled in these co-
26 sponsored courses. Students who enroll in co-sponsored classes shall
27 have either:
28

- 29 a. completed the tenth grade with a high school grade point average
30 of 3.0 or above, or *Amended 7/23/91*
31
32 b. be in an exceptional student education program with an Individual
33 Education Plan which indicates the ability for advanced studies
34 (i.e. "gifted program").
35

- 36 (4) Students seeking dual enrollment in mathematics, English or vocational
37 classes shall present evidence of successful completion of the relevant
38 section of the entry level examination for placement given by the school,
39 college or university at which the student is seeking enrollment.
40

41 C. Co-Enrollment *Amended 3/3/92*

42
43 A high school student who is at least sixteen (16) years of age may enroll in the
44 Community High School Co-enrollment Program for English, mathematics,
45 science, or social studies credit (for LEP students, see Section I,M(2)).
46 Permission to enroll in this program must be obtained in advance from the
47 principal or designee. A Co-enrollment Contract (FC-370-311) must be
48 completed, signed by the student, parent, guidance director, and principal. A Co-

1 enrollment Registration Form (FC-370-1710) must be completed by all students.
2 A maximum of 0.5 credits may be earned per semester. A maximum of three (3)
3 credits may be earned in this program. *Amended 6/27/95, 7/29/97, 7/21/98 &*
4 *6/27/00*

5
6 Classes will be established according to enrollment standards set by Community
7 High School.

8
9 D. Course Modification

10
11 High School students who meet the district's requirements for an approved
12 dropout prevention program, an honors accelerated credit program, or a
13 vocational/technical program may be enrolled in modified courses to earn
14 additional credits. (For LEP students, see Section I,M(2)). *Amended*
15 *7/2/96 & 6/27/00*

16
17 E. Summer School for Grades 9-12

18
19 High school students may attend summer school for grade forgiveness,
20 remediation, and when provided accelerated credit (For LEP students, see
21 Section I,M(2)). *Amended 6/27/00*

22
23 F. College Course Credit

24
25 Any passing grades received in courses from a college may be accepted toward
26 requirements for graduation from Osceola County. Three (3) college semester
27 hours shall be considered equivalent to one-half (1/2) high school credit.

28
29 G. Credit from Correspondence

30
31 Credit from Correspondence from a university will be acceptable so long as the
32 course code number of the course taken corresponds to acceptable high school
33 course code numbers. It shall be the responsibility of the student to provide
34 verification of successful completion from the university to the high school.

35
36 H. Community Service Credit *Adopted 6/29/93, Amended 6/15/99*

37
38 To earn one-half elective credit for the completion of non-paid voluntary
39 community or school service work a student must:

- 40
41 (1) Complete a minimum of 75 hours of non-paid, volunteer service with a
42 non-profit organization in the Central Florida Area.
43
44 (2) Document the volunteer hours on appropriate form.
45
46 (3) Obtain signature from a non-family member of the non-profit
47 organization.
48

1 (4) Receive special principal approval for volunteer activities conducted
2 outside the Central Florida Area.

3
4 Credit may not be earned for service provided as a result of court action.

5
6 I. Course Substitutions. *Amended 6/29/93 & 6/15/99*

7
8 A course which has been used to substitute in one subject area may not be used to
9 substitute for any other subject area.

10
11 (1) Upon completion of the JROTC program (Army, Air Force, Navy, Marine
12 Corps, or Coast Guard) students may substitute on a curriculum
13 equivalency basis one JROTC credit to satisfy a graduation requirement as
14 outlined in the Florida Course Code Directory.

15
16 (2) Section 236.081(1)(n), Florida Statutes, requires district school boards to
17 provide for vocational program substitutions not to exceed two credits in
18 each of the nonelective subject areas of English, mathematics, and science
19 according to the guidelines listed in the Florida Course Code Directory.
20 The vocational program that is substituted for a nonelective academic
21 course will be funded at the level appropriate for the vocational program.
22 Vocational course substitution will be allowed as provided in the Course
23 Code Directory.

24
25 (3) Participation in an interscholastic sport at the junior varsity or varsity level
26 for two full seasons shall satisfy the one credit physical education
27 requirement if the student makes a "C" or better on a competency test on
28 personal fitness developed by the Florida Department of Education. This
29 is a waiver of the course requirement only; the student must still earn 24
30 credits to graduate. Credit will not be awarded for participation in
31 interscholastic sports.

32
33 J. Cooperative Education *Revised 6/30/92*

34
35 (1) Definition

36
37 High school credit may be earned by vocational students using the
38 cooperative education method of instruction. Cooperative education
39 involves paid, supervised, concurrent employment that is directly related
40 to the student's in-school training. The cooperative education method is
41 available for junior and senior students. At-risk high school students in
42 any grade may be enrolled in Work Experience. All cooperative
43 education job sites must be approved by the coordinator; students shall
44 not be employed by members of the immediate family.

45
46 Cooperative education is not a program but a method of instruction used
47 in several vocational programs. Students who complete a vocational
48 program using the cooperative method are coded on the final class reports

1 as completers of the vocational program.

