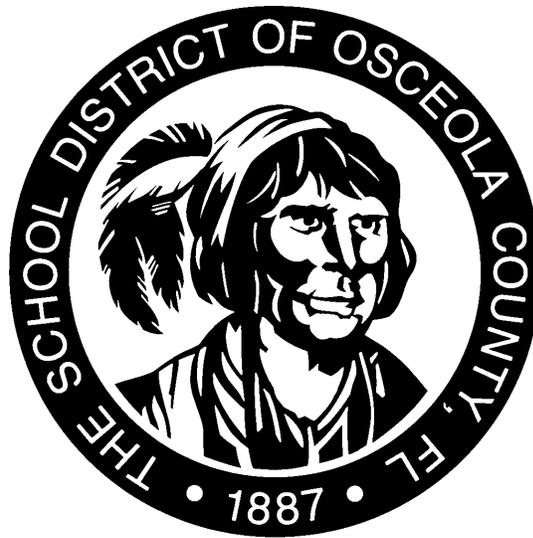


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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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**2002-2003  
PUPIL PROGRESSION PLAN**

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



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**2002-2003  
ELEMENTARY SCHOOL  
PUPIL PROGRESSION PLAN**

**Grades K-5**

**Effective July 01, 2002**

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



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**SCHOOL BOARD MEMBERS**

**CHAIRMAN**

David E. Stone

Thomas Chalifoux

Tom Greer

Michael E. Harford

Judith A. Robertson

**SUPERINTENDENT**

Blaine Muse

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2  
3 **THE SCHOOL DISTRICT OF**  
4 **OSCEOLA COUNTY, FLORIDA**  
5

6 **PUPIL PROGRESSION PLAN TASK FORCE**  
7

8 Terry Andrews, Assistant Superintendent  
9 **CURRICULUM AND INSTRUCTION**

10  
11 Angela Marino, Coordinator  
12 **OFFICE OF PLANNING AND EVALUATION**  
13 (407) 870-4056  
14

15 John Boyd, Instructional Research and Evaluation Specialist  
16 **OFFICE OF PLANNING AND EVALUATION**  
17 (407) 870-4056  
18

19 **ELEMENTARY COMMITTEE**

20 Beverly Brizendine, Director of Elementary Programs  
21 Melba Luciano, Principal, Central Avenue Elementary  
22 Linda Harwood, Principal, Highlands Elementary  
23

24 **MIDDLE SCHOOL COMMITTEE**

25 Annalee Meadows, Director of Secondary Programs  
26 Penny Noyer, Principal, Horizon Middle School  
27 Dan Parker, Principal, St. Cloud Middle School  
28

29 **HIGH SCHOOL COMMITTEE**

30 Annalee Meadows, Director of Secondary Programs  
31 Jim Kish, Director of Technical and Adult Education  
32 Michael Brizendine, Principal, Poinciana High School  
33 George Sullivan, Principal, St. Cloud High School  
34 Sonia Vazquez, Coordinator of Charter and Choice Schools  
35

36 **SPECIAL PROGRAMS COMMITTEE**

37 Penny Collins, Director of Exceptional Student Education  
38 Dalia Medina, Coordinator of Multicultural Education  
39 Don L. Miller, Director of Special Programs  
40 Beth Rattie, Coordinator of Alternative Programs  
41 Sonia Vazquez, Coordinator of Charter and Choice Schools  
42

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**I. ENTRY AND ATTENDANCE REQUIREMENTS**

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

**A. Initial Entry Requirements**

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

**1. Evidence of Age** *Amended 6/27/95*

Florida Statute 232.03 requires that students enrolling in Kindergarten or the first grade must present evidence of their age. Evidence submitted shall be a valid birth certificate, or other documentation of birth, as listed in Florida Statute 232.03.

***Florida Statute 232.03***

***Evidence of date of birth required –***

*Before admitting a child to prekindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of Section 232.01, Florida Statutes. The superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*

- (1) A duly attested transcript of the child's birth record filed according to law with the public officer charged with the duty of recording births;*
- (2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
- (3) An insurance policy on the child's life which has been in force for at least 2 years;*
- (4) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (5) A passport\* or certificate of arrival in the United States showing the age of the child;*
- (6) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
- (7) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.*

\*If a passport or immigration document is used as evidence of age, it may not be duplicated. Only a notation may be placed in the student's record. *Adopted 6/27/00.*

## 2. Health Requirements – Initial Entry

### a. Certificate of Physical Examination *Amended 6/30/92*

A certificate of a physical examination within the twelve-month period immediately preceding enrollment shall be presented before a child is allowed to attend classes. The certificate shall be signed by a licensed practicing physician, or an Advanced Registered Nurse Practitioner certifying that the pupil has no contagious or communicable disease which would warrant the pupil's exclusion from public schools. A Physician's Assistant operating under the supervision of Osceola County Public Health Director may also sign the certificate. *Amended 6/27/95*

Students, other than children of military personnel, transferring from a foreign country must possess an examination certificate issued within the United States.

#### Exceptions:

- The pupil was previously enrolled in a Florida school.
- Parental objections on religious grounds are in writing.

### b. Proof of Tuberculin Test

Any enrollee returning from an area outside of the Continental United States, regardless of grade level, must present evidence of a Tuberculin test, with a negative reading, administered within the last twelve months before class attendance will be allowed. A student who has a positive reading on any Tuberculin test will be required to submit to a chest X-ray. The student will not be allowed to enroll until a licensed physician certifies that the student may attend class. *Amended 7/23/91, 6/27/95 & 7/21/98*

For purposes of this rule the following United States territories are considered to be a part of the Continental United States:

- America Samoa
- Guam
- Puerto Rico
- Trust Territories of the Pacific
- Virgin Islands

### c. Immunization

*Amended 7/21/98*

Each pupil who is otherwise entitled to admittance to an Osceola County School, shall be required to present a certificate of immunization on a Florida form, showing that the student has received inoculations for those communicable diseases for which immunization is required by the Division of Health, and Florida Statute 232.032.

Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be temporarily excluded from school until such immunizations have been administered.

*Adopted 9/7/99*

**Required Immunizations:**

- five (5) DP's
- four (4) Polio
- two (2) MMR's (First dose is valid if given on or after first birthday.)

*Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02*

**Pre-K**      *Amended 07/01/02*

All required immunizations appropriate to age, including the Hepatitis B, Varicella (Chicken Pox), and Haemophilus Influenza Type B (HIB). Varicella vaccine is not required if a child has documentation of a history of varicella disease. A second MMR is not required if the student is under age four (4).

**Kindergarten- Grade 1**      *Amended 07/01/02*

All required immunizations and Hepatitis B (series of 3) and Varicella. Varicella vaccine is not required if a child has documentation of a history of varicella disease.

**Grades 2-4**      *Amended 07/01/02*

All required immunizations and Hepatitis B (series of 3)

**Grades 5**      *Amended 07/01/02*

All required immunizations

**Exceptions may be granted as follows:**

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

**3. Residency Requirements**      *Amended 6/29/93 & 6/27/95, Revised 7/21/98*

A resident parent or guardian admitting a pupil to an Osceola County School shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

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

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

## **B. School Admissions**

### **1. Admission to Kindergarten**

Children must attain the age of five (5) years on or before September 1 of the school year for which admission to kindergarten is sought. (*Florida Statute 232.01*)

### **2. Admission to First Grade**

Children must attain the age of six (6) years on or before September 1 of the school year for which admission to first grade is sought or at any time thereafter, provided the child has demonstrated a readiness to enter the first grade in accordance with rules adopted by the State Board of Education. (*Florida Statute 232.01*)

#### ***Florida Statute 232.01***

***Regular school attendance required between ages of 6 and 16; permitted at age of 5; exceptions:***

*(1)(a) All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as hereinafter provided, are required to attend school regularly during the entire school term.*

*(b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a nonpublic school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's pupil progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of nonpublic schools.*

No student shall be admitted to the first grade who has not attended kindergarten in a public school or satisfactorily completed kindergarten in a non-public school from which the district School Board accepts transfer of academic credit.

1 Any student presented for grade 1 enrollment who has successfully completed  
 2 Kindergarten in a non public school which permitted entry earlier than the state  
 3 minimum requirement (5 years old on or before September 1 of the school year)  
 4 shall be enrolled in Kindergarten until such time as the student has demonstrated a  
 5 readiness to enter the first grade.  
 6

## 7 C. Placement of Transfer Students

### 8 1. General Transfer Information

9  
 10  
 11 The school principal will determine placement of a student who transfers from  
 12 other countries, counties, states, private schools or from a home education  
 13 program. If a student transfers from a school or program other than a  
 14 regionally accredited institution or with inadequate or incomplete records,  
 15 placement will be based upon the information available, including any or all  
 16 of the following:

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

### 29 2. Placement of Transfer Kindergarten and First Grade Students

30  
 31  
 32 Dates for the legal public school minimum entry age by state and territory  
 33 (provided by the Florida Department of Education) should be used in  
 34 accepting kindergarten and first grade transfer students according to *State*  
 35 *Board Rule 6A-1.0985*.  
 36

#### 37 *State Board Rule 6A-1.0985*

38  
 39 *6A-1.0985 Entry into Kindergarten and First Grade by Out of State Transfer Students.*

- 40  
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- (1) Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).
  - (2) Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3)

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- (3) *In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data**:*
- a. *Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;*
  - b. *An official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;*
  - c. *Evidence of immunization against communicable diseases as required in Section 232.032, Florida Statutes;*
  - d. *Evidence of date of birth in accordance with Section 232.03, Florida Statutes; and*
  - e. *Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 232.0315, Florida Statutes.*

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Clarification of placement procedures for transfer kindergarten and first grade students from other states or countries is available through the Department of Student Services.

19  
20

### 3. **Placement of Transfer Students – Grades 2-5** *Amended 07/01/02*

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22  
23  
24

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

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26  
27

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

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32

Any student wishing to enroll in school who is not residing with his or her natural parent or legal guardian shall have the responsible adult with whom the student is living sign an Affidavit of Responsibility form available through Student Services at the District Office.

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The responsible adult shall present proof that he or she has parental consent or legal right to accept responsibility. Parental consent shall be notarized.

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37

### 5. **Student Custody**

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

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Implementation: 232.04, 232.01, 232.031, 232.032, 320.38, 322.031; SBR 6A-198; 228.212, 316.003 (62); 228.041 (1) (a), 228.061 (2); F.S.; SBR 6A-6.311 and 6A.6341 and 230.23 (4) (m), F.S.

## 6. Limited English Proficient (LEP) Students

For a student identified as Limited English Proficient (LEP) and transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found in the *ESOL Program Procedures*.

### Home Language Survey (HLS) Responses/Assessment Criteria

- A student with all NO responses on the HLS is considered non-Limited English Proficient (LEP).
- A student with any YES response is referred for additional English language proficiency assessment.
- A student with a YES response to question #1 only is **temporarily** placed in general education classes until English proficiency assessment occurs.
- A student with more than one YES response is temporarily placed in basic ESOL classes until English language proficiency assessment occurs.
- The state-approved age-appropriate IDEA Language Proficiency Test is used to assess oral/aural English ability and is to be administered within the first 20 days after the registration date.

## 5. Students with Disabilities

### a. 504 Students

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

### b. Exceptional Student Education (ESE) Students

- A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student who is transferring from one Florida public school district to the School District of Osceola County who has a current Individual Education Plan including Gifted Students (IEP/GEP) will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/GEP as necessary.
- An ESE student who is transferring from an out-of-state public school and has a current IEP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs

1 will be placed immediately in the appropriate educational programs(s)  
 2 without temporary assignment. An ESE student who is transferring from  
 3 another state and does not meet the district's criteria for dismissal from  
 4 an ESE program will also be placed immediately in the appropriate  
 5 educational program(s) without temporary assignment. In both cases, the  
 6 receiving school **must** review the current IEP and may revise the  
 7 document as necessary.  
 8

## 9 **D. Attendance Guidelines**

10 School attendance is the direct responsibility of parent(s)/guardian(s) as required by  
 11 Florida Statute 232.09. All students are expected to attend school regularly and to be  
 12 on time for classes in order to benefit from the instructional program and to develop  
 13 habits of punctuality, self-discipline, and responsibility.  
 14

15 Notes or telephone calls from parent(s)/guardian(s) are required either before or after  
 16 an absence. It is the responsibility of the student to make up work missed because of  
 17 absences. Students receiving out-of-school suspension **must** be assigned schoolwork  
 18 that will cover content and skills taught during the duration of the suspension.  
 19 Students are given one day for each absence to complete makeup work unless unusual  
 20 circumstances indicate an extension. The principal or designee must approve any  
 21 extension.  
 22

### 23 **1. Student Absences**

24 Non-attendance in a class shall be considered an absence unless the student is  
 25 participating in a school activity. Absences shall be classified as:  
 26

#### 27 **a. Excused Absences**

28 Absences shall be excused for the following reasons:  
 29

- 30 ▪ illness or injury of the student,
  - 31 ▪ illness, injury, or death in the immediate family of the student.
- 32 The immediate family shall be defined as listed in the United  
 33 States Internal Revenue Service guidelines.  
 34

35 If there is a reasonable doubt concerning the illness claimed, the principal  
 36 shall be authorized to require a statement from an accepted medical authority.  
 37 Failure to comply with this requirement shall result in the absence being  
 38 "unexcused."  
 39

40 The Principal of a school shall have sole discretion as to how absences shall  
 41 be reported to the school. The parent or legal guardian shall report absences  
 42 through a telephone call, a handwritten note, or both as determined by the  
 43 Principal. *Adopted 6/19/01*  
 44

45 In cases of excused absences, the student shall be allowed to make up the  
 46 work and teachers of the students shall give every reasonable assistance.  
 47  
 48

1  
2 Make-up work shall be completed during a period of time equal to at least  
3 twice the time for which the absence is excused, unless the teacher allows  
4 more time.  
5

6 **b. Permitted Absences**  
7

8 “Permitted” absences may be granted. Only the principal shall have the  
9 authority to grant “permitted” absences and then only after he or she has  
10 considered the merits of each case. It shall be the principal’s responsibility to  
11 give to the parents a copy of the School Board rules pertaining to permitted  
12 absences.  
13

14 Arrangements for make-up work shall be made in advance with the instructor  
15 of classes to be missed. The student shall assume complete responsibility for  
16 the make-up work. The teachers shall cooperate by making assignments,  
17 grading materials, and recording grades. The teacher shall set a timeline for  
18 receiving the student’s work for credit, and this timeline will not exceed twice  
19 the number of days of absence.  
20