2
3 (2) Types of Programs

4
5 There are several programs offering the cooperative method of instruction:
6 Agribusiness Cooperative Education for students employed in agriculture
7 occupations and enrolled in an Agribusiness vocational program, Business
8 Cooperative Education for students employed in office occupations and
9 enrolled in a Business Education vocational program, Cooperative Health
10 Occupations Education for students employed in health occupations and
11 enrolled in a Health Occupations vocational program, Marketing
12 Education for students employed in marketing occupations and enrolled in
13 a Marketing Education vocational program, and Industrial Cooperative
14 Education for students in industrial occupations and enrolled in an
15 Industrial Education vocational program. If a specialized program is
16 available and a student qualifies for the specialized program, the student
17 should be enrolled in the cooperative education course for that specialized
18 program. If a specialized program is not available or if the specialized
19 program does not have a vacancy, the student should enroll in Diversified
20 Career Technology (DCT) program. DCT provides opportunities for
21 selective placement based on the student's occupational objectives and the
22 development of occupational competencies. *Amended 6/15/99*

23
24 Junior and senior students may be released from school one or two periods
25 for cooperative education that is supervised, on-the-job training (OJT), but
26 they must be enrolled in one or more related courses in the particular
27 vocational program area during the school day. Fifth year seniors who
28 have met all other graduation requirements may be released for additional
29 periods.

30
31 (3) Hours Worked

32
33 Students released from school must work an average of eight (8) hours per
34 week for each school period they are released. A student must work 144
35 hours during the semester to earn one-half (1/2) credit or 288 hours during
36 the semester to earn one (1) credit toward high school graduation
37 requirements.

38
39 (4) Forms Required

40
41 a. Application/Agreement

42
43 Prior to enrollment in the program, the student must complete a
44 cooperative education application, which must be signed by the
45 student and the parent or guardian.

46
47 b. Agreement

1 An agreement must be signed by the student, parent or guardian,
2 coordinator, and employer. If the student changes jobs, a new
3 agreement must be signed by each of the parties. The original
4 copy of the signed agreement must be in the student's file for
5 program review.
6

7 c. Time Sheets
8

9 For every month the student is enrolled in cooperative education, a
10 time sheet signed by the student and employer must be on file.
11 The time sheet must list the day and time worked and monies
12 earned. This time sheet must be in the student's file for program
13 review.
14

15 d. Evaluation
16

17 An evaluation completed by the employer must be on file for each
18 student every grading period. The original must be in the student's
19 file for program review. A copy of the evaluation should be given
20 to the student and the employer. The cooperative education
21 program curriculum frameworks outline the specific skills that
22 must be evaluated.
23

24 e. Training Plans
25

26 A training plan must be prepared for each cooperative education
27 student. The training plan, which must list the competencies to be
28 mastered in the classroom and those competencies to be mastered
29 on the job, must be signed by the employer, the student, and the
30 coordinator. As a student masters the listed competencies, mastery
31 must be reflected in the student's file for program review.
32

33 f. Visitation Record
34

35 Each cooperative education student must be visited at his or her
36 work site at least once per grading period by the coordinator. A
37 record of these visits must be maintained.
38

39 (5) Absences
40

41 Any cooperative education student who is absent from school for any part
42 of the school day may not report to work that day without the prior
43 approval of the coordinator.
44

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(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.

d. Any student who is released with cause (shoplifting, for example) may not be released from school for OJT. Appropriate disciplinary action may be taken, up to and including no credit for the cooperative education program and removal from the program at the end of the semester.

K. Awarding Credit and Grades

(1) A student shall complete a semester's work in order to be promoted or to receive credit for the semester's work. Students who complete the semester's work, except taking the final examinations, may at the discretion of the principal, arrange to take the examination prior to the opening of the next succeeding school year.

Work or credit earned from a non-accredited school or school from outside Osceola County shall be accepted toward graduation upon validation. Validation of credit may be made by the student's successful completion of a standardized test in the subject.

1 (2) Grading and Reporting *Amended 7/29/97*

2
3 Schools shall follow the following state adopted grading system plan for
4 grading and reporting pupil progress (for LEP students, see Section
5 I,M(6)). *Amended 6/27/00*

6
7 Students and parents are to be advised of the grading criteria employed in
8 the school and in each class at the beginning of the grading period.

9
10 GRADE *Amended 6/27/00*

11

<u>Grade</u> <u>Value</u>	<u>Percent</u>	<u>Point</u> <u>Value</u>	<u>Definition</u>	<u>Pacer</u> <u>Point</u>
A	94-100	4	outstanding progress	5
B	85-93	3	above average	4
C	77-84	2	adequate progress	3
D	70-76	1	lowest acceptable progress	1
F	0-69	0	failure	0
I	0	0	incomplete	0

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

33
34 (4) Final grades may be awarded on a semester or yearly basis in high schools
35 or on a yearly basis in middle and elementary schools. *Amended 6/27/95*

36
37 (5) When two nine weeks are used to determine a final grade, each nine
38 weeks shall count 50% of the final grade. The total shall be divided by
39 two (2).

40
41 When a semester exam is given, each of the nine weeks grades shall count
42 40% and the exam grade shall count 20% of the final grade, and the total
43 shall be divided by five (5). *Amended 6/30/92 & 7/2/96*

44
45 (6) In grades 3-5, report card evaluation should reflect student growth during
46 the grading period as indicated by objective test data, teacher observation
47 and portfolio information.