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

- 22     ▪ attendance at an important public function,
- 23     ▪ attendance at church meetings, or observances of religious  
24        holidays,
- 25     ▪ travel with parents in urgent circumstances,
- 26     ▪ attendance at non-school conventions or conferences,
- 27     ▪ other situations with parental permission and the approval of the  
28        principal, or
- 29     ▪ participation in a non-instructional activity.  
30

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

- 32     ▪ meet the academic requirements as set forth by the School Board,
- 33     ▪ make arrangements, in advance, with the teacher for missing  
34        classes, and
- 35     ▪ accept the responsibility for making up time and work.  
36

37 **c. Unexcused Absences**  
38

39 All absences other than “excused” or “permitted” shall be deemed  
40 “unexcused,” and a failing grade shall be recorded for the period of the  
41 “unexcused” absence, except when students who are suspended from school  
42 during grade period exams or semester exams, such students shall be allowed  
43 to make up these exams.  
44

- 45     ▪ Upon each unexcused absence, the Principal or designee shall  
46        contact the student’s parent or guardian to determine the reason for  
47        the absence.  
48



1 record on the active 504 Plan. If the 504 committee determines that the  
2 absences are caused by the disability, the student’s placement must be re-  
3 evaluated as to the appropriateness of the current placement and the plan must  
4 address any additional strategies and/or interventions needed.  
5

6 If the 504 committee determines that the absences are not caused by the  
7 disability, the student is treated in the same manner as that for a general  
8 education student. Documentation of 504 Reevaluation meeting should be  
9 kept on file.  
10

11 **b. ESE Students**

12 All exceptional students will follow regular education attendance procedures.  
13

14  
15 In the case of an ESE Student with excessive absences, an IEP team meeting  
16 must be conducted to determine whether or not the absences are related to the  
17 student’s disability. If the IEP team determines that the excessive absences  
18 **are** related to the student’s disability, the IEP team must determine a  
19 reasonable course of action which may include the possible waiver of the  
20 attendance guidelines in determining grades as well as a change of placement.  
21

22 If the IEP team determines that the student’s excessive absences **are not**  
23 related to the student’s disability, the student is treated in the same manner as  
24 that for a general education student.  
25

26 **3. Hospital/Homebound Program**

27  
28 Parent(s)/guardian(s) may request that the principal consider eligibility for a  
29 hospital/homebound program for a student with an illness predicted by  
30 certified medical personnel to exceed 15 consecutive school days.  
31

32 **4. Student Absences for Religious Reasons**

33  
34 Students will be afforded an opportunity to make up missed work without  
35 adverse school effects when absent because of a religious holiday. Within  
36 five school days prior to an expected absence for religious reasons,  
37 parent(s)/guardian(s) must notify the principal in writing and request that the  
38 student be excused from attendance. A written excuse will not be required  
39 upon return to school and no adverse or prejudicial effects will result for any  
40 student availing her/himself of this provision. Students will be permitted to  
41 make up missed work according to school procedures.  
42

43 Should questions arise regarding this rule, principals will grant the  
44 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the  
45 principal’s decision to the Superintendent should a conflict arise.  
46  
47



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

- The following areas of study are required for each student, K-5: language arts, mathematics, science/health, and social studies.
- Florida Statute 233.061 requires elementary schools to provide instructional programs in character-development.
- Additional courses of studies may include, but shall not be limited to:
  - ✓ Art
  - ✓ Career Education
  - ✓ Computers
  - ✓ Conservation of Natural Resources
  - ✓ Developmental Physical Education
  - ✓ Foreign Language
  - ✓ Free Enterprise, Consumer, & Economic Education
  - ✓ Hispanic Contributions to the US
  - ✓ History of African Americans
  - ✓ History of the Holocaust
  - ✓ History of the State
  - ✓ Kindness to Animals
  - ✓ Library Science
  - ✓ Metric Education
  - ✓ Music
  - ✓ Safety
  - ✓ School Police Liaison Program
  - ✓ Women’s Contributions to the US

(Amended 6/27/00)

**Florida Statute 233.061 Required Instruction –**

*(1) Each school district shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet state board adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.*

*(2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:*

*(a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government.*

*(b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.*

*(c) The essentials of the United States Constitution and how it provides the structure of our government.*

*(d) Flag education, including proper flag display and flag salute.*

1 *(e) The elements of civil government shall include the primary functions of and*  
 2 *interrelationships between the Federal Government, the state, and its counties, municipalities,*  
 3 *school districts, and special districts.*

4 *(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of*  
 5 *European Jews and other groups by Nazi Germany, a watershed event in the history of*  
 6 *humanity, to be taught in a manner that leads to an investigation of human behavior, an*  
 7 *understanding of the ramifications of prejudice, racism, and stereotyping, and an examination*  
 8 *of what it means to be a responsible and respectful person, for the purposes of encouraging*  
 9 *tolerance of diversity in a pluralistic society and for nurturing and protecting democratic*  
 10 *values and institutions.*

11 *(g) The history of African Americans, including the history of African peoples before the*  
 12 *political conflicts that led to the development of slavery, the passage to America, the*  
 13 *enslavement experience, abolition, and the contributions of African Americans to society.*

14 *(h) The elementary principles of agriculture.*

15 *(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics*  
 16 *upon the human body and mind.*

17 *(j) Kindness to animals.*

18 *(k) The history of the state.*

19 *(l) The conservation of natural resources.*

20 *(m) Comprehensive health education that addresses concepts of community health; consumer*  
 21 *health; environmental health; family life, including an awareness of the benefits of sexual*  
 22 *abstinence as the expected standard and the consequences of teenage pregnancy; mental and*  
 23 *emotional health; injury prevention and safety; nutrition; personal health; prevention and*  
 24 *control of disease; and substance use and abuse.*

25 *(n) Such additional materials, subjects, courses, or fields in such grades as are prescribed by*  
 26 *law or by rules of the commissioner and the school board in fulfilling the requirements of law.*

27 *(o) The study of Hispanic contributions to the United States.*

28 *(p) The study of women's contributions to the United States.*

29 *(q) A character-development program in the elementary schools, similar to Character First*  
 30 *or Character Counts. Such a program must be secular in nature and must stress such*  
 31 *character qualities as attentiveness, patience, and initiative.*

32 *(r) In order to encourage patriotism, the sacrifices that veterans have made in serving our*  
 33 *country and protecting democratic values worldwide. Such instruction must occur on or*  
 34 *before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged*  
 35 *to use the assistance of local veterans when practicable.*

36 *(3) Any student whose parent or guardian makes written request to the school principal shall*  
 37 *be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its*  
 38 *symptoms, development, and treatment. A student so exempted may not be penalized by*  
 39 *reason of that exemption. Course descriptions for comprehensive health education shall not*  
 40 *interfere with the local determination of appropriate curriculum which reflects local values*  
 41 *and concerns.*

**Student Performance - State Goal 3**

A comprehensive program of general education based on Florida's System of School Improvement and Accountability, Goal 3, when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Osceola County Curriculum Guidelines also incorporate the Goal 3 Standards of Florida's System of School Improvement and Accountability.

Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

- information managers,
- effective communicators,
- numeric problem solvers,
- creative and critical thinkers,
- responsible and ethical workers,
- resource managers,
- systems managers,
- cooperative workers,
- effective leaders, and
- multiculturally sensitive citizens.

The eleventh Goal 3 Standard states that, throughout a student's education, families will share the responsibility of accomplishing all the standards set in Goal 3.

**B. Special Programs****1. Limited English Proficient (LEP)** *Revised 7/21/98 & 6/27/00*

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

**Home Language Survey (HLS) and identification criteria** *Revised 6/27/00*

- A student with all NO responses on the HLS is considered non-limited English proficient.
- A student with any YES response is referred for English language proficiency assessment.
- A student with a YES response to question #1 only is temporarily placed in non-ESOL classes until English language proficiency assessment is completed.

- 1                                   ▪ A student with a YES response to question #2 and/or #3 is
- 2 temporarily placed in ESOL classes until English language
- 3 proficiency assessment is completed.
- 4                                   ▪ The grade level appropriate Idea Oral Language Proficiency Test
- 5 will be used to determine oral/aural English ability and is to be
- 6 administered within the first 20 days after registration date.

7

8                                   Students in grades 4-12 found to be fluent English speaking will be given a

9 nationally-normed, standardized reading and writing test, within 20 days of

10 the oral/aural test for further assessment of their English ability.

- 11
- 12                                   ▪ Exceptional students (ESE) with any YES response shall be
- 13 reviewed by a joint ESE/LEP committee to determine appropriate
- 14 ESOL assessment and placement.
- 15                                   ▪ Pre-K students with any YES response are considered LEP until
- 16 the English language assessment is administered in Kindergarten.
- 17                                   ▪ PEEP Pre-K students with any YES responses shall be reviewed by
- 18 a joint ESE/LEP committee to determine ESOL status.
- 19

20                                   Every Limited English Proficient student is entitled to equal access to all

21 academic, categorical, and federal programs offered by the School District of

22 Osceola County. The amount of time the LEP student is assigned to the

23 program(s) shall be comparable to the time assigned to a non-LEP student

24 under similar conditions. An updated LEP student’s class schedule must be

25 maintained in the LEP Portfolio as part of the student permanent record.

26 *Adopted 6/27/00*

27

28                                   Limited English Proficient students are taught by subject area teachers

29 following the corresponding district curriculum. The instructional personnel

30 provide appropriate and individualized instruction to students through the use

31 of ESOL teaching strategies, appropriate instructional materials, curriculum

32 modifications, and testing modifications. The ESOL modifications are

33 documented in the teacher’s lesson plans as evidence that understandable

34 instruction is being provided.                   *Adopted 6/27/00*

35

36                                   Schools with fifteen (15) or more LEP students who speak the same home

37 language must have at least one bilingual teacher assistant or bilingual teacher

38 proficient in English and the home language of the students. The ESOL

39 teacher assistant’s (or bilingual teacher’s) primary assignment is to offer the

40 LEP students additional help in the basic content areas under the supervision

41 of the basic subject area teacher.                   *Adopted 6/27/00*

42

43                                   **2. Dropout Prevention Program (DOP)**

44                                   The academic program for a DOP student may differ from traditional

45 education programs and schools in scheduling, administrative structure,

46 philosophy, curriculum, and/or setting. The DOP Program employs

47 alternative teaching methodologies, curricula, learning activities, or diagnostic

and assessment procedures in order to meet the needs, interests, and talents of eligible students.

**3. Gifted Education**

For a student enrolled in the gifted program a qualitatively different curriculum consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. The elementary gifted education program is a one-day pullout program and is offered in schools strategically located throughout the district.

Elementary students enrolled in the Gifted pullout program are classified in attendance and should not be counted as absent. Classroom assignments are given by the Gifted teacher. Students should not be required to make-up the work missed in the regular class.

**4. Students with Disabilities**

**a. 504 Students**

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan. Parent(s)/guardian(s) of a 504 student must be notified of any proposed changes and must be given the opportunity to provide input on decisions made by the Section 504 Committee. Thus, the individual student’s Section 504 Plan documents the instructional modifications required to ensure the student an equal opportunity to master the general education curriculum.

**b. Exceptional Education Students**

**Exceptionalities include:** Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, PreKindergarten Students with Developmental Delays, PreKindergarten Students with Established Conditions.

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

**ESE 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.*

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For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP’s) specify the appropriate curriculum and unique aspects of their programs.

For the majority of these students, the general education standards and benchmarks should be based on their curriculum.

For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

In all cases, the IEP team makes curriculum decisions. The IEP developed by the team specifies the curriculum for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom modifications. Modifications may be in the areas of curriculum, instruction, and assessment. Modifications listed on the IEP must be implemented as indicated.

**5. Home Instruction**

Florida Statute 232.02(1) permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services.

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

**III. PROMOTION**

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

Decisions regarding student promotion, and retention and good cause 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.

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           **A. Student Performance Levels for Reading, Writing, and Mathematics**

2  
3           *Florida Statute 232.245* requires that the district define specific levels of performance  
4           in reading, writing, and mathematics for each grade level **except kindergarten**.  
5           These levels of performance will be used to identify students who **must** receive  
6           remediation and **may** be retained.

7  
8           In compliance with School Board's Objective (Improve accepted measures of success  
9           annually) and *Florida Statute 232.245*, students will be identified as performing at  
10          one of three levels which indicates a student's achievement:

- 11                   ▪ above grade level,
- 12                   ▪ at grade level, or
- 13                   ▪ below grade level.

14  
15          Performance levels are determined by various indicators that will include, but are not  
16          limited to, multiple measures using appropriate grade-level assessments as well as  
17          teacher judgment

18  
19          **1. Required Program of Study – Grades K-5**

20          Grades K-5 promotion should be based on successful progress as indicated by  
21          report cards, District and State assessments, daily assignments, teacher  
22          observation, satisfactory performance in the grade level curriculum, and other  
23          data. *Amended 6/15/99 & 6/27/00*

24  
25          **2. Teacher Judgment**

26          The teacher must provide compelling, verifiable evidence when student  
27          performance on appropriate grade-level assessments is not believed to be  
28          indicative of daily classroom performance.

29  
30          **Teacher judgment factors may include, but are not limited to:**

- 31                   ▪ previous retentions,
- 32                   ▪ level of text at which student is successful,
- 33                   ▪ observations,
- 34                   ▪ checklists,
- 35                   ▪ student portfolios, or
- 36                   ▪ current grades/marks.

37  
38          **3. Possible Grade Level Assessments**

39  
40          **Kindergarten Indicators**

41          A screening program for all kindergarten students will be administered yearly.  
42          This screening should be done within the first 20 days of enrollment. Results  
43          of this screening will identify students who will be considered for further  
44          screening and psychological testing to determine if special placement is  
45          indicated. *Amended 6/29/93 & 6/27/00*

- 1           ▪ The Kindergarten Readiness Survey
- 2           ▪ Word Recognition Checklist
- 3           ▪ District-adopted mathematics program assessments
- 4           ▪ Diagnostic Assessments of Reading (DAR)
- 5           ▪ Early Reading Diagnostic Assessments (ERDA)
- 6           ▪ District Phonemic Awareness Inventory
- 7           ▪ Letter and word recognition check list
- 8           ▪ STAR Early Literacy Assessment

### 10           **First Grade Assessments**

- 11          ▪ Word Recognition Checklist
- 12          ▪ Reading Running Record(s)
- 13          ▪ District-adopted mathematics program assessments
- 14          ▪ District-adopted science program assessments
- 15          ▪ Basal reading program assessments
- 16          ▪ Stanford Achievement Test, Ninth Edition (SAT-9)
- 17          ▪ STAR Reading test
- 18          ▪ STAR Math test
- 19          ▪ DAR
- 20          ▪ ERDA
- 21          ▪ Gates-MacGinitie Reading Test
- 22          ▪ Diagnostic Reading Assessment (DRA)

### 24           **Second Grade Assessments**

- 25          ▪ Reading Running Record(s)
- 26          ▪ District-adopted mathematics program assessments
- 27          ▪ District-adopted science program assessments
- 28          ▪ Basal reading program assessments
- 29          ▪ SAT-9
- 30          ▪ STAR Reading test
- 31          ▪ STAR Math test
- 32          ▪ DAR
- 33          ▪ ERDA
- 34          ▪ Gates-MacGinitie Reading Test
- 35          ▪ DRA

### 37           **Third Grade Assessments**

- 38          ▪ Reading Running Record(s)
- 39          ▪ Osceola Writes (narrative and expository prompts)
- 40          ▪ District-adopted mathematics program assessments
- 41          ▪ District-adopted science program assessments
- 42          ▪ Basal reading program assessments
- 43          ▪ SAT-9
- 44          ▪ STAR Reading test
- 45          ▪ STAR Math test
- 46          ▪ DAR
- 47          ▪ ERDA
- 48          ▪ Gates-MacGinitie Reading Test

- 1                   ▪ DRA
- 2                   ▪ Florida Comprehensive Assessment Test -- Sunshine State Standards
- 3                    (FCAT-SSS) Reading
- 4                   ▪ FCAT-SSS Mathematics
- 5                   ▪ Florida Comprehensive Assessment Test -- Norm-Referenced Test
- 6                    (FCAT-NRT) Reading
- 7                   ▪ FCAT-NRT Mathematics

#### 9                   **Fourth Grade Assessments**

- 10                  ▪ Reading Running Record(s)
- 11                  ▪ Osceola Writes (narrative and expository prompts)
- 12                  ▪ District-adopted mathematics program assessments
- 13                  ▪ District-adopted science program assessments
- 14                  ▪ Basal reading program assessments
- 15                  ▪ SAT-9
- 16                  ▪ STAR Reading test
- 17                  ▪ STAR Math test
- 18                  ▪ Gates-MacGinitie Reading Test
- 19                  ▪ FCAT-SSS Reading
- 20                  ▪ FCAT-SSS Mathematics
- 21                  ▪ FCAT Writes
- 22                  ▪ FCAT-NRT Reading
- 23                  ▪ FCAT-NRT Mathematics

#### 25                  **Fifth Grade Assessments**

- 26                  ▪ Reading Running Record(s)
- 27                  ▪ District-adopted mathematics program assessments
- 28                  ▪ District-adopted science program assessments
- 29                  ▪ Basal reading program assessments
- 30                  ▪ SAT 9
- 31                  ▪ STAR Reading test
- 32                  ▪ STAR Math test
- 33                  ▪ Gates-MacGinitie Reading Test
- 34                  ▪ FCAT-SSS Reading
- 35                  ▪ FCAT-SSS Mathematics
- 36                  ▪ FCAT Science (upon completion by the State)
- 37                  ▪ FCAT-NRT Reading
- 38                  ▪ FCAT-NRT Mathematics

#### 40                  **Promotion of ESE Students**

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

1 **B. STUDENT PERFORMANCE LEVEL CHARTS**

2

3

See following pages.

4

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Kindergarten**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>DRA Guided Reading Levels</i>			<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgment Reading series daily performance and assessment results Math series daily performance and assessment results							
Diagnostic Assessment of Reading (DAR) Results	Above Grade Level	Level 3 and above <small>(90% accuracy)</small>			No	No	Promote to Grade 1
Diagnostic Reading Assessment (DRA) Results Early Reading Diagnostic Assessment (ERDA) Results	At Grade Level	Level 1,2 <small>(90% accuracy)</small>			No	No	Promote to Grade 1
LEP Students-English Language Development ESE-IEP performance goals and assessments	Below Grade Level	Level A and below <small>(90% accuracy)</small>			Yes	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
	Minimally <small>(up to 6 months)</small>				No	Write an AIP or closely monitor	
Helping One Student To Succeed (HOSTS) Early Literacy (Reading Renaissance testing program)	Below Grade Level	Unable to read Level A			Yes	Requires a new AIP	Retain with AIP or Promote with AIP <small>if there is compelling verifiable evidence that assessment results do not reflect classroom performance</small>
	Considerably <small>(6 months to a year)</small>				No	Must have an AIP	
Parent conference and consultation Principal Recommendation	Below Grade Level	Unable to read Level A			Yes	Requires a new AIP	Retain with AIP or Promote with AIP <small>if there is compelling verifiable evidence that assessment results do not reflect classroom performance</small>
	Substantially <small>(more than a year)</small>				No	Must have an AIP	

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**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Grade One**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>DRA Guided Reading Levels</i>	<i>SAT-9 Reading &amp; Math or Gates Reading</i>	<i>Classroom form of Osceola Writes</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgment							
STAR Results							
Reading series daily performance and assessment results							
Math series daily performance and assessment results	Above Grade Level	Level 18 and above (90% accuracy)	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 2
Diagnostic Assessment of Reading (DAR) Results							
Diagnostic Reading Assessment (DRA) Results	At Grade Level	Level 14-16 (90% accuracy)	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 2
Early Reading Diagnostic Assessment (ERDA) Results							
Gates-MacGinitie Results	Below Grade Level	Level 10-12 (90% accuracy)	Stanine 3	2, 2.5	Yes	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
LEP Students-English Language Development	Minimally (up to 6 months)				No	Write an AIP or closely monitor	
ESE-IEP performance goals and assessments							
Helping One Student To Succeed (HOSTS)	Below Grade Level	Level 6-8 (90% accuracy)	Stanine 2	1, 1.5	Yes	Requires a new AIP	Retain with AIP or Promote with AIP if there is compelling verifiable evidence that assessment results do not reflect classroom performance
Soar to Success Program	Considerably (6 months to a year)				No	Must have an AIP	
Parent conference and consultation	Below Grade Level	Level 3-4 and below (90% accuracy)	Stanine 1	0	Yes	Requires a new AIP	Retain with AIP or Promote with AIP if there is compelling verifiable evidence that assessment results do not reflect classroom performance
Principal Recommendation	Substantially (more than a year)				No	Must have an AIP	

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**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Grade Two**

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<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>DRA Guided Reading Levels</i>	<i>SAT-9 Reading &amp; Math or Gates Reading</i>	<i>Classroom form of Osceola Writes</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgment							
STAR Results							
Reading series daily performance and assessment results							
Math series daily performance and assessment results	Above Grade Level	Level 30 and above <small>(90% accuracy)</small>	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 3
Diagnostic Assessment of Reading (DAR) Results							
Diagnostic Reading Assessment (DRA) Results	At Grade Level	Level 24-28 <small>(90% accuracy)</small>	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 3
Early Reading Diagnostic Assessment (ERDA) Results	Below Grade Level				Yes	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
Gates-MacGinitie Results		Level 18-20 <small>(90% accuracy)</small>	Stanine 3	2, 2.5	No	Write an AIP or closely monitor	
LEP Students-English Language Development	Minimally <small>(up to 6 months)</small>						
ESE-IEP performance goals and assessments	Below Grade Level				Yes	Requires a new AIP	Retain with AIP or Promote with AIP <small>if there is compelling verifiable evidence that assessment results do not reflect classroom performance</small>
Helping One Student To Succeed (HOSTS)	Considerably <small>(6 months to a year)</small>	Level 14-16 <small>(90% accuracy)</small>	Stanine 2	1, 1.5	No	Must have an AIP	
Soar to Success Program							
Parent conference and consultation	Below Grade Level	Level 12 and below			Yes	Requires a new AIP	Retain with AIP or Promote with AIP <small>if there is compelling verifiable evidence that assessment results do not reflect classroom performance</small>
Principal Recommendation	Substantially <small>(more than a year)</small>	<small>(90% accuracy)</small>	Stanine 1	0	No	Must have an AIP	

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Grade Three**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>FCAT-SSS Reading &amp; Math</i>	<i>FCAT-NRT Reading &amp; Math or SAT-9 or Gates Reading</i>	<i>Osceola Writes</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgment							
STAR Results							
Reading series daily performance and assessment results							
Math series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 4
Diagnostic Assessment of Reading (DAR) Results							
Diagnostic Reading Assessment (DRA) Results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 4
Early Reading Diagnostic Assessment (ERDA) Results							
Gates-MacGinitie Results	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
LEP Students-English Language Development	Minimally (up to 6 months)				No	Write an AIP or closely monitor	
ESE-IEP performance goals and assessments							
Helping One Student To Succeed (HOSTS)	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new AIP	Retain with AIP* or Promote with AIP (Document good cause)
Soar to Success Program	Considerably (6 months to a year)				No	Must have an AIP	
Parent conference and consultation							
Principal Recommendation	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new AIP	Retain with AIP* or Promote with AIP (Document good cause)
	Substantially (more than a year)				No	Must have an AIP	

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**\*Mandatory Retention:** Students who have been identified as having reading deficiencies in grades 1, 2, and 3, **AND** who have received remediation but score at Achievement Level 1 on Grade 3 FCAT-SSS Reading **AND** who score at a national percentile rank below the 25th percentile on the SAT-9 or FCAT-NRT in Reading Comprehension **must be retained**, unless the School Board exempts the student from this mandatory retention for good cause.

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Grade Four**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>FCAT-SSS Reading &amp; Math</i>	<i>FCAT-NRT Reading &amp; Math or SAT-9 or Gates Reading</i>	<i>FCAT Writing or Osceola Writes</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgement							
STAR Results							
Reading series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 5
Math series daily performance and assessment results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 5
Gates-MacGinitie Results	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
LEP Students-English Language Development	Minimally (up to 6 months)				No	Write an AIP or closely monitor	
ESE-IEP performance goals and assessments	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new AIP	Retain with AIP or Promote with AIP if there is compelling verifiable evidence that assessment results do not reflect classroom performance
Helping One Student To Succeed (HOSTS)	Considerably (6 months to a year)				No	Must have an AIP	
Soar to Success Program	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new AIP	Retain with AIP or Promote with AIP if there is compelling verifiable evidence that assessment results do not reflect classroom performance
Parent conference and consultation	Substantially (more than a year)				No	Must have an AIP	
Principal Recommendation							

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**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Grade Five**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>FCAT-SSS Reading &amp; Math</i>	<i>FCAT-NRT Reading &amp; Math or SAT 9 or Gates Reading</i>	<i>Osceola Writes</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgement							
STAR Results							
Reading series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to Grade 6
Math series daily performance and assessment results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to Grade 6
Gates-MacGinitie Results	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
LEP Students-English Language Development	Minimally (up to 6 months)				No	Write an AIP or closely monitor	
ESE-IEP performance goals and assessments	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new AIP	Retain with AIP or Promote with AIP if there is compelling verifiable evidence that assessment results do not reflect classroom performance
Helping One Student To Succeed (HOSTS)	Considerably (6 months to a year)				No	Must have an AIP	
Soar to Success Program	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new AIP	Retain with AIP or Promote with AIP if there is compelling verifiable evidence that assessment results do not reflect classroom performance
Parent conference and consultation	Substantially (more than a year)				No	Must have an AIP	
Principal Recommendation							

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## 1 C. Promotion to a Higher Grade Level

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

7  
8 The assignment will occur at the end of a grading period agreed upon by both the sending  
9 and receiving principal and the Director of Exceptional Student Education, if an exceptional  
10 student is involved.

11 If an LEP student is involved, the LEP committee shall meet to document the student LEP  
12 plan change.

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

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

20  
21 The student's cumulative record, report card, and permanent record must indicate,  
22 "accelerated grade placement" and the name of the principal who made the placement.

23 *Amended 6/15/99*

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

## 29 D. Academic Improvement Plan (AIP) Process

30  
31 As required by *Florida Statue 232.245(3)*, schools must provide a School District of Osceola  
32 County *Academic Improvement Plan (AIP)* for students who do not meet district-set levels of  
33 proficiency in reading, writing, and/or mathematics. (Science will be added upon  
34 completion). Each Academic Improvement Plan must outline an intensive remedial program  
35 in the area(s) of weakness designed to assist the student in meeting state and/or district  
36 expectations for proficiency.  
37

### 38 **The Academic Improvement Plan must clearly identify the:**

- 39 1. specific needs to be remediated,
- 40 2. success-based intervention strategies to be used, and
- 41 3. monitoring and reevaluation activities to be employed.

### 42 **1. Steps for Implementing the AIP**

43  
44 Each student who does **not** meet the levels of performance as determined by the  
45 district **must** be provided with additional diagnostic assessments to determine the  
46 nature of the student's difficulty and areas of academic need.  
47

- 1           ▪ Data from the additional assessments are to be used to formulate the student's
- 2           AIP.
- 3           ▪ Diagnosis and remediation will occur as soon as possible after a student has been
- 4           identified as deficient in reading, writing,
- 5           mathematics, and/or science (upon completion of science proficiency levels by
- 6           the State).
- 7           ▪ If the student identification occurs during the fourth marking period, the diagnosis
- 8           will be made at the beginning of the following school year with remediation
- 9           immediately following.

10

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

- 12           ▪ teacher assessments
- 13           ▪ text/placement tests
- 14           ▪ Osceola Writes
- 15           ▪ reading running records
- 16           ▪ diagnostic software
- 17           ▪ STAR Reading
- 18           ▪ STAR Math
- 19           ▪ DRA
- 20           ▪ DAR
- 21           ▪ ERDA.

22

23           Students in grades 2-5 whose performance in reading, writing, and/or mathematics

24           requires remediation **must** have an AIP or comparable individual academic plan.

- 25           ▪ Students whose performance is minimally below grade level may
- 26           need an AIP.
- 27           ▪ AIP's are required for kindergarten and first grade students who
- 28           are performing below grade level.

29

30           An existing AIP is to be **closed** at the conclusion of the school year.

- 31           ▪ At that time, the teacher(s) of the student who had an AIP is to
- 32           make recommendations regarding the student's educational
- 33           program for the following year.
- 34           ▪ The AIP should be placed in the student's permanent record at the
- 35           close of each year or at the time of student withdrawal.

36

37           If a student is to continue remediation during the following year, he or she is to

38           receive a **new AIP**.

- 39           ▪ The new AIP is to be developed through the collaboration of the
- 40           receiving teacher(s) and the parent(s)/guardian(s) and approved by
- 41           the principal.
- 42           ▪ Recommendations of the sending teacher(s) are to be reviewed as
- 43           part of the AIP progress.