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

10
11 (7) In grades 9-12, a numerical average is determined by the teacher, at the
12 end of each nine (9) week grading period and the corresponding letter
13 grade (as determined by the grading scale above) is recorded on the report
14 card. If a semester exam is given, the numerical exam score is also
15 converted to the corresponding letter grade as determined by the above
16 grading scale. To determine the final grade, the numerical grades are
17 average together, as outlined two paragraphs above, and numerical
18 average will be converted to the corresponding letter grade from the
19 grading scale, and reported on the report card. *Amended 7/2/96*

20
21 (8) If an "I" (incomplete) is recorded on a report card, the requirements for
22 which the incomplete was assigned must be satisfied within two weeks of
23 the issuance of the report cards or the "I" becomes an "F". At the
24 teacher's discretion a longer period of time may be allowed for make up
25 work. *Amended 7/23/91 & 6/27/00*

26
27 **VII. Florida Bright Futures Scholarship Program, Florida Academic Scholars**
28 **Certificate, Florida Merit Scholars Award, & Florida Gold Seal Vocational**
29 **Endorsement** *Revised 6/29/93 & Amended 7/29/97 & 7/21/98*

30
31 A. Florida Bright Futures Scholarship Program provides for tuition and fee
32 reimbursement for undergraduate studies at a public or private university,
33 community college or vocational/technical school. The three scholarship awards
34 within the Bright Futures Scholarship Program are the Florida Academic Scholars
35 Award, Florida Merit Scholars Award, and Florida Gold Seal Vocational Scholars
36 Award. Each has specific criteria that must be met. However, to be eligible for
37 an initial award from any of the three types of scholarships, a student (to include
38 an LEP student) must: *Amended 6/15/99*

39
40 (1) Complete a Bright Futures Scholarship Program Student Authorization
41 Form by spring graduation.

42
43 (2) Be a Florida resident.

44
45 (3) Earn a Florida standard high school diploma or its equivalent.
46

- 1 (4) Be accepted by and enrolled in an eligible Florida public or independent
2 postsecondary education institution.
- 3
- 4 (5) Enroll in a postsecondary institution in Florida for at least six semester
5 credit hours or the equivalent.
- 6
- 7 (6) Not to have been found guilty of, or pled nolo contendere to, a felony
8 charge.
- 9
- 10 (7) Use the award within three years of graduation.
- 11

12 B. The Florida Academic Scholars Award is designed to encourage and to recognize
13 outstanding performance and academic achievement by high school students.
14 (240.4025, F.S.) In order to qualify for the Florida Academic Scholars Award, a
15 student must:

- 16
- 17 (1) Meet the general eligibility requirements for the Florida Bright Futures
18 Scholarship Program.
- 19
- 20 (2) Achieve a 3.5 unweighted grade point average on a 4.0 scale, or its
21 equivalent, in high school courses that are adopted by the Board of
22 Regents and recommended by the State Board of Community Colleges as
23 college-preparatory courses.
- 24
- 25 (3) Attain at least a combined score of 1270 on the Scholastic Aptitude Test
26 or 28 on the American College Test.
- 27
- 28 (4) Have attended a home education program according to s. 232.02(4) during
29 grades 11 and 12, and have attained at least the above test scores.
- 30
- 31 (5) Have been awarded an International Baccalaureate Diploma from the
32 International Baccalaureate Office; or
- 33
- 34 (6) Have been recognized by the merit or achievement programs of the
35 National Merit Scholarship Corporation as a scholar or finalist.
- 36
- 37 (7) Must complete a program of community service work, as approved by the
38 district school board which shall include a minimum of 75 hours of
39 service work and require the student to identify a social problem, and
40 address, evaluate, and reflect upon the problem through papers or other
41 methods of presentation.
- 42
- 43 (8) Maintain the equivalent of a 3.0 grade point average on a 4.0 scale for all
44 postsecondary education work attempted and the student remains eligible
45 to renew the Florida Academic Scholars Award. One opportunity for
46 reinstatement of this award will be given if the grade point average falls
47 below the 3.0 requirement.
- 48

- 1 C. To be eligible for Florida Merit Scholars Award the student must:
- 2
- 3 (1) Meet the general eligibility requirements for the Florida Bright Futures
- 4 Scholarship Program.
- 5
- 6 (2) Achieve an unweighted grade point average of 3.0 on a 4.0, or the
- 7 equivalent, in high school courses that are adopted by the Board of
- 8 Regents and recommended by the State Board of Community Colleges as
- 9 college-preparatory academic courses.
- 10
- 11 (3) Has attained a combined score of 970 on the SAT or a score of 20 on the
- 12 ACT.
- 13
- 14 (4) Maintain the equivalent of a 2.75 grade point average on a 4.0 scale for all
- 15 postsecondary education work attempted and the student remains eligible
- 16 to renew the Florida Merit Scholars Award. The student will receive one
- 17 opportunity to reinstate the award if the grade point average falls below a
- 18 2.75.
- 19
- 20 D. The Florida Gold Seal Vocational Scholars Award recognizes and awards
- 21 academic achievement and vocational preparation by high school students.
- 22
- 23 High school students may participate in this program in accordance with Florida
- 24 Statute 232.2467 and State Board Rule 6A-1.092. In order for a student to qualify
- 25 for the Florida Gold Seal Vocational Scholars Award students must meet the
- 26 general eligibility requirements of the Florida Bright Futures Scholarship
- 27 Program along with the following criteria:
- 28
- 29 (1) Complete three vocational credits in a sequential program of studies
- 30
- 31 or
- 32
- 33 Complete a vocational job preparatory program consisting of two credits
- 34 plus one credit of on-the-job training or one credit of Guided Workplace
- 35 Learning (8300430) or the one credit course Business Ownership
- 36 (8812000). *Amended 7/2/96*
- 37
- 38 or
- 39
- 40 An equivalent dual enrollment course/program; *Adopted 7/29/97*
- 41
- 42 (2) From a weighted GPA (based on the Statewide Scholarship Weighting
- 43 System) using the core 15 credits required for graduation or for 1998 &
- 44 1999 Seniors, earn a 3.0 unweighted GPA using the minimum of 3
- 45 sequential vocational credits.
- 46
- 47 (3) Earn an unweighted grade point average of at least 3.5 in courses
- 48 comprising the vocational program;

1
2 (4) Beginning with the year 2000 graduates, earn the following required
3 credits:

4
5 4 - English

6
7 3 - Mathematics

8
9 3 - Natural Science

10
11 3 - Social Science (American History, World History, American
12 Government, and Economics

13
14 1 - Practical Art or 1 Performing Art or 1/2 credit in each

15
16 1/2 - Life Management Skills

17
18 1/2 - Personal Fitness

19
20 A minimum of three sequential Vocational Job-Prep or Technological
21 Education

22
23 (5) Must obtain the minimum test scores as follows:

24
25 (a) SAT: Verbal 420, Math 440 or

26
27 (b) ACT: Reading 16, English 16, Math 16 or

28
29 (c) CPT: Reading 83, Sentence 83, Algebra 72.

30
31 **VIII. Exceptional Education Students**

32
33 A. Elementary Schools

34
35 Exceptionalities include: Educable Mentally Handicapped, Trainable Mentally
36 Handicapped, Profoundly Mentally Handicapped, Speech and/or Language
37 Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired,
38 Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or
39 Hospitalized, Dual Sensory Impaired, Autistic, Prekindergarten Students with
40 Developmental Delays, Prekindergarten Students with Established Conditions
41 (for potential LEP students, see Section I,M(1)f). *Amended*

42 *7/23/91, 7/21/98 & 6/27/00*

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(1) Curriculum

The curriculum for the elementary school Varying Exceptionalities, Emotionally Handicapped (EH), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate modifications. Direct Instruction, Reading Mastery, Precision Teaching and Whole Language are the instructional approaches to be utilized to enhance curriculum acquisition. Moderately and severely disabled students (Trainable Mentally Handicapped, Profoundly Mentally Handicapped) will use a curriculum appropriate for the developmental level of the students.

Adopted 6/30/92 & Amended 6/27/95, 7/21/98 & 6/27/00

(2) Promotion

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

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

(3) Retention

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

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

(4) Attendance

All exceptional students will follow regular education attendance procedures. Elementary students enrolled in the Gifted pull-out program

1 are classified in attendance and should not be counted as absent.
2 Classroom assignments are given by the Gifted teacher. Students should
3 not be required to make-up the work missed in the regular class.
4

5 B. Middle Schools
6

7 Exceptionalities include: Educable Mentally Handicapped, Trainable Mentally
8 Handicapped, Profoundly Mentally Handicapped, Speech and/or Language
9 Impaired, Deaf or Hard of Hearing, Visually Impaired, Physically Impaired,
10 Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or
11 Hospitalized, Dual Sensory Impaired, Autistic (for potential LEP students, see
12 Section I,M(1)(f). *Amended 7/23/91, 7/21/98 & 6/27/00*
13

14 (1) Curriculum
15

16 The curricular approach for middle 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 (Corrective Reading), Precision Teaching and the Kansas Learning
21 Strategies model are the instructional approaches to be utilized to enhance
22 curriculum acquisition. Moderately and severely disabled students will use
23 a curriculum appropriate for the developmental level of the student.
24 *Adopted 6/30/92 & Amended 6/27/95, 7/21/98 & 6/27/00*
25

26 (2) Promotion
27

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

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

41 (3) Retention
42

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

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made if the sending and receiving principals agree that an administrative placement during the school year is in the best interest of the student and when approved by the Superintendent.

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

(4) Attendance

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

C. High School Graduation Requirements

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

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

Modifications may include any of the following:

- (a) The instructional time may be increased or decreased.
- (b) Instructional methodology may be varied.
- (c) Special communications systems may be used by the teacher or student.
- (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

1 Emotionally Handicapped may complete any basic or vocational
2 course applicable to a regular diploma if the course is taught by the
3 exceptional student teacher and if the course content, standards,
4 and student outcome and other requirements are equivalent to that
5 of the regular education course. Exceptional students may have
6 regular academic course modifications as outlined in VIII C-2.
7 *Amended 7/23/91, 7/21/98 & 6/27/00*

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

17
18 (b) Attendance

19
20 Meet attendance requirements.

21
22 (c) Curriculum

23
24 The curricular approach for high school Varying Exceptionalities,
25 Emotionally Handicapped or Severely Emotionally Disturbed and
26 Educable Mentally Handicapped shall be a regular education
27 curriculum that follows the Florida Sunshine State Standards with
28 appropriate modifications. The Kansas Learning Strategies model,
29 Direct Instruction and Precision Teaching are the instructional
30 approaches to be utilized to enhance curriculum acquisition.
31 *Adopted 7/21/97*

32
33 (3) Special Diploma Option I

34 *Revised 7/23/91 & Amended 6/27/9, 7/21/98, & 6/27/00*

35
36 (a) Requirements

37
38 Any student classified as Educable Mentally Handicapped,
39 Trainable Mentally Handicapped, Profoundly Mentally
40 Handicapped, Deaf or Hard of Hearing, Specific Learning
41 Disabled, Physically Impaired, Autistic or Emotionally
42 Handicapped may be awarded a special diploma if the following
43 requirements are met:

44
45 1. Complete course requirements as outlined below

46
47 Language Arts - Three (3) credits

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Mathematics -	Three (3) credits
Social Studies -	Two (2) credits
Science -	One (1) credit
Physical Education -	One (1) credit
Life Management Skills -	One Half (1/2) credit
Employability Skills -	One Half (1/2) credit
Electives (Vocational, practical arts, OJT, etc.) -	Eleven (11) credits

Total: 22 Credits (11 required, 11 elective)

2. Students must have a 2.0 Grade Point Average (GPA) to be eligible for a special diploma.
3. Attendance
Meet attendance requirements.
4. Beginning with the 2000-2001 ninth (9th) grade class, a student must demonstrate competency in the Sunshine State Standards at the expected levels of functionality as identified by the IEP team.
5. Any exceptional student excluding Visually Impaired who has acquired appropriate credits for a regular high school diploma but did not pass the High School Competency Test (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

1 (4) Special Diploma Option 2

2
3 (a) Requirements

4
5 In accordance with Rule 6A-1.0996, FAC, exceptional students
6 who demonstrate mastery of specified employment and
7 community competencies may graduate with more or less than
8 four years of attendance in grades 9-12. *Amended 6/27/95 &*
9 *7/21/98*

10
11 1. Complete the course requirements as outlined below

12
13 Language Arts - Two (2) credits

14
15 Mathematics - Two (2) credits

16
17 Electives (Vocational,
18 Practical Arts, OJT, etc.) - Seven (7) credits

19
20
21 Total: 11 Credits (4 required, 7 elective)

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

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

33
34 3. The student shall be at least sixteen (16) years of age to be
35 considered for this option, and shall be at least eighteen
36 (18) years of age to graduate.

37
38 4. The student's individual education plan shall include a
39 transition plan containing annual goals and short-term
40 objectives related to the employment and community
41 competencies. *Amended 6/27/95*

42
43 5. A training plan shall be developed and signed by the
44 student, parent, teacher, and employer. The plan shall
45 identify the job specific employment and related
46 community competencies, the criteria for determining and
47 certifying mastery of the competencies, the work schedule
48 and the minimum number of hours to be worked per week,

1 a description of the supervision to be provided by the
2 school district staff, and any special considerations.
3 *Amended 6/27/95*

4
5 (b) Curriculum *Amended 7/21/98*

6
7 All exceptional education students will also be monitored on the
8 Revised Performance Standards for Exceptional Students.
9

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

16
17 (c) Student must have a 2.0 Grade Point Average (GPA) to be eligible
18 for a special diploma.

19
20 (d) Attendance

21
22 Meet attendance requirements.
23

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

26
27 (5) Certificate of Completion *Adopted 6/27/95*

28
29 Any exceptional student who has acquired appropriate credits for a high
30 school diploma, but did not pass the High School Competency Test, shall
31 be issued a Certificate of Completion.
32

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

34
35 Any Educable Mentally Handicapped, Trainable Mentally Handicapped,
36 Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Autistic,
37 Specific Learning Disabled, or Physically Impaired student whose ability
38 to communicate orally or in writing is seriously impaired, or Emotionally
39 Handicapped student who meets all graduation requirements for his
40 exceptionality, but is unable to meet appropriate special minimum
41 standards, shall be awarded a special certificate of completion.
42

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

44
45 To ensure that students may select and move between the Special Diploma
46 options, and between courses of study leading to Standard and Special
47 Diplomas, credits and performance standards will be reviewed and student
48 course schedules will be developed to meet the requirements of the option
49 selected.

1
2 (8) Transfers

3
4 Any exceptional student transferring into the Osceola School District and
5 determined eligible for a special diploma shall be eligible to graduate
6 based upon the requirements of the school district from which he or she is
7 transferring.
8

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

10
11 The determination of Extended School Year (ESY) services is a decision
12 of the Individual Educational Planning team and should be provided for
13 the student if the skills learned during the school year will be significantly
14 jeopardized through regression without them.
15

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

17
18 Students who are excluded from the state assessment program must be
19 assessed with an alternate assessment procedure to be determined by the
20 IEP team. Exclusion may be permitted only when ALL of the following
21 criteria are met:
22

23 (a) The student's demonstrated cognitive ability prevents the student
24 from completing required coursework and achieving the Sunshine
25 State Standards even with appropriate and allowable course
26 accommodations.
27

28 (b) The student requires extensive direct instruction to accomplish the
29 application and transfer of skills and competencies needed for
30 domestic, community living, leisure, and vocational activities.
31

32 (c) The student's inability to complete the required coursework is not
33 due to excessive or extended absences or the result of social,
34 cultural, or economic differences.
35

36 (d) If high school age, the student is unable to complete the regular
37 diploma program even with allowable course accommodations and
38 adaptations.
39

40 **IX. Drop-Out Prevention and Retention Program**

41
42 A comprehensive Drop-Out Prevention and Retention Plan is submitted to the
43 State and reviewed on an annual basis. The individual programs in this plan are
44 designed to meet the needs of high risk students and offer them special
45 opportunities to earn credit towards graduation or promotion (for LEP students,
46 see Section I,M(2).)
47

48 **X. Placement and Promotion in the High School Vocational Program** *Adopted*

1 6/30/92
2

3 A. Program Descriptions Revised 7/2/96
4

5 All Osceola County District public high school vocational programs follow the
6 Florida Department of Education frameworks and student performance standards.
7 Copies of these frameworks and student performance standards are available for
8 review in the office of the Director of the Technical and Adult Department. Any
9 vocational course from a vocational program listed below may be taken to satisfy
10 the 1/2 credit practical arts graduation requirement (for LEP students, see Section
11 I,M(2)).
12