44

45           **2. LEP Students – Academic Improvement Plan Process**

46           Limited English Proficient students who are unable to demonstrate mastery in

47           academic subject areas as described in the Pupil Progression Plan will be referred to

48           an Academic Improvement Plan/LEP committee. This committee will develop an

1 academic improvement plan for the student in accordance with the following  
 2 guidelines and procedures: *Adopted 6/27/00*

- 3
- 4 ■ The reason for the academic under-performance of an LEP student must **not**  
 5 imply that he/she needs an extra year to learn English or that it is due to the  
 6 student's lack of English proficiency.
- 7
- 8 ■ Establish lack of academic progress in reading, writing and mathematics using a  
 9 composite of indicators that includes, but is not limited to: grade level checklist,  
 10 pre-tests and post-tests, alternative assessment results, previous academic records,  
 11 diagnostic assessment in the home language, and any other appropriate indicator  
 12 of academic progress.
- 13
- 14 ■ The first AIP/LEP committee meeting develops an academic improvement plan  
 15 that includes a list of intensive remedial instructional strategies designed to assist  
 16 the LEP student (NOTE: ESOL modifications are not considered remedial  
 17 strategies).
- 18
- 19 ■ The second AIP committee meeting, with ESOL representation, is held within 18  
 20 weeks to review the effectiveness of the remedial strategies. If the LEP student  
 21 does not make satisfactory progress, the curriculum may be suspended and intense  
 22 remedial instruction in reading and/or mathematics is provided based on the  
 23 student's deficiencies.
- 24
- 25 ■ If the LEP student still has not made satisfactory progress after implementing the  
 26 academic improvement plan for at least 27 weeks, the LEP committee may  
 27 recommend retention unless conditions exist such that retention would be more  
 28 adverse for the student than promotion.
- 29
- 30 ■ The LEP Committee may exempt LEP students from the retention provision. The  
 31 LEP student may be recommended for promotion based on at least three (3) good  
 32 cause considerations such as educational background, academic ability in  
 33 home/native language, number of years in the U.S., current academic progress  
 34 corresponding to the language arts through ESOL manual, acculturation to new  
 35 culture, home support, age appropriateness, and mobility.
- 36

### 37 **3. Gifted Students**

38 For a gifted student who is performing below grade level, it is not appropriate to  
 39 develop an AIP. Modifications and/or interventions are to be addressed through the  
 40 Gifted Educational Plan (GEP) process.

41

### 42 **4. Students with Disabilities –Academic Improvement Plan Process**

#### 43 **a. 504 Students**

44 An AIP is to be written for a 504 student who is performing below grade level  
 45 in reading, writing, or mathematics. However, if poor performance **is caused**  
 46 **by** his or her disability, the AIP should be developed with the involvement of  
 47 the parent(s)/guardian(s) and referred to in the 504 Plan.  
 48

1  
2 **b. ESE Students – Academic Improvement Plan Process**  
3

4 ***34 Code of Federal Regulations Section 300.347***

5  
6 (a) *The IEP for each child with a disability must include:*

7 (1) *A statement of measurable annual goals, including benchmarks or short-term*  
8 *objectives, related to—*

9 (2)(I) *Meeting the child’s needs that result from the disability to enable the child to be*  
10 *involved in and progress in the general curriculum.*

11  
12 When an ESE student is determined to be performing below grade level in reading,  
13 writing, or mathematics, the IEP Committee must be convened to revisit the IEP. The  
14 goals and objectives on the student’s IEP **must** address **all** of the student’s  
15 educational deficiencies, including the student’s below-grade-level performance. The  
16 deficiencies must be addressed by developing specific goals and objectives that  
17 directly correlate to **all** areas of deficiency.  
18

19 In addition, the IEP Committee must consider developing an AIP to also address the  
20 student’s educational needs in reading, writing, and/or mathematics. The AIP should  
21 also be developed with the involvement of the parent(s)/guardian(s).  
22

23 **E. Remediation and Retention**  
24

25 Retention of students shall be limited to one (1) year in kindergarten, and one (1) year in the  
26 elementary school (1-5), and one year in the middle school unless the principal recommends  
27 additional retention based on information from a school assessment team. An appropriate  
28 placement, which differs from the present placement, must be considered for a student who  
29 has been retained two or more years.

30 *Amended 7/21/98, 6/15/99, 6/27/00 & 6/19/01*

31  
32 Students in grades 1-5 who are identified as being considerably or substantially below grade  
33 level in reading, writing, mathematics, and/or science (once science proficiency levels are set  
34 by the State) **must** receive remediation and **may** be retained. However, students whose test  
35 scores and classroom performance indicate that they are almost at grade level may be  
36 promoted with close monitoring or promoted with an AIP.  
37

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

- 40  
41
  - remediate before the beginning of the next school year and promote,
  - promote and remediate during the following year with more intensive intervention  
42 and remediation strategies identified in the revised Academic Improvement Plan,
  - retain and remediate using an alternative program of instructional delivery.  
43  
44

45  
46 The principal, upon written authority from the Superintendent, may administratively place a  
47 student who has been previously retained if the principal determines that standards have been  
48 met and the student will be able to benefit from instruction at the higher grade. If the

1 placement involves a new school, the assignment will occur at the time agreed upon by both  
 2 the sending and receiving principal. *Amended 6/15/99*

3  
 4 **Mandatory Retention**

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

7  
 8 Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher on  
 9 the statewide assessment test in reading for Grade 3 **must** be retained unless he or she is  
 10 exempt from mandatory retention for good cause. (See Exemption From Mandatory  
 11 Retention (Good Cause) in Grade 3.) *Adopted 07/01/02*

12  
 13 Retention decisions will not be made on a single test score. *Adopted 6/19/01*

14  
 15 **F. Exemption from Mandatory Retention (Good Cause) in Grade 3**

16 *Adopted 07/01/02*

17  
 18 1. **Good cause exemptions** shall be limited to the following:

- 19  
 20 • Limited English proficient students who have had less than 2 years of instruction  
 21 in an English for Speakers of Other Languages program;  
 22  
 23 • Students with disabilities whose individual education plan indicates that  
 24 participation in the statewide assessment program is not appropriate, consistent  
 25 with the requirements of State Board of Education rule;  
 26  
 27 • Students who demonstrate an acceptable level of performance on an alternative  
 28 standardized reading assessment approved by the State Board of Education;  
 29  
 30 • Students who demonstrate, through a student portfolio, that the student is reading  
 31 on grade level as evidenced by demonstration of mastery of the Sunshine State  
 32 Standards in reading equal to at least a Level 2 performance on the FCAT;  
 33  
 34 • Students with disabilities who participate in the FCAT and who have an  
 35 individual education plan or a Section 504 plan that reflects that the student has  
 36 received the intensive remediation in reading for more than 2 years but still  
 37 demonstrates a deficiency in reading and was previously retained in kindergarten,  
 38 grade 1, or grade 2; OR  
 39  
 40 • Students who have received the intensive remediation in reading for 2 or more  
 41 years but still demonstrate a deficiency in reading and who were previously  
 42 retained in kindergarten, grade 1, or grade 2 for a total of 2 years. Intensive  
 43 reading instruction for students so promoted must include an altered instructional  
 44 day based upon an academic improvement plan that includes specialized  
 45 diagnostic information and specific reading strategies for each student. The  
 46 district school board shall assist schools and teachers to implement reading  
 47 strategies that research has shown to be successful in improving reading among  
 48 low performing readers.

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2. **Requests for good cause exemptions** for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing academic improvement plan, individual educational plan, if applicable, report card, or student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the District Superintendent. The District Superintendent shall accept or reject the school principal's recommendation in writing.

### **G. Attendance for Promotion Grades K-5**

1. Students, to include LEP students, who miss more than fifteen (15) days per semester will **not** be promoted except as follows:
  - If medical evidence is presented to the principal from a competent medical authority to excuse absences in excess of fifteen (15) days.
  - Extenuating circumstances as determined by the principal based on recommendations of teachers, counselors, or Student Services workers.
2. School activities shall not be counted as absences. Assigned work shall be turned in on the day indicated by the teacher.

### **H. Retention – Special Program Considerations**

#### **1. LEP Students**

Revised 6/27/00

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

1           **2. Students with Disabilities**

2  
3           **a. 504 Students**

4  
5           A student with a 504 Plan must meet the district levels of performance.  
6           Parent(s)/guardian(s) must be notified if the student is being considered for  
7           retention. A 504 Reevaluation committee must determine if the reason(s) for  
8           retention is/are caused by the disability of record on the active Section 504  
9           Plan. If the team determines that the below-grade-level performance is caused  
10          by the disability, the student's placement must be re-evaluated. The re-  
11          evaluation must include a review of the student's records, intellectual and  
12          academic abilities, and other pertinent information provided by the student's  
13          teacher.

14  
15          If the team determines that the below-grade-level performance is not caused  
16          by the disability, the student is treated in the same manner as that for a general  
17          education student.

18  
19          **b. ESE Students**

20  
21          A student enrolled in ESE **must** meet the district performance levels **unless**  
22          their IEP includes documentation that the student is unable to meet the levels  
23          of performance, such as:

- 24                 ▪ the student's demonstrated cognitive ability and behavior prevent
- 25                 the student from completing required classwork and achieving the
- 26                 *Sunshine State Standards* even with appropriate and allowable
- 27                 classwork modifications,
- 28                 ▪ the student is unable to apply or use academic skills at a minimal
- 29                 competency level in the home or community.

30  
31          A student enrolled in the ESE program(s) is considered to have met promotion  
32          requirements when they have achieved the appropriate instructional goals of  
33          the curriculum specified on their IEP. The primary responsibility for  
34          determining each student's level of performance is that of the special program  
35          teacher and the general education teacher.

36  
37          Below are some of the factors that the IEP team may consider:

- 38                 ▪ previous retention history,
- 39                 ▪ current goals and objectives on the student's IEP,
- 40                 ▪ social/emotional behavior,
- 41                 ▪ attendance,
- 42                 ▪ placement and a possible change in the current placement,
- 43                 ▪ grades,
- 44                 ▪ current accommodations/modifications/services.

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

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

5  
 6 Retention of exceptional students shall be limited to one year in the elementary school grades  
 7 unless otherwise determined by an Individual Education Planning (IEP) team.

8 *Amended 7/21/98*  
 9

## 10 I. Remediation Programs

### 11 1. Program Description

12 Remediation must be based on the results of diagnostic assessment(s) and it must be  
 13 systematically embedded in the total educational program for the student. The daily  
 14 instruction for the student will be modified based on both the diagnosis and the  
 15 contents of the AIP or other educational plan(s) (e.g., IEP, LEP Plan). Remediation  
 16 must include an instructional program that is not identical to that provided during the  
 17 previous school year.  
 18

19  
 20 The AIP must include one or more of the following instructional intervention  
 21 strategies:

- 22 ■ tutoring
- 23 ■ classroom organization
- 24 ■ instructional alternatives
- 25 ■ assignment alternatives-adaptations
- 26 ■ ESE referral
- 27 ■ other (see *Florida Statute 232.245*).

#### 28 *Florida Statute 232.245*

#### 29 *Pupil progression; remedial instruction; reporting requirements.--*

30  
 31 *(1) It is the intent of the Legislature that each student's progression from one grade to another be determined, in part,*  
 32 *upon proficiency in reading, writing, science, and mathematics; that school district policies facilitate such proficiency;*  
 33 *and that each student and his or her parent or legal guardian be informed of that student's academic progress.*

34 *(2) Each district school board shall establish a comprehensive program for pupil progression which must include:*

35 *(a) Standards for evaluating each pupil's performance, including how well he or she masters the performance standards*  
 36 *approved by the state board according to s. 229.565; and*

37 *(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the*  
 38 *levels of performance on statewide assessments as defined by the Commissioner of Education, below which a student*  
 39 *must receive remediation, or be retained within an intensive program that is different from the previous year's program*  
 40 *and that takes into account the student's learning style. No student may be assigned to a grade level based solely on age*  
 41 *or other factors that constitute social promotion. School boards shall allocate remedial and supplemental instruction*  
 42 *resources first to students who fail to meet achievement performance levels required for promotion. The state board*  
 43 *shall adopt rules to prescribe limited circumstances in which a student may be promoted without meeting the specific*  
 44 *assessment performance levels prescribed by the district's pupil progression plan. Such rules shall specifically address*  
 45 *the promotion of students with limited English proficiency and students with disabilities. A school district must consider*  
 46 *an appropriate alternative placement for a student who has been retained 2 or more years.*

(3) Each student must participate in the statewide assessment tests required by s. 229.57. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance, determined by the Commissioner of Education, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school in which the student is enrolled must develop, in consultation with the student's parent or legal guardian, and must implement an academic improvement plan designed to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction in the areas of weakness. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the academic improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

(4) Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted before the end of grade 1 or 2, or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades 1 and 2, or by the statewide assessment at grade 3, is not remedied by the end of grade 4, and if the student scores below the specific level of performance on the statewide assessment test in reading, the student must be retained. The local school board may exempt a student from mandatory retention for good cause.

(5) Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing in a format adopted by the district school board.

(6) The Commissioner of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this section.

(7) The Department of Education shall provide technical assistance as needed to aid school districts in administering this section.

## 2. K-5 Continuous Progress Program

The K-5 Continuous Progress Program provides immediate and ongoing assistance to students throughout the school year as needed. The K-5 Continuous Progress Program is designed to assist students in achieving adequate progress in the education program. The eligibility criteria for student participation in grades K-5 may include any combination of the following:

- teacher recommendation,
- participation necessary to maintain continuous academic progress,
- score within Achievement Level 1 or 2 on FCAT-SSS,
- score in the lowest 25% of the FCAT-SSS,
- score below the 25<sup>th</sup> percentile on SAT-9 or FCAT-NRT, **or**
- in the case of a student with disabilities enrolled in ESE, recommendation of the IEP team. *Adopted 07/01/02*

## J. Summer School

### 1. LEP Students

All categories of Limited English Proficient (LEP) students in grades K-5 , including Limited English Proficient (LEP) students are eligible to attend Summer School for either academic or language maintenance needs, provided the services are rendered at the school. The following requirements must be met:

- The need for summer school attendance must be documented in the student's individual LEP Plan.
- The specific academic or language maintenance needs of the student must be listed in the student's individual LEP Plan.
- The student's LEP Plan will serve as the summer school LEP Plan.

### 2. ESE Students

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

*Adopted 6/27/00*

### 3. Home Education Students

Home education students may participate in summer school if it is available and if they meet the same eligibility requirements as established for all regularly attending students.

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

## IV. REPORTING STUDENT PROGRESS

### A. Parent(s)/Guardian(s) – Written Notification Requirements

*Florida Statute 232.24521* requires that district report cards for all elementary school students must clearly grade or mark:

- the student's academic performance in each class or course in grades 1-12 (based upon examinations as well as written papers, class participation and other academic performance criteria);
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

The student's final report card for a school year shall contain a statement indicating end-of-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance and promotion or nonpromotion.

## B. Report Cards

- All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5) as the primary means of reporting student progress.
- 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 & 6/25/99*

- Report cards shall be issued for all students, K-5, at the close of each grading period. *Amended 6/30/92*
- Progress Reports may be issued at the end of the extended year programs and services, i.e., summer school, Saturday school, before and after school programs. *Adopted 6/27/00*
- Parents 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*

Report cards for Limited English Proficient (LEP) students must be in the primary language of the parent/guardian, whenever feasible. *Amended 7/27/00* These primary language report cards are to be attached to the English report card.

## C. General Rules of Marking

### Report Card Grades:

1. Report card grades are to provide the student and the student's parents(s)/guardians(s) with an objective evaluation of the student's scholastic achievement, and effort.
  - Marks are based on the quality of student performance relative to expected levels of achievement of the Sunshine State Standards.
  - The student's academic grades are to reflect academic achievement. The quality of the work will be assessed by multiple measures that include, but not limited to:
    - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation and demonstrations);
    - classroom assignments (reports, term or research papers, models, projects, exhibits, posters, computer programs and homework);
    - examinations (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
    - alternative methods (portfolios and performance assessment).
2. A sufficient number of grades/marks will be recorded to justify the marking-period grade/mark. A marking-period grade is not based solely on a single project. Passing grades on report cards indicate that the student is working

1 within a range acceptable for the grade or subject, unless the subject is clearly  
2 identified as remedial.

- 3
- 4 3. To receive a report card a student shall have been enrolled in school at least ½  
5 of the forty-five day grading period as established by the official school  
6 calendar. If an elementary student is enrolled for less than one-half (1/2) of  
7 the forty-five day grading period, a report card shall be issued, but a grade is  
8 not required. The report card needs to reflect the date of entry and attendance  
9 record. If a student withdraws, he shall be issued a grade on the withdrawal  
10 form as of the date of withdrawal. *Amended 7/2/96 & 6/27/00*
- 11
- 12 4. Students are to receive grades in all subjects in which they have received  
13 instruction that grading period.
- 14
- 15 5. If the principal of a school feels it is necessary to change a pupil's grade in  
16 any subject at the end of a grading period, the principal shall consult with the  
17 teacher regarding the necessary change. If the change is made after official  
18 notification has been made to the parents, a copy of the principal's reasons  
19 shall be placed in the pupil's cumulative folder.
- 20

## 21 **D. Description and Definition of Marks**

22

23 Schools shall adhere to the following evaluation plan for grading and reporting pupil  
24 progress. The same evaluation plan applies to Limited English Proficient (LEP).  
25 *Amended 6/15/99, 6/27/00, & 6/19/01*

26

27

### 28 **Kindergarten – Grade 5**

29	+	Demonstrates Consistently
30	/	Learning and Developing
31	-	Area of Concern
32	*	Working Below Grade Level
33	#	Modified Curriculum

34

35

### 36 **Grades 1-2**

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

39	O	Outstanding
40	S	Satisfactory
41	N	Needs Improvement

42

43

### 44 **Grades 3-5**

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

48

49

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

8  
9 If an “I” (incomplete) is recorded on a report card, the requirements for which the  
10 incomplete was assigned must be satisfied within two weeks of the issuance of report  
11 cards or the “I” becomes “F”. At the teacher’s discretion a longer period of time may  
12 be allowed for make up work.

13  
14 For **Special Area classes in grades K-5**, the following grading scale may be used:  
15 *Amended 6/30/92 & Amended 6/27/95*

16	O	Outstanding
17	S	Satisfactory
18	N	Needs Improvement

19  
20 **E. Guidelines for Grading and Reporting Academic Progress of LEP**  
21 **Students** *Revised 6/27/00*

22  
23 The course grade and academic progress of LEP students will be based on the results  
24 of teacher observation, alternative assessments, and modified tests used to assess the  
25 understandable instruction provided through the use of ESOL teaching strategies,  
26 appropriate instructional materials, and curriculum modifications.

27  
28 If there is a continued pattern of failure in classroom performance and assessments,  
29 the LEP committee shall meet to review the reasons for the student’s lack of progress.  
30 The reason(s) documented for the academic under-performance of an LEP student  
31 **cannot imply** that he/she needs an extra year to learn English or that it is due to the  
32 student’s lack of English proficiency.

33  
34 The following documentation needs to be in the student permanent records:

- 35     ▪ Documentation of the ESOL strategies used by the ESOL language arts  
36       and basic content area teacher(s) to provide understandable instruction,  
37       including the alternative assessment instruments and test modifications  
38       used to evaluate the student’s academic progress.
- 39     ▪ The records of parental contacts or attempts made to inform the  
40       parent/guardian of the student’s under-performance. When applicable,  
41       copies of the deficiency reports signed by the student and parent/guardian.  
42       Notices to parent/guardian of LEP students must be provided in the  
43       home/native language, whenever feasible.
- 44     ▪ The instructional support requested by the teacher(s) to provide additional  
45       assistance for the student from the ESOL Assistant and Compliance  
46       Specialist available at the school.

1           **F. District/ State Assessment Programs**  
 2

3 All students must participate in all regular district and state assessments for  
 4 accountability purposes (*Florida Statute 229.57*). Each student in grades 1-5 must  
 5 participate in the Fall SAT-9 testing for Reading Comprehension and Math Problem  
 6 Solving subtests.  
 7

8  
 9 Home education students who wish to participate in the Florida Comprehensive  
 10 Assessment Test (FCAT) may do so under the following conditions:

11 *Adopted 6/19/01*

- 12           ▪ Home education students may take the FCAT only at the school for which  
 13 they are zoned.
- 14  
 15           ▪ Home education students must abide by all the rules of the Student Code  
 16 of Conduct while on any Osceola County school campus. Failure to do so  
 17 will result in the removal of the student from the campus and loss of  
 18 testing privileges.
- 19  
 20           ▪ Home instruction parents must notify the appropriate school(s) of their  
 21 intention to participate in testing at least two weeks in advance of the  
 22 scheduled assessment.  
 23

24           **F. Modifications of District/ State Assessments for**  
 25 **Special Program Students**  
 26

27           **1. LEP Students**  
 28

29 The LEP Committee will review each ESOL student's progress to  
 30 determine whether a modification is necessary. Test modifications, based  
 31 on the recommendations of the LEP Committee, may include: **flexible**  
 32 **setting, flexible scheduling, flexible timing, English/heritage language**  
 33 **dictionary, and assistance in the heritage language.**  
 34

35           **2. Students with Disabilities**  
 36

37           **a. 504 Students**

38 Students with 504 plans may receive modifications on both district and  
 39 state assessments. The multidisciplinary team should refer to the  
 40 student's past performance on standardized tests and the classroom  
 41 modification section of the 504 Plan to determine if the impairment  
 42 substantially interferes with his/her performance. If so, the  
 43 multidisciplinary team will determine the necessary modifications for  
 44 district and state assessments.  
 45

Modifications may include: **flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, and/ or flexible format.**

#### b. ESE Students

Test modifications during district/state testing will be implemented as specified in the student's IEP. The IEP must specify:

- assessment name,
- area of assessment (e.g., reading, mathematics, etc.),
- standard administration, and
- modification(s):
  - ✓ flexible setting,
  - ✓ flexible scheduling,
  - ✓ flexible timing,
  - ✓ flexible responding,
  - ✓ flexible presentation, and/ or
  - ✓ flexible format.

### G. Exemptions from District/State Assessments for Special Program Students

#### 1. LEP Students

An LEP student whose Home Language Survey (HLS) date precedes a district/state testing date by less than one year may be exempted individually by specific action of the LEP Committee. **It is strongly recommended all be tested.** A district-approved alternate assessment must be administered to those LEP students who have been exempted from a district and/or state assessment. *Adopted 07/01/02*

#### 2. Students With Disabilities

##### a. 504 Students

Students with 504 plans **may not** be exempted from state assessments.

##### b. ESE Students

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented on the IEP and must meet the following criteria:

- the student demonstrated cognitive ability prevents the student from completing required coursework, and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodation; AND

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- the student requires extensive direct instruction to accomplish the application and transfer of skills competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded from state and district assessments will be assessed through an alternate assessment procedure identified by the IEP team and documented on the IEP.

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



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**2002-2003  
MIDDLE SCHOOL  
PUPIL PROGRESSION PLAN**

**Grades 6-8**

**Effective July 01, 2002**

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



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**SCHOOL BOARD MEMBERS**

**CHAIRMAN**  
David E. Stone

Thomas Chalifoux  
Tom Greer  
Michael E. Harford  
Judith A. Robertson

**SUPERINTENDENT**  
Blaine Muse

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

5  
6                   **PUPIL PROGRESSION PLAN TASK FORCE**

7  
8                   Terry Andrews, Assistant Superintendent  
9                   **CURRICULUM AND INSTRUCTION**

10  
11                   Angela Marino, Coordinator  
12                   **OFFICE OF PLANNING AND EVALUATION**  
13                   (407) 870-4056

14  
15                   John Boyd, Instructional Research and Evaluation Specialist  
16                   **OFFICE OF PLANNING AND EVALUATION**  
17                   (407) 870-4056

18  
19                   **ELEMENTARY COMMITTEE**

20                   Beverly Brizendine, Director of Elementary Programs  
21                   Melba Luciano, Principal, Central Avenue Elementary  
22                   Linda Harwood, Principal, Highlands Elementary

23  
24                   **MIDDLE SCHOOL COMMITTEE**

25                   Annalee Meadows, Director of Secondary Programs  
26                   Penny Noyer, Principal, Horizon Middle School  
27                   Dan Parker, Principal, St. Cloud Middle School

28  
29                   **HIGH SCHOOL COMMITTEE**

30                   Annalee Meadows, Director of Secondary Programs  
31                   Jim Kish, Director of Technical and Adult Education  
32                   Michael Brizendine, Principal, Poinciana High School  
33                   George Sullivan, Principal, St. Cloud High School  
34                   Sonia Vazquez, Coordinator of Charter and Choice Schools

35  
36                   **SPECIAL PROGRAMS COMMITTEE**

37                   Penny Collins, Director of Exceptional Student Education  
38                   Dalia Medina, Coordinator of Multicultural Education  
39                   Don L. Miller, Director of Special Programs  
40                   Beth Rattie, Coordinator of Alternative Programs  
41                   Sonia Vazquez, Coordinator of Charter and Choice Schools

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## I. ENTRY AND ATTENDANCE REQUIREMENTS

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

### A. Initial Entry Requirements

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

#### 1. Evidence of Age *Amended 6/27/95*

Florida Statute 232.03 requires that students enrolling in Florida public schools must present evidence of their age. Evidence submitted shall be a valid birth certificate, or other documentation of birth, as listed in Florida Statute 232.03.

##### *Florida Statute 232.03*

##### *Evidence of date of birth required –*

*Before admitting a child to prekindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of Section 232.01, Florida Statutes. The superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*

- (1) A duly attested transcript of the child's birth record filed according to law with the public officer charged with the duty of recording births;*
- (2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
- (3) An insurance policy on the child's life which has been in force for at least 2 years;*
- (4) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (5) A passport\* or certificate of arrival in the United States showing the age of the child;*
- (6) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
- (7) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.*

*\*If a passport or immigration document is used as evidence of age, it may not be duplicated. Only a notation may be placed in the student's record. Adopted 6/27/00.*

## 2. Health Requirements – Initial Entry

### a. Certificate of Physical Examination *Amended 6/30/92*

A certificate of a physical examination within the twelve-month period immediately preceding enrollment shall be presented before a child is allowed to attend classes. The certificate shall be signed by a licensed practicing physician, or an Advanced Registered Nurse Practitioner certifying that the pupil has no contagious or communicable disease which would warrant the pupil's exclusion from public schools. A Physician's Assistant operating under the supervision of Osceola County Public Health Director may also sign the certificate. *Amended 6/27/95*

Students, other than children of military personnel, transferring from a foreign country must possess an examination certificate issued within the United States.

#### Exceptions:

- The pupil was previously enrolled in a Florida school.
- Parental objections on religious grounds are in writing.

### b. Proof of Tuberculin Test

Any enrollee returning from an area outside of the Continental United States, regardless of grade level, must present evidence of a Tuberculin test, with a negative reading, administered within the last twelve months before class attendance will be allowed. A student who has a positive reading on any Tuberculin test will be required to submit to a chest X-ray. The student will not be allowed to enroll until a licensed physician certifies that the student may attend class. *Amended 7/23/91, 6/27/95 & 7/21/98*

For purposes of this rule the following United States territories are considered to be a part of the Continental United States:

- America Samoa
- Guam
- Puerto Rico
- Trust Territories of the Pacific
- Virgin Islands

### c. Immunization

*Amended 7/21/98*

Each pupil who is otherwise entitled to admittance to an Osceola County School, shall be required to present a certificate of immunization on a Florida form, showing that the student has received inoculations for those communicable diseases for which immunization is required by the Division of Health, and Florida Statute 232.032.

Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be temporarily excluded from school until such immunizations have been administered.

*Adopted 9/7/99*

**Required Immunizations:**

- five (5) DP's
- four (4) Polio
- two (2) MMR's (First dose is valid if given on or after first birthday.)

*Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02*

**Grades 6**

All required immunizations *Amended 07/01/02*

**Grades 7-8**

All required immunizations and Hepatitis B (series of 3) and Tetanus/Diphtheria (TD) booster *Amended 07/01/02*

**Exceptions may be granted as follows:**

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

**3. Residency Requirements** *Amended 6/29/93 & 6/27/95, Revised 7/21/98*

A resident parent or guardian admitting a pupil to an Osceola County School shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

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

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

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## **B. Placement of Transfer Students**

### **1. General Transfer Information**

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

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

### **2. Placement of Transfer Students – Grades 6-8 *Amended 07/01/02***

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

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

Any student wishing to enroll in school who is not residing with his or her natural parent or legal guardian shall have the responsible adult with whom the student is living sign an Affidavit of Responsibility form available through Student Services at the District Office. The responsible adult shall present proof that he or she has parental consent or legal right to accept responsibility. Parental consent shall be notarized.