13 (1) Agribusiness and Natural Resources Education
14

15 (a) Students are encouraged to start any agriculture program in the
16 ninth grade by enrolling in Fundamentals of Agriscience; however,
17 students may enroll in any grade. Depending on a student's
18 interest and program availability, high school students may enroll
19 in Landscape Operations, Environmental Horticulture, Animal
20 Science, or Agritechnology. Tech Prep students are eligible for
21 three (3) semester hours of credit at Valencia Community College.
22 *Amended 9/17/96*
23

24 (b) Graduating students who successfully complete any of the
25 agriculture programs are program completers. Junior and seniors
26 are eligible for Agriculture Cooperative Education. To be eligible
27 for Agriculture Cooperative Education, a student must be currently
28 enrolled in a job preparatory agriculture program.
29

30 (c) Future Farmers of America is the approved vocational student
31 organization (VSO) for agriculture students. Middle school
32 students are eligible for membership.
33

34 (2) Business Technology Education
35

36 (a) Business Technology Education programs listed in the Florida
37 Course Code Directory are provided for Osceola County business
38 technology students. The programs are designed to allow students
39 with varying occupational interests to complete programs ranging
40 from two (2) to six (6) credits. Tech Prep students are eligible for
41 up to six (6) semester hours of credit at Valencia Community
42 College.
43

44 (b) Business Systems Technology 1 and Business Systems
45 Technology 2 comprise a sequential two-credit core for completers
46 in all the business technology education programs. Computer and
47 Business Skills (8200330) along with Keyboarding and Business
48 Skills (8200320) is equivalent to Business Systems and

1 Technology 1 (8209020). Students should complete Keyboarding
2 and Business Skills before enrolling in computer and Business
3 skills. *Amended 6/15/99*
4

5 (c) High School (dual enrollment) credit is available to middle school
6 students in Business Technology Education programs. Students
7 who successfully complete one or more credits in Business
8 Keyboarding (8200110), Computer Applications in Business 1
9 (8200220), Computer Applications in Business 2 (8200210) and/or
10 Business Systems and Technology I (8209020) are eligible.
11 *Amended 6/15/99*
12

13 (d) An option available to juniors and seniors in business technology
14 education is Business Cooperative Education (BCE), which
15 combines related classroom instruction with supervised on-the-job
16 training (OJT) in a business or office occupation. OJT hours will
17 vary. OJT students perform tasks outlined in their individual job
18 training plan, which is signed, by the BCE coordinator, the
19 employer, and the student. Any business technology education
20 course may be used for BCE classroom instruction. The objective
21 of BCE OJT is to reinforce and complement related in-school
22 instruction in the business education job preparatory programs.
23

24 (e) Future Business Leaders of America (FBLA), the approved
25 secondary vocational student organization, is an integral part of the
26 curriculum for all secondary business technology education
27 programs. Middle school students are eligible for membership.
28

29 (3) Diversified Education
30

31 (a) Students are encouraged to start this vocational program in the
32 eleventh grade by enrolling in Diversified Career Technology
33 Principles and DCT On-the-Job Training (OJT); however, seniors
34 may enroll in Diversified Career Technology Principles and DCT
35 OJT. As a part of this program, students learn selected
36 occupational competencies through employment-related
37 instruction in school and concurrent, paid, supervised on-the-job
38 training. Second year students enroll in Diversified Career
39 Technology Applications and DCT OJT. Seniors who successfully
40 complete Diversified Career Technology Applications and DCT
41 OJT are program completers. *Amended 6/15/99*
42

43 (b) Part of the DCT curriculum is met through participation in
44 Cooperative Education Clubs of Florida (CECF). This approved
45 VSO is an integral part of the curriculum.
46

47 (4) Health Science Education *Amended 9/17/96*
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- (a) Students may enroll in the health science vocational job preparatory Health Careers program in grades 11 or 12. Ninth and tenth grade students may enroll in Medical Skills and Services which is also open to students in grades 11 and 12. Medical Skills and Service is usually a yearlong course. Tech Prep students are eligible for up to six (6) semester hours of credit at Valencia Community College.
 - (b) Eleventh grade students should enroll in Health Careers for two periods a day; as seniors they should enroll in one period of Health Science Education course plus up to two additional periods of Health Science Education Cooperative Education - On-the-Job Training (OJT). Any student who first enters the Health Careers Program as a senior should enroll for three periods a day to be a program completer and achieve certification in one of several entry-level health careers. Students completing the nursing assistant competencies will be eligible to sit for the state exam.
 - (c) Health Science Education Cooperative Education. OJT is available to those Health Occupations Education students who are concurrently enrolled in a Health Science Education Program and have the instructor's approval.
 - (d) Health Science Education Students Association. The approved vocational student organization for health occupations students is an integral part of the curriculum.
- (5) Family and Consumer Sciences
- (a) A variety of Family and Consumer Sciences courses is offered and may be taken as elective credit or to fulfill the practical arts requirements. No more than three (3) credits in Practical Arts Family and Consumer Sciences may be granted toward high school graduation requirements. Completers of the Early Childhood program are eligible for three or four semester hours of credit at Valencia Community College.
 - (b) Future Homemakers Association/Home Economics Related Occupations (FHA/HERO), the approved vocational student organization, is an integral part of the curriculum for all Family and Consumer Sciences programs. FHA/HERO is also available for middle school students.