### **4. Student Custody**

Any person or agency who has been given exclusive care, custody, or control over any student by order of any court having jurisdiction to enter such order, may provide a certified or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous criteria not covered by specific rule, to the principal of the school in which each student is enrolled. The order shall be placed in the student's official records and thereafter such person or

1 agency shall be recognized for all purposes as the sole parent or guardian of  
 2 the student until such time as subsequent or additional orders changing such  
 3 status are likewise provided.  
 4

5 Implementation: 232.04, 232.01, 232.031, 232.032, 320.38, 322.031; SBR 6A-198; 228.212,  
 6 316.003 (62); 228.041 (1) (a), 228.061 (2); F.S; SBR 6A-6.311 and 6A.6341 and 230.23 (4)  
 7 (m), F.S.  
 8

## 9 **5. Limited English Proficient (LEP) Students**

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 11 For a student identified as Limited English Proficient (LEP) and transferring  
 12 from a school in another country, placement must comply with appropriate  
 13 procedures for students in the English for Speakers of Other Languages  
 14 (ESOL) programs found in the *ESOL Program Procedures*.  
 15

### 16 **Home Language Survey (HLS) Responses/Assessment Criteria**

- 17 ■ A student with all NO responses on the HLS is considered non-Limited  
 18 English Proficient (LEP).
- 19 ■ A student with any YES response is referred for additional English  
 20 language proficiency assessment.
- 21 ■ A student with a YES response to question #1 only is **temporarily** placed  
 22 in general education classes until English proficiency assessment occurs.
- 23 ■ A student with more than one YES response is temporarily placed in basic  
 24 ESOL classes until English language proficiency assessment occurs.
- 25 ■ The state-approved age-appropriate IDEA Language Proficiency Test is  
 26 used to assess oral/aural English ability and is to be administered within  
 27 the first 20 days after the registration date.  
 28

## 29 **6. Student with Disabilities**

### 30 **a. 504 Students**

31  
 32 A transferring 504 student is a student who was previously enrolled in any  
 33 other school or agency with an active 504 plan and who is enrolling in a  
 34 Florida school district. Upon notification that a transferring student is one  
 35 with an active 504 Plan, the receiving school must review the existing 504  
 36 Plan and must revise as needed.  
 37  
 38

### 39 **b. Exceptional Student Education (ESE) Students**

- 40 ■ A transferring ESE student is one who was previously enrolled as an  
 41 ESE student in any other school or agency and who is enrolling in a  
 42 Florida school district or in an educational program operated by the  
 43 Exceptional Student Education Department through grants or  
 44 contractual agreements.  
 45
- 46 ■ An ESE student who is transferring from one Florida public school  
 47 district to the School District of Osceola County who has a current  
 48 Individual Education Plan including Gifted Students (IEP/GEP) will

1 be placed in the appropriate educational program(s) consistent with  
 2 the plan. The receiving school **must** review and may revise the  
 3 current IEP/GEP as necessary.  
 4

- 5 ■ An ESE student who is transferring from an out-of-state public school  
 6 and has a current IEP as well as evaluation data necessary to  
 7 determine that the student meets Florida's eligibility criteria for  
 8 special programs will be placed immediately in the appropriate  
 9 educational programs(s) without temporary assignment. An ESE  
 10 student who is transferring from another state and does not meet the  
 11 district's criteria for dismissal from an ESE program will also be  
 12 placed immediately in the appropriate educational program(s) without  
 13 temporary assignment. In both cases, the receiving school **must**  
 14 review the current IEP and may revise the document as necessary.  
 15

## 16 7. Home Education

17 Students who are participating in a home instruction program in accordance  
 18 with FS 232.0201 may be admitted to public school on a part-time basis.  
 19 *Adopted 9/17/96*  
 20

- 21 ■ Students in home education who wish to attend public school must have  
 22 met all criteria for a home education program during the entire semester  
 23 immediately prior to the time of admission, meet the same registration  
 24 requirements as full-time students, and enroll for and attend at least one  
 25 (1) regularly scheduled class period at the zoned school. Such students  
 26 must register prior to the start of the semester they will attend. Full-time  
 27 students will be given priority in course registration. Home-schooled  
 28 students who are excluded from a class/course at their zoned school due  
 29 to space limitations may attend another school if space in that  
 30 class/course is available. *Adopted 9/17/96, Amended 6/19/01*  
 31
- 32 ■ The Board is not responsible for the transportation of students in a home  
 33 education program to or from the school. The school principal will  
 34 establish the time and place for arrival and departure of home education  
 35 students. Students who attend school on a part-time basis are subject to  
 36 all applicable rules and regulations pertaining to full-time students.  
 37 *Adopted 9/17/96*  
 38
- 39 ■ Home education students are eligible to participate in interscholastic  
 40 extracurricular student activities. The school principal will establish  
 41 guidelines for participation pursuant to Florida Statute 232.425 (3)(c),  
 42 and these guidelines will be made available to home education students  
 43 choosing to participate in interscholastic extracurricular activities.  
 44 *Adopted 07/02/96*  
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## C. Attendance Guidelines

School attendance is the direct responsibility of parent(s)/guardian(s) as required by Florida Statute 232.09. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee must approve any extension.

### 1. Student Absences

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

#### a. Excused Absences

Absences shall be excused for the following reasons:

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

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

The Principal of a school shall have sole discretion as to how absences shall be reported to the school. The parent or legal guardian shall report absences through a telephone call, a handwritten note, or both as determined by the Principal. *Adopted 6/19/01*

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

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

1                   **b. Permitted Absences**

2  
3                   “Permitted” absences may be granted. Only the principal shall have the  
4 authority to grant “permitted” absences and then only after he or she has  
5 considered the merits of each case. It shall be the principal’s responsibility to  
6 give to the parents a copy of the School Board rules pertaining to permitted  
7 absences.

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

15  
16                   **Examples of situations warranting “permitted” absences include:**

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

25  
26                   **A student who wishes to participate in a non-instructional activity must:**

- 27                   ▪ meet the academic requirements as set forth by the School Board,
- 28                   ▪ make arrangements, in advance, with the teacher for missing  
29 classes, and
- 30                   ▪ accept the responsibility for making up time and work.

31  
32                   **c. Unexcused Absences**

33  
34                   All absences other than “excused” or “permitted” shall be deemed  
35 “unexcused,” and a failing grade shall be recorded for the period of the  
36 “unexcused” absence, **except** when students who are suspended from school  
37 during grade period exams or semester exams, such students shall be allowed  
38 to make up these exams.

- 39  
40                   ▪ Upon each unexcused absence, the Principal or designee shall  
41 contact the student’s parent or guardian to determine the reason for  
42 the absence.
- 43  
44                   ▪ If a student has had at least five (5) unexcused absences within a  
45 calendar month or ten (10) unexcused absences within a ninety  
46 (90) day calendar period, the student’s primary teacher shall report  
47 to the principal or designee that the student may be exhibiting a  
48 pattern of non-attendance. Unless there is clear evidence that the

absences are not a pattern of non-attendance, the case shall be referred to a child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.

- If the initial meeting with the parent does not resolve the problem, the child study team shall implement specific interventions that best address the problem.

The child study team shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.

- If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the School Board. If the School Board’s final determination is that the strategies of the child study team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.
- If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian or Superintendent or his designee shall refer the case to the case staffing committee pursuant to Florida Statutes, and the Superintendent or his designee may file a truancy petition pursuant to procedures outlined in Florida Statutes. (*FS 984.12, 984.151*)

**2. Students with Disabilities**

**a. 504 Students**

In the case of a student with excessive absences, a 504 Reevaluation meeting should be held to determine if the absences are caused by the disability of record on the active 504 Plan. If the 504 committee determines that the absences are caused by the disability, the student’s placement must be re-evaluated as to the appropriateness of the current placement and the plan must address any additional strategies and/or interventions needed.

1 If the 504 committee determines that the absences are not caused by the  
2 disability, the student is treated in the same manner as that for a general  
3 education student. Documentation of 504 Reevaluation meeting should be  
4 kept on file.

5  
6 **b. ESE Students**

7 All exceptional students will follow regular education attendance procedures.

8  
9 In the case of an ESE Student with excessive absences, an IEP team meeting  
10 must be conducted to determine whether or not the absences are related to the  
11 student’s disability. If the IEP team determines that the excessive absences  
12 **are** related to the student’s disability, the IEP team must determine a  
13 reasonable course of action which may include the possible waiver of the  
14 attendance guidelines in determining grades as well as a change of placement.

15  
16 If the IEP team determines that the student’s excessive absences **are not**  
17 related to the student’s disability, the student is treated in the same manner as  
18 that for a general education student.

19  
20 **3. Hospital/Homebound Program**

21 Parent(s)/guardian(s) may request that the principal consider eligibility for a  
22 hospital/homebound program for a student with an illness predicted by  
23 certified medical personnel to exceed 15 consecutive school days.

24  
25 **4. Student Absences for Religious Reasons**

26 Students will be afforded an opportunity to make up missed work without  
27 adverse school effects when absent because of a religious holiday. Within  
28 five school days prior to an expected absence for religious reasons,  
29 parent(s)/guardian(s) must notify the principal in writing and request that the  
30 student be excused from attendance. A written excuse will not be required  
31 upon return to school and no adverse or prejudicial effects will result for any  
32 student availing her/himself of this provision. Students will be permitted to  
33 make up missed work according to school procedures.

34  
35 If questions arise regarding this rule, principals will grant the  
36 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the  
37 principal’s decision to the Superintendent should a conflict arise.

38  
39 **D. Student Withdrawals**

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

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44 The parent(s)/guardians(s) of a student who leaves school **during** the last two  
45 weeks of the school year must show evidence that the withdrawal is necessary  
46 and the student must successfully complete assigned class work. Principals

are authorized to make arrangements for the administration of any tests if appropriate.

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

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

Florida Statute 232.02(1) permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services.

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

**II. PROGRAM DESCRIPTION**

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

The Sunshine State Standards (6A-1.09401 State Board Rules) are benchmark standards that describe what students should know and be able to do at four progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

- language arts
- science
- foreign language
- the arts
- mathematics
- social studies
- health education
- physical education.

Osceola District Schools shall provide appropriate instruction to assist students in the achievement of these standards. The Sunshine State Standards/Grade Level Expectations have been incorporated within the Osceola County Curriculum Frameworks and are on file in the Administrative Center and are in use at each school. *Adopted 9/17/96, Amended 6/15/99*

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

**1. General Academic Requirements**

The following areas of study are required for each student, grades 6-8: *Amended 6/15/99, 6/27/00, & 07/01/02*

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**Grade 6**

<i>Language Arts</i>	<i>1 year</i>
<i>Mathematics</i>	<i>1 year</i>
<i>Comprehensive Science</i>	<i>1 year</i>
<i>Geography: Africa, Oceania, and Asia</i>	<i>1 year</i>
<i>Electives as offered by each school</i>	

**Grade 7**

<i>Language Arts</i>	<i>1 year</i>
<i>Mathematics</i>	<i>1 year</i>
<i>Comprehensive Science</i>	<i>1 year</i>
<i>Geography: Europe and the Americas</i>	<i>1 year</i>
<i>Electives as offered by each school</i>	

**Grade 8**

<i>Language Arts</i>	<i>1 year</i>
<i>Mathematics</i>	<i>1 year</i>
<i>Comprehensive Science</i>	<i>1 year</i>
<i>United States History, including Florida History</i>	<i>1 year</i>
<i>Electives as offered by each school</i>	

**2. Electives**

Additional courses of studies may include, but shall not be limited to:  
(Amended 6/27/00, 7/01/02)

<i>Art</i>	<i>Band</i>
<i>Career &amp; Technical Education</i>	<i>Foreign Language</i>
<i>Music</i>	<i>Reading</i>
<i>Writing Skills</i>	

**3. Health/ Personal Development Requirement**

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

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

1                   **4. Physical Education**

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

4  
5                   **5. Computer Literacy**

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

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9                   **6. Dual Enrollment in High School Courses**

10                  Students who attend grades 7 and 8 in Osceola County may elect to take,  
11                  if offered, high school (dual enrollment) courses at the middle school with  
12                  the following conditions: *Amended 6/30/92, 6/29/93, 7/21/98, 6/15/99,*  
13                  *6/19/01, & 07/01/02*

- 14                  • The teachers of these courses have the appropriate certification(s)  
15                  in the subject(s) offered.
- 16                  • The textbook, the district performance standards, and the grading  
17                  policy are the same as for the high school course.
- 18                  • These courses must be level II or above as outlined in The Florida  
19                  Course Code Directory.
- 20                  • Dual enrolled students must adhere to high school attendance  
21                  requirements for receiving credit.
- 22                  • In order to receive high school credit, the student must earn a final  
23                  grade of an “A” or “B.”
- 24                  • Students will be limited to the transfer of no more than four high  
25                  school credits earned prior to entry into the ninth grade.
- 26                  • Grade 8 students who earn credit through dual enrollment will  
27                  meet requirements for promotion to high school.

28                  (*Amended 6/30/92, 6/29/93, 7/21/98, 6/15/99, 6/19/01 & 07/01/02*)  
29

30                  ***Florida Statute 233.061***

31                  ***Required Instruction –***

32                  *(1) Each school district shall provide all courses required for high school graduation and*  
33                  *appropriate instruction designed to ensure that students meet state board adopted standards*  
34                  *in the following subject areas: reading and other language arts, mathematics, science, social*  
35                  *studies, foreign languages, health and physical education, and the arts.*

36                  *(2) Members of the instructional staff of the public schools, subject to the rules and*  
37                  *regulations of the commissioner, the state board, and the school board, shall teach efficiently*  
38                  *and faithfully, using the books and materials required, following the prescribed courses of*  
39                  *study, and employing approved methods of instruction, the following:*

40                  *(a) The content of the Declaration of Independence and how it forms the philosophical*  
41                  *foundation of our government.*

42                  *(b) The arguments in support of adopting our republican form of government, as they are*  
43                  *embodied in the most important of the Federalist Papers.*

44                  *(c) The essentials of the United States Constitution and how it provides the structure of our*  
45                  *government.*

1 *(d) Flag education, including proper flag display and flag salute.*

2 *(e) The elements of civil government shall include the primary functions of and*  
 3 *interrelationships between the Federal Government, the state, and its counties, municipalities,*  
 4 *school districts, and special districts.*

5 *(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of*  
 6 *European Jews and other groups by Nazi Germany, a watershed event in the history of*  
 7 *humanity, to be taught in a manner that leads to an investigation of human behavior, an*  
 8 *understanding of the ramifications of prejudice, racism, and stereotyping, and an examination*  
 9 *of what it means to be a responsible and respectful person, for the purposes of encouraging*  
 10 *tolerance of diversity in a pluralistic society and for nurturing and protecting democratic*  
 11 *values and institutions.*

12 *(g) The history of African Americans, including the history of African peoples before the*  
 13 *political conflicts that led to the development of slavery, the passage to America, the*  
 14 *enslavement experience, abolition, and the contributions of African Americans to society.*

15 *(h) The elementary principles of agriculture.*

16 *(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics*  
 17 *upon the human body and mind.*

18 *(j) Kindness to animals.*

19 *(k) The history of the state.*

20 *(l) The conservation of natural resources.*

21 *(m) Comprehensive health education that addresses concepts of community health; consumer*  
 22 *health; environmental health; family life, including an awareness of the benefits of sexual*  
 23 *abstinence as the expected standard and the consequences of teenage pregnancy; mental and*  
 24 *emotional health; injury prevention and safety; nutrition; personal health; prevention and*  
 25 *control of disease; and substance use and abuse.*

26 *(n) Such additional materials, subjects, courses, or fields in such grades as are prescribed by*  
 27 *law or by rules of the commissioner and the school board in fulfilling the requirements of law.*

28 *(o) The study of Hispanic contributions to the United States.*

29 *(p) The study of women's contributions to the United States.*

30 *(q) A character-development program in the elementary schools, similar to Character First*  
 31 *or Character Counts. Such a program must be secular in nature and must stress such*  
 32 *character qualities as attentiveness, patience, and initiative.*

33 *(r) In order to encourage patriotism, the sacrifices that veterans have made in serving our*  
 34 *country and protecting democratic values worldwide. Such instruction must occur on or*  
 35 *before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged*  
 36 *to use the assistance of local veterans when practicable.*

37 *(3) Any student whose parent or guardian makes written request to the school principal shall*  
 38 *be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its*  
 39 *symptoms, development, and treatment. A student so exempted may not be penalized by*  
 40 *reason of that exemption. Course descriptions for comprehensive health education shall not*  
 41 *interfere with the local determination of appropriate curriculum which reflects local values*  
 42 *and concerns.*

43

44

### Student Performance - State Goal 3

A comprehensive program of general education based on Florida's System of School Improvement and Accountability, Goal 3, when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Osceola County Curriculum Guidelines also incorporate the Goal 3 Standards of Florida's System of School Improvement and Accountability.

Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

- information managers,
- effective communicators,
- numeric problem solvers,
- creative and critical thinkers,
- responsible and ethical workers,
- resource managers,
- systems managers,
- cooperative workers,
- effective leaders, and
- multiculturally sensitive citizens.

The eleventh Goal 3 Standard states that, throughout a student's education, families will share the responsibility of accomplishing all the standards set in Goal 3.

## B. Special Programs

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

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

### Home Language Survey (HLS) and identification criteria *Revised 6/27/00*

- A student with all NO responses on the HLS is considered non-limited English proficient.
- A student with any YES response is referred for English language proficiency assessment.

- 1                   ▪ A student with a YES response to question #1 only is temporarily
- 2                   placed in non-ESOL classes until English language proficiency
- 3                   assessment is completed.
- 4                   ▪ A student with a YES response to question #2 and/or #3 is
- 5                   temporarily placed in ESOL classes until English language
- 6                   proficiency assessment is completed.
- 7                   ▪ The grade level appropriate Idea Oral Language Proficiency Test
- 8                   will be used to determine oral/aural English ability and is to be
- 9                   administered within the first 20 days after registration date.

10  
11                   Students in grades 4-12 found to be fluent English speaking will be given a

12                   nationally-normed, standardized reading and writing test, within 20 days of

13                   the oral/aural test for further assessment of their English ability.

- 14
- 15                   ▪ Exceptional students (ESE) with any YES response shall be
- 16                   reviewed by a joint ESE/LEP committee to determine appropriate
- 17                   ESOL assessment and placement.
- 18                   ▪ Pre-K students with any YES response are considered LEP until
- 19                   the English language assessment is administered in Kindergarten.
- 20                   ▪ PEEP Pre-K students with any YES responses shall be reviewed by
- 21                   a joint ESE/LEP committee to determine ESOL status.

22

23                   Every Limited English Proficient student is entitled to equal access to all

24                   academic, categorical, and federal programs offered by the School District of

25                   Osceola County. The amount of time the LEP student is assigned to the

26                   program(s) shall be comparable to the time assigned to a non-LEP student

27                   under similar conditions. An updated LEP student's class schedule must be

28                   maintained in the LEP Portfolio as part of the student permanent record.

29                   *Adopted 6/27/00*

30

31                   Limited English Proficient students are taught by subject area teachers

32                   following the corresponding district curriculum. The instructional personnel

33                   provide appropriate and individualized instruction to students through the use

34                   of ESOL teaching strategies, appropriate instructional materials, curriculum

35                   modifications, and testing modifications. The ESOL modifications are

36                   documented in the teacher's lesson plans as evidence that understandable

37                   instruction is being provided.                   *Adopted 6/27/00*

38

39                   Schools with fifteen (15) or more LEP students who speak the same home

40                   language must have at least one bilingual teacher assistant or bilingual teacher

41                   proficient in English and the home language of the students. The ESOL

42                   teacher assistant's (or bilingual teacher's) primary assignment is to offer the

43                   LEP students additional help in the basic content areas under the supervision

44                   of the basic subject area teacher.                   *Adopted 6/27/00*

## 45                   2.                   **Dropout Prevention Program (DOP)**

46                   The academic program for a DOP student may differ from traditional

47                   education programs and schools in scheduling, administrative structure,

48

philosophy, curriculum, and/or setting. The DOP Program employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students.

**3. Gifted Education**

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

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

**4. Students with Disabilities**

**a. 504 Students**

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan. Parent(s)/guardian(s) of a 504 student must be notified of any proposed changes and must be given the opportunity to provide input on decisions made by the Section 504 Committee. Thus, the individual student’s Section 504 Plan documents the instructional modifications required to ensure the student an equal opportunity to master the general education curriculum.

**b. Exceptional Education Students**

**Exceptionalities include:** Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, Pre-Kindergarten Students with Developmental Delays, Pre-Kindergarten Students with Established Conditions.

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

**ESE 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.*

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

For the majority of these students, the general education standards and benchmarks should be based on their curriculum.

For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

In all cases, the IEP team makes curriculum decisions. The IEP developed by the team specifies the curriculum for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom modifications. Modifications may be in the areas of curriculum, instruction, and assessment. Modifications listed on the IEP must be implemented as indicated.

**5. Home Instruction**

Florida Statute 232.0201 permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services. *Revised 7/23/91, Amended 7/21/98, 6/27/00, & 07/01/02*

**III. PROMOTION**

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

Decisions regarding student promotion, and retention 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.

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  
2 **A. General Promotion Requirements – Grades 6-8**

3 *Amended 6/27/00, 07/01/02, & 08/20/02*

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

- 7  
8 • Pass each of the core subjects of mathematics, language arts, science, and  
9 social studies. The district-adopted grading scale (see IV.D.) will determine a  
10 passing grade for each course.  
11  
12 • Pass at least one elective course each semester.

13  
14 Final grades are awarded on a yearly basis in middle school.

- 15  
16 • When two nine weeks are used to determine a final grade, each nine weeks  
17 shall count 50% of the final grade. The total will be divided by two (2).  
18  
19 • If a semester exam is given, each nine weeks' grade and final exam grade  
20 shall count 20% of the final grade, and the total shall be divided by five (5).  
21

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

30  
31 Students not meeting the above criteria for promotion may earn promotion by  
32 successfully completing a summer remediation or testing program as provided at their  
33 school. Students who are not successful with the provided opportunity are to be  
34 retained. *Amended 7/2/96 & 6/15/99*

35  
36 **B. Student Performance Levels for Reading, Writing, and Mathematics**

37  
38 *Florida Statute 232.245* requires that the district define specific levels of performance  
39 in reading, writing, and mathematics for each grade level **except kindergarten**.  
40 These levels of performance will be used to identify students who **must** receive  
41 remediation and **may** be retained.  
42

43 In compliance with School Board's Objective (Improve accepted measures of success  
44 annually) and *Florida Statute 232.245*, students will be identified as performing at  
45 one of three levels which indicates a student's achievement:  
46  
47

- above grade level,
- at grade level, or
- below grade level.

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

### 1. Required Program of Study – Grades 6-8

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

### 2. Teacher Judgment

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

**Teacher judgment factors may include, but are not limited to:**

- previous retentions,
- level of text at which student is successful,
- observations,
- checklists,
- student portfolios, or
- current grades/marks.

### 3. Possible Grade-Level Assessments

#### Sixth Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- Stanford Achievement Test, Ninth Edition (SAT-9)
- STAR Reading test
- STAR Math test
- Florida Comprehensive Assessment Test - Sunshine State Standards (FCAT-SSS) Reading
- FCAT-SSS Mathematics
- Florida Comprehensive Assessment Test - Norm-Referenced Test (FCAT-NRT) Reading
- FCAT-NRT Mathematics

**Seventh Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT-NRT Reading
- FCAT-NRT Mathematics

**Eighth Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT-NRT Reading
- FCAT-NRT Mathematics
- FCAT Writing
- FCAT Science (upon completion by the State)

**Promotion of ESE Students**

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 exceptional education teacher will use the Revised Performance Standards for the assigned exceptionality to document the progress of the student. 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*

**C. STUDENT PERFORMANCE LEVEL CHART**

See following page.

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
PROMOTION - REMEDIATION - RETENTION**

**Grades Six, Seven, and Eight**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year	
	<i>Student Performance Level</i>	<i>FCAT-SSS Reading &amp; Math</i>	<i>FCAT-NRT Reading &amp; Math or SAT 9 or Gates Reading</i>	<i>FCAT Writing</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
Teacher Judgement							
STAR Results							
Reading series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No	Promote to the next grade level
Math series daily performance and assessment results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No	Promote to the next grade level
LEP Students -- English Language Development	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
ESE-IEP performance goals and assessments	Minimally (up to 6 months)				No	Write an AIP or closely monitor	
Parent conference and consultation	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new AIP	Retain with AIP or Promote with AIP
Principal Recommendation	Considerably (6 months to a year)				No	Must have an AIP	
	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new AIP	Retain with AIP or Promote with AIP <small>if there is compelling verifiable evidence that assessment results do not reflect classroom performance</small>
	Substantially (more than a year)				No	Must have an AIP	

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

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

7  
8 The assignment will occur at the end of a grading period agreed upon by both the sending  
9 and receiving principal and the Director of Exceptional Student Education, if an exceptional  
10 student is involved. If an LEP student is involved, the LEP committee shall meet to  
11 document the student LEP plan change.

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

16  
17 The principal has the responsibility for making such an assignment, but a student will not be  
18 accelerated without parental consent. *Amended 6/30/91 & 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 placement.

22 *Amended 6/15/99*

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

## 28 **E. Academic Improvement Plan (AIP) Process**

29  
30 As required by *Florida Statue 232.245(3)*, schools must provide a School District of Osceola  
31 County *Academic Improvement Plan (AIP)* for students who do not meet district-set levels of  
32 proficiency in reading, writing, and/or mathematics. (Science will be added upon completion  
33 by the State.) Each Academic Improvement Plan must outline an intensive remedial program  
34 in the area(s) of weakness designed to assist the student in meeting state and/or district  
35 expectations for proficiency.  
36

### 37 **The Academic Improvement Plan must clearly identify the:**

- 38 1. specific needs to be remediated,
- 39 2. success-based intervention strategies to be used, and
- 40 3. monitoring and reevaluation activities to be employed.

### 41 **1. Steps for Implementing the AIP**

42  
43 Each student who does **not** meet the levels of performance as determined by the  
44 district **must** be provided with additional diagnostic assessments to determine the  
45 nature of the student's difficulty and areas of academic need.  
46

- 1           ▪ Data from the additional assessments are to be used to formulate the student's
- 2           AIP.
- 3           ▪ Diagnosis and remediation will occur as soon as possible after a student has
- 4           been identified as deficient in reading, writing,
- 5           mathematics, and/or science (upon completion of science proficiency levels
- 6           by the State).
- 7           ▪ If the student identification occurs during the fourth marking period, the
- 8           diagnosis will be made at the beginning of the following school year with
- 9           remediation immediately following.

10  
11           **Diagnostic assessments may include, but are not limited to:**

- 12                   ▪ teacher assessment
- 13                   ▪ text/placement tests
- 14                   ▪ reading running records
- 15                   ▪ diagnostic software
- 16                   ▪ STAR Reading
- 17                   ▪ STAR Math.

18  
19           Students in grades 6-8 whose performance in reading, writing, and/or mathematics

20           requires remediation **must** have an AIP or comparable individual academic plan.

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

25  
26           An existing AIP is to be **closed** at the conclusion of the school year.

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

32  
33           If a student is to continue remediation during the following year, he or she is to

34           receive a **new AIP**.

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

39  
40           **2. LEP Students – Academic Improvement Plan Process**

41           Limited English Proficient students who are unable to demonstrate mastery in

42           academic subject areas as described in the Pupil Progression Plan will be referred to

43           an Academic Improvement Plan/LEP committee. This committee will develop an

44           academic improvement plan for the student in accordance with the following

45           guidelines and procedures: *Adopted 6/27/00*

- 1           ▪ The reason for the academic under-performance of an LEP student must **not**  
2           imply that he/she needs an extra year to learn English or that it is due to the  
3           student's lack of English proficiency.
- 4
- 5           ▪ Establish lack of academic progress in reading, writing and mathematics using a  
6           composite of indicators that includes, but is not limited to: grade level checklist,  
7           pre-tests and post-tests, alternative assessment results, previous academic records,  
8           diagnostic assessment in the home language, and any other appropriate indicator  
9           of academic progress.
- 10
- 11          ▪ The first AIP/LEP committee meeting develops an academic improvement plan  
12          that includes a list of intensive remedial instructional strategies designed to assist  
13          the LEP student (NOTE: ESOL modifications are not considered remedial  
14          strategies).
- 15
- 16          ▪ The second AIP committee meeting, with ESOL representation, is held within 18  
17          weeks to review the effectiveness of the remedial strategies. If the LEP student  
18          does not make satisfactory progress, the curriculum may be suspended and intense  
19          remedial instruction in reading and/or mathematics is provided based on the  
20          student's deficiencies.
- 21
- 22          ▪ If the LEP student still has not made satisfactory progress after implementing the  
23          academic improvement plan for at least 27 weeks, the LEP committee may  
24          recommend retention unless conditions exist such that retention would be more  
25          adverse for the student than promotion.
- 26
- 27          ▪ The LEP Committee may exempt LEP students from the retention provision. The  
28          LEP student may be recommended for promotion based on at least three (3) good  
29          cause considerations such as educational background, academic ability in  
30          home/native language, number of years in the U.S., current academic progress  
31          corresponding to the language arts through ESOL manual, acculturation to new  
32          culture, home support, age appropriateness, and mobility.
- 33

### 3. Gifted Students

34 For a gifted student who is performing below grade level, it is not appropriate to  
35 develop an AIP. Modifications and/or interventions are to be addressed through the  
36 Gifted Educational Plan (GEP) process.