1 (6) Industrial Education

- 2
- 3 (a) Students are encouraged to start Industrial Education (IE)
- 4 programs in the tenth grade by enrolling in Level 1 for one period.
- 5 Second year students enroll in Levels 2 and 3 for two periods; third
- 6 year students enroll in Levels 4, 5, and 6 for up to three periods.
- 7 Cosmetology, an eight-credit program, requires summer
- 8 enrollment to complete. Tech Prep students are eligible for three
- 9 semester hours of credit at Valencia Community College.
- 10
- 11 (b) Students may also begin any IE program in their junior or senior
- 12 year and complete the program at Mid Florida Tech or Technical
- 13 Educational Center of Osceola.
- 14
- 15 (c) Freshmen may enroll in IE classes.
- 16
- 17 (d) An option available to juniors and seniors in IE is Industrial
- 18 Cooperative Education (ICE), which combines related classroom
- 19 instruction with supervised on-the-job training (OJT).
- 20
- 21 (e) Vocational Industrial Clubs of America (VICA) is the approved
- 22 vocational student organization for IE students.
- 23

24 (7) Marketing Education

- 25
- 26 (a) It is preferred that students start this vocational program in the
- 27 tenth grade by enrolling in Marketing Essentials. Eleventh grade
- 28 students may be enrolled in Application and OJT for up to two
- 29 periods per day. The job must be directly related to the student's
- 30 career choice in the marketing field. Twelfth grade students enroll
- 31 in Marketing Management and Marketing Education OJT. Tech
- 32 Prep students are eligible for up to three semester hours of credit at
- 33 Valencia Community College. The Academy of Travel and
- 34 Tourism students are eligible for up to fourteen semester hours of
- 35 credit in dual enrollment at Valencia Community College.

36 *Amended 9/17/96*

- 37
- 38 (b) Part of the marketing education curriculum is met through
- 39 participation in Distributive Education Clubs of America (DECA).
- 40 This approved vocational student organization is an integral part of
- 41 the program.
- 42

43 (8) Public Service Education

- 44
- 45 (a) The Paraprofessional Teacher Aide program is available to juniors
- 46 and seniors only. A student may earn a maximum of three credits
- 47 in this program. One day a week the student must report to the
- 48 Public Service teacher who coordinates the program. There are

1 specific student performance standards that must be taught and
2 evaluated in order for the student to earn credit in the class. Four
3 days a week the student reports to his or her particular assignment.
4 The coordinator will visit the student on the site at least once per
5 grading period. *Amended 6/15/99*
6

7 (b) Criminal Justice Operations, and Principles of Public Service are
8 taught by the School Resource Officer (SRO) at each high school.
9 Tech Prep students are eligible for up to six semester hours of
10 credit at Valencia Community College. *Amended 9/17/96 &*
11 *6/15/99*
12

13 (c) The Florida Association of Public Service Students (FLAPSS) is
14 the approved vocational student organization for Public Service
15 students. *Adopted 6/29/93*
16

17 (9) Technology Education
18

19 Technology Education classes are offered at Osceola middle schools and
20 may be offered at the high schools. *Amended 6/15/99*
21

22 B. Definition of a Completer
23

24 In order to be classified as a vocational program completer, a student must
25 complete all student performance standards and should earn the required number
26 of credits. If a student has mastered all student performance standards, he/she is a
27 completer even if he/she has not completed the courses. Osceola County student
28 may complete their programs in high school or continue with an articulated
29 postsecondary program at a vocational postsecondary center. All vocational
30 completers are included in the district's annual follow-up student survey after
31 they graduate from high school. *Amended 7/2/96*
32

33 **XI. Technical Education Center of Osceola County (TECO) and Community**
34 **High School**
35

36 A. Placement and Promotion of Secondary Students at the Technical Education
37 Center of Osceola (TECO) *Amended 7/29/97*
38

39 Under certain conditions, secondary students may be placed at the Technical
40 Education Center of Osceola (TECO) as their high school site (for LEP students,
41 see Section I,M(2)). *Adopted 6/30/92 & Amended 6/27/00*
42

43 (1) Dual Enrollment/Co-Enrollment at TECO: Students will have the
44 opportunity to attend TECO as a second school vocational placement for
45 part of the school day provided the following conditions exist:
46

47 (a) The student is at least 16.
48

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

2
3 (c) The student exhibits the maturity to handle the adult setting.

4
5 Students must provide their own transportation.

6
7 Placement at TECO will occur only at the beginning of a semester;
8 students will remain for the entire semester.

9
10 All final exams in the vocational program will be comprehensive.

11
12 (2) High School Program: TECO may offer a comprehensive grade ten (10)
13 through grade twelve (12) program in accordance with sections I through
14 VI above. *Adopted 6/15/99*

15
16 (3) Exceptional Students Education students: ESE special diploma seeking
17 students participate in a program at TECO based on the recommendation
18 of the staffing committee. Placement at TECO will occur only at the
19 beginning of a semester; students will remain for the entire semester.
20 Placement at the center must be reflected in the student's IEP.
21 *Amended 6/27/95 & 7/29/97*

22
23 B. Placement in Postsecondary Adult and Vocational Institutions

24
25 (1) Technical Education Center of Osceola
26 501 Simpson Road
27 Kissimmee, FL 34744

28
29 (2) Community High School
30 705 Simpson Road
31 Kissimmee, FL 34744

32
33 (3) Enrollment Eligibility *Amended 6/27/95 & 7/29/97*

34
35 Both schools accept for enrollment those adults 16 years of age or older,
36 regardless of race, religion, handicap or national origin, and:

37
38 (a) Request, but do not require a social security number;

39
40 (b) Require proof of residency such as a Florida Driver License,
41 Florida I.D., voter registration card, Declaration of Domicile, or a
42 sworn statement and notarized affidavit, which is obtained from
43 the center, if none of the previous is available;

44
45 (c) Require test prerequisites for some programs.

46
47 All vocational programs have state-mandated mathematics and
48 reading achievement standards. Achievement of these standards

1 must be documented prior to a student's program completion.

2
3 (4) Transfer Students *Amended 7/29/97*

4
5 Transfer students from other institutions are accepted. These students are
6 placed in vocational or adult programs based on (1) results of written
7 and/or performance tests or evaluations of transcripts or (2) in compliance
8 with articulation agreements.
9

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

11
12 TECO offers a variety of vocational programs. All programs are based on Florida
13 Department of Education frameworks and student performance standards. All
14 programs have an advisory council that makes recommendations to the center's
15 administration regarding the curriculum, facilities, equipment, etc. *Amended*
16 *7/2/96*
17

18 (1) Adult Supplementary Vocational Education

19
20 Programs will be offered to enable persons who are or have been
21 employed in a specific occupation to upgrade their competencies, to
22 maintain stability, and to advance in or re-enter the specific occupation in
23 which the person was employed or is currently employed. Fee structure
24 will be based on state or course requirements.
25

26 (2) Adult Vocational Preparatory Program

27
28 Programs providing instruction in competencies that are realistic in terms
29 of actual or anticipated opportunities for employment which are suited to
30 individual needs, interests and abilities to (1) prepare persons for effective
31 entry level performance in skilled and technical level occupations; (2)
32 enable persons who are or have been employed in an occupational field or
33 as a homemaker to upgrade competencies to maintain stability, advance or
34 re-enter employment.
35

36 (3) Completion

37
38 Completion is based on mastery of all competencies identified by the state
39 curriculum frameworks and student performance standards. In addition,
40 prior to program completion, students must meet minimum reading and
41 mathematics achievement requirements determined by the Florida
42 Department of Education.
43

44 (4) Job Placement

45
46 While no school can guarantee placement, TECO has a professional staff
47 to assist currently enrolled students and graduates in securing employment
48 related to the training provided. Follow-up studies are conducted annually

1 to verify placement. In order to be in compliance with Florida Statutes,
2 each vocational program must have 70 percent of its graduates
3 successfully placed.
4

5 D. Community High School Programs:
6

- 7 (1) Adult Literacy, Grade Levels 0-3.9, - a program providing individualized
8 basic reading and writing skills;
9
10 (2) ESOL (English for Speakers of Other Languages), Levels I-III;
11
12 (3) Adult Basic Education, Grade Levels 4-8.9;
13
14 (4) GED Preparation, Grade Levels 9-11.9 with preparation for GED testing
15 in the five areas of writing, social studies, science, literature and the arts,
16 and mathematics.
17

18 The minimum age for testing is 18.
19

20 The State and National fee schedule is applied.
21

22 GED candidates are post-tested and, upon recommendation of the
23 instructor, scheduled for the GED examination.
24

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

30 All students are advised to complete the Test of Adult Basic Education
31 (TABE) and the Practice GED Test. Under the following extraordinary
32 circumstances, students may take the GED Test before reaching the age of
33 18: *Amended 7/29/97*
34

- 35 (a) Court-ordered;
36
37 (b) Economically disadvantaged (must meet federal income
38 guidelines);
39
40 (c) Previously or currently enrolled in an Alternative Program;
41
42 (d) Pregnancy;
43
44 (e) Teen Parent;
45
46 (f) Medical, mental or physical condition interfering with regular
47 school attendance;
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- (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 attended at least 80% of the regularly scheduled classes and demonstrated mastery of the minimum student performance standards.

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

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

1 (2) Adult Special Diploma *Adopted 7/2/96*

2
3 Any adult student who is twenty-one (21) or older and classified as
4 educable mentally handicapped, trainable mentally handicapped,
5 profoundly mentally handicapped, hearing impaired, deaf, specific
6 learning disabled, physically impaired, visually impaired, blind, autistic or
7 emotionally handicapped may be awarded an adult special diploma if the
8 following requirements are met:
9

10 (a) Complete course requirements as outlined below:

11 Option 1

12		
13		
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	Life Management Skills	One Half 1/2 credit
23		
24	Employability Skills	One Half 1/2 credit
25		
26	Electives (vocational, 27 practical arts, OJT, etc.)	Twelve (12) credits
28		

29 Note: Courses listed in Section 4 of the Florida Department of
30 Education Course Code Directory for Exceptional Student
31 Education Senior High and Adult which are identified as
32 Comprehensive should be used to meet credit requirements for
33 Adult Special Diploma in the areas of Language Arts,
34 Mathematics, Social Studies and Science.
35

36 Option 2

37
38 Adult exceptional students who demonstrate mastery of specified
39 employment and community competencies may graduate by
40 meeting the following requirements:
41

- 42 1. The student shall satisfactorily complete the equivalent of
43 eleven (11) credits, which must include two credits in
44 Mathematics and two credits in Language Arts.
45 *Amended 7/29/97*
- 46 2. The student shall satisfactorily demonstrate employment
47 and community-based competencies while employed full-
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time or at least 25 hours per week in a community-based job for a minimum of one semester (18 weeks), unless the student is placed in supported competitive employment. In this case, the student must be employed at least twenty (20) hours per week for the equivalent of one semester.

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

4. A training plan shall be developed and signed by the student, teacher and employer. The plan shall identify the job-specific 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.

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

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

(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

1

Board approved calendar.