### 4. Students with Disabilities –Academic Improvement Plan Process

#### a. 504 Students

37 An AIP is to be written for a 504 student who is performing below grade level  
38 in reading, writing, or mathematics. However, if poor performance **is caused**  
39 **by** his or her disability, the AIP should be developed with the involvement of  
40 the parent(s)/guardian(s) and referred to in the 504 Plan.

**b. ESE Students – Academic Improvement Plan Process**

***34 Code of Federal Regulations Section 300.347***

(a) *The IEP for each child with a disability must include:*

(1) *A statement of measurable annual goals, including benchmarks or short-term objectives, related to—*

(2)(I) *Meeting the child's needs that result from the disability to enable the child to be involved in and progress in the general curriculum.*

When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, the IEP Committee must be convened to revisit the IEP. The goals and objectives on the student's IEP **must** address **all** of the student's educational deficiencies, including the student's below-grade-level performance. The deficiencies must be addressed by developing specific goals and objectives that directly correlate to **all** areas of deficiency.

In addition, the IEP Committee must consider developing an AIP to also address the student's educational needs in reading, writing, and/or mathematics. The AIP should also be developed with the involvement of the parent(s)/guardian(s).

**F. Remediation and Retention** *Amended 7/21/98, 6/15/99, 6/27/00, 6/19/01, 07/01/02*

- **No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.** *Adopted 6/19/01*
- **Retention decisions will not be made on a single test score.** *Adopted 6/19/01*
- Students in grades 6-8 who are identified as being considerably or substantially below grade level in reading, writing, mathematics, and/or science (once science proficiency levels are set by the State) **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:
  - remediate before the beginning of the next school year and promote,
  - promote and remediate during the following year with more intensive intervention and remediation strategies identified in the revised Academic Improvement Plan,
  - retain and remediate using an alternative program of instructional delivery.
- Retention of students shall be limited to one (1) year in kindergarten, and one (1) year in the elementary school (1-5), and one year in the middle school (6-8) unless the principal recommends additional retention based on information from a school assessment team. An appropriate placement, which differs from the present placement, must be considered for a student who has been retained two or more years.



- 1           ▪ The LEP committee shall meet to document the evidence indicating lack of
- 2           academic progress and to recommend retention. The parent/guardian shall be
- 3           invited to attend.
- 4           ▪ The teacher(s) must show extensive documentation of the ESOL strategies used to
- 5           provide the student with understandable instruction.
- 6           ▪ The reason for retention **must not imply** the student needs an extra year to learn
- 7           English or that the under-performance is due to the child's limited English
- 8           proficiency.

## 10           2.       **Students with Disabilities**

### 11           a.       **504 Students**

12                           A student with a 504 Plan must meet the district levels of performance.

13                           Parent(s)/guardian(s) must be notified if the student is being considered for

14                           retention. A 504 Reevaluation committee must determine if the reason(s) for

15                           retention is/are caused by the disability of record on the active Section 504

16                           Plan. If the team determines that the below-grade-level performance is caused

17                           by the disability, the student's placement must be re-evaluated. The re-

18                           evaluation must include a review of the student's records, intellectual and

19                           academic abilities, and other pertinent information provided by the student's

20                           teacher.

21                           If the team determines that the below-grade-level performance is not caused

22                           by the disability, the student is treated in the same manner as that for a general

23                           education student.

### 24           b.       **ESE Students**

25                           A student enrolled in ESE **must** meet the district performance levels **unless**

26                           their IEP includes documentation that the student is unable to meet the levels

27                           of performance, such as:

- 28                           ▪ the student's demonstrated cognitive ability and behavior prevent
- 29                           the student from completing required classwork and achieving the
- 30                           *Sunshine State Standards* even with appropriate and allowable
- 31                           classwork modifications,
- 32                           ▪ the student is unable to apply or use academic skills at a minimal
- 33                           competency level in the home or community.

34                           A student enrolled in the ESE program(s) is considered to have met promotion

35                           requirements when they have achieved the appropriate instructional goals of

36                           the curriculum specified on their IEP. The primary responsibility for

37                           determining each student's level of performance is that of the special program

38                           teacher and the general education teacher.

39                           Below are some of the factors that the IEP team may consider:

- 40                           ▪ previous retention history,
- 41                           ▪ current goals and objectives on the student's IEP,

- social/emotional behavior,
- attendance,
- placement and a possible change in the current placement,
- grades,
- current accommodations/modifications/services.

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 middle to high school) such placement 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 middle school grades unless otherwise determined by an Individual Education Planning (IEP) team.

*Amended 7/21/98*

## **I. Remediation Programs**

### **1. Program Description**

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

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

- tutoring
- classroom organization
- instructional alternatives
- assignment alternatives-adaptations
- ESE referral
- other (see *Florida Statute 232.245*).

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.

### **2. Jump Start Remedial Program**

Beginning with the 1999-2000 school year, graduating eighth grade students whose test scores fall in the bottom quartile or who have been identified as needing

1 assistance in one or more areas of mathematics, reading, writing, and/or study skills  
 2 will be required to complete an intensive summer program at the high school  
 3 designed to provide students with skills needed to be successful in high school. Upon  
 4 successful completion of the summer program students will receive 1.5 elective high  
 5 school credits. Students who fail to master needed skills in the summer school will  
 6 continue in the program during the fall semester. Amended 7/2/96  
 7

8 **Florida Statute 232.245**

9 ***Pupil progression; remedial instruction; reporting requirements.--***

10 *(1) It is the intent of the Legislature that each student's progression from one grade to another be determined, in part,*  
 11 *upon proficiency in reading, writing, science, and mathematics; that school district policies facilitate such proficiency;*  
 12 *and that each student and his or her parent or legal guardian be informed of that student's academic progress.*

13 *(2) Each district school board shall establish a comprehensive program for pupil progression which must include:*

14 *(a) Standards for evaluating each pupil's performance, including how well he or she masters the performance standards*  
 15 *approved by the state board according to s. 229.565; and*

16 *(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the*  
 17 *levels of performance on statewide assessments as defined by the Commissioner of Education, below which a student*  
 18 *must receive remediation, or be retained within an intensive program that is different from the previous year's program*  
 19 *and that takes into account the student's learning style. No student may be assigned to a grade level based solely on age*  
 20 *or other factors that constitute social promotion. School boards shall allocate remedial and supplemental instruction*  
 21 *resources first to students who fail to meet achievement performance levels required for promotion. The state board*  
 22 *shall adopt rules to prescribe limited circumstances in which a student may be promoted without meeting the specific*  
 23 *assessment performance levels prescribed by the district's pupil progression plan. Such rules shall specifically address*  
 24 *the promotion of students with limited English proficiency and students with disabilities. A school district must consider*  
 25 *an appropriate alternative placement for a student who has been retained 2 or more years.*

26 *(3) Each student must participate in the statewide assessment tests required by s. 229.57. Each student who does not*  
 27 *meet specific levels of performance as determined by the district school board in reading, writing, science, and*  
 28 *mathematics for each grade level, or who does not meet specific levels of performance, determined by the Commissioner*  
 29 *of Education, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments*  
 30 *to determine the nature of the student's difficulty and areas of academic need. The school in which the student is enrolled*  
 31 *must develop, in consultation with the student's parent or legal guardian, and must implement an academic improvement*  
 32 *plan designed to assist the student in meeting state and district expectations for proficiency. Each plan must include the*  
 33 *provision of intensive remedial instruction in the areas of weakness. Remedial instruction provided during high school*  
 34 *may not be in lieu of English and mathematics credits required for graduation. Upon subsequent evaluation, if the*  
 35 *documented deficiency has not been corrected in accordance with the academic improvement plan, the student may be*  
 36 *retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of*  
 37 *Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or*  
 38 *supplemental instruction until the expectations are met or the student graduates from high school or is not subject to*  
 39 *compulsory school attendance.*

40 *(4) Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted*  
 41 *before the end of grade 1 or 2, or based on teacher recommendation, must be given intensive reading instruction*  
 42 *immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed*  
 43 *by locally determined assessment or based on teacher recommendation at the beginning of the grade following the*  
 44 *intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading*  
 45 *deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades*  
 46 *1 and 2, or by the statewide assessment at grade 3, is not remedied by the end of grade 4, and if the student scores below*  
 47 *the specific level of performance on the statewide assessment test in reading, the student must be retained. The local*  
 48 *school board may exempt a student from mandatory retention for good cause.*

49

(5) Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing in a format adopted by the district school board.

(6) The Commissioner of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this section.

(7) The Department of Education shall provide technical assistance as needed to aid school districts in administering this section.

## J. Summer School

### 1. LEP Students

All categories of Limited English Proficient (LEP) students in grades K-5, including Limited English Proficient (LEP) students are eligible to attend Summer School for either academic or language maintenance needs, provided the services are rendered at the school. The following requirements must be met:

- The need for summer school attendance must be documented in the student's individual LEP Plan.
- The specific academic or language maintenance needs of the student must be listed in the student's individual LEP Plan.
- The student's LEP Plan will serve as the summer school LEP Plan.

### 2. ESE Students

The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team and should be provided for the student if the skills learned during the school year will significantly jeopardized through regression without them. *Adopted 6/27/00*

### 3. Home Education Students

Home education students may participate in summer school if it is available and if they meet the same eligibility requirements as established for all regularly attending students.

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

## IV. REPORTING STUDENT PROGRESS

### A. Parent(s)/Guardian(s) – Written Notification Requirements

*Florida Statute 232.24521* requires that district report cards for all middle school students must clearly grade or mark:



- 1                   ▪ The student's academic grades are to reflect academic achievement.
- 2                   The quality of the work will be assessed by multiple measures that
- 3                   include, but not limited to:
- 4                   ▪ teacher observations (oral presentations or reports, speeches,
- 5                   recitations, impromptu speaking, student participation and
- 6                   demonstrations);
- 7                   ▪ classroom assignments (reports, term or research papers,
- 8                   models, projects, exhibits, posters, computer programs and
- 9                   homework);
- 10                  ▪ examinations (essay, multiple-choice and completion tests, oral
- 11                  tests and skill tests requiring demonstrations);
- 12                  ▪ alternative methods (portfolios and performance assessment).

- 14           2.       A sufficient number of grades/marks will be recorded to justify the marking-  
15           period grade/mark. A marking-period grade is not based solely on a single  
16           project. Passing grades on report cards indicate that the student is working  
17           within a range acceptable for the grade or subject, unless the subject is clearly  
18           identified as remedial.
- 20           3.       To receive a report card a student shall have been enrolled in school at least ½  
21           of the forty-five day grading period as established by the official school  
22           calendar. If a middle school student is enrolled for less than one-half (1/2) of  
23           the forty-five day grading period, a report card shall be issued, but a grade is  
24           not required. The report card needs to reflect the date of entry and attendance  
25           record. If a student withdraws, he shall be issued a grade on the withdrawal  
26           form as of the date of withdrawal. *Amended 7/2/96 & 6/27/00*
- 28           4.       Students are to receive grades in all subjects in which they have received  
29           instruction that grading period.
- 31           5.       If the principal of a school feels it is necessary to change a pupil's grade in  
32           any subject at the end of a grading period, the principal shall consult with the  
33           teacher regarding the necessary change. If the change is made after official  
34           notification has been made to the parents, a copy of the principal's reasons  
35           shall be placed in the pupil's cumulative folder.

#### 37       **D.       Description and Definition of Marks**

38  
39       Schools shall adhere to the following evaluation plan for grading and reporting pupil  
40       progress. The same evaluation plan applies to Limited English Proficient (LEP).  
41       *Amended 6/15/99, 6/27/00, 6/19/01, & 07/01/02*

- 43       1.       In grades 6-8, the determination of individual nine weeks' grades may be  
44       computed by one of the following two systems. However, for the  
45       determination of end-of-year final grades for promotion, see III.A.

**a. Grades 6-12 Percent Point Value Definition**

Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades using the scale below: *Amended 6/19/01*

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

**b. Grades 6-8 Grade Point System**

*Adopted 7/01/02, Amended 08/20/02*

<u>Grade</u>	<u>Point</u>	<u>Definition</u>
A	3.5 – 4.0	outstanding progress
B	2.5 – 3.4	above average progress
C	1.5 – 2.4	adequate progress
D	1.0 – 1.4	lowest acceptable progress
F	0 – 0.49	failure
I	0	incomplete

2. 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.

3. For **Special Area/ 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

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

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

- If a semester exam is given, each nine weeks’ grade and the final exam grade shall count 20% of the final grade, and the total shall be divided by five (5).

*Amended 6/30/92, 7/2/96, & 08/20/02*

## **E. Guidelines for Grading and Reporting Academic Progress of LEP Students**

*Revised 6/27/00*

The course grade and academic progress of LEP students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the

1 understandable instruction provided through the use of ESOL teaching strategies,  
 2 appropriate instructional materials, and curriculum modifications.

3  
 4 If there is a continued pattern of failure in classroom performance and assessments,  
 5 the LEP committee shall meet to review the reasons for the student's lack of progress.  
 6 The reason(s) documented for the academic under-performance of an LEP student  
 7 **cannot imply** that he/she needs an extra year to learn English or that it is due to the  
 8 student's lack of English proficiency.

9  
 10 The following documentation needs to be in the student permanent records:

- 11     ▪ Documentation of the ESOL strategies used by the ESOL language arts  
 12         and basic content area teacher(s) to provide understandable instruction,  
 13         including the alternative assessment instruments and test modifications  
 14         used to evaluate the student's academic progress.
- 15     ▪ The records of parental contacts or attempts made to inform the  
 16         parent/guardian of the student's under-performance. When applicable,  
 17         copies of the deficiency reports signed by the student and parent/guardian.  
 18         Notices to parent/guardian of LEP students must be provided in the  
 19         home/native language, whenever feasible.
- 20     ▪ The instructional support requested by the teacher(s) to provide additional  
 21         assistance for the student from the ESOL Assistant and Compliance  
 22         Specialist available at the school.

## 23 24 **F. District/ State Assessment Programs**

25  
 26 All students must participate in all regular district and state assessments for  
 27 accountability purposes (*Florida Statute 229.57*). Each student in grades 1-5 must  
 28 participate in the Fall SAT-9 testing for Reading Comprehension and Math Problem  
 29 Solving subtests.

30  
 31 Home education students who wish to participate in the Florida Comprehensive  
 32 Assessment Test (FCAT) may do so under the following conditions:

33 *Adopted 6/19/01*

- 34     ▪ Home education students may take the FCAT only at the school for which  
 35         they are zoned.
- 36  
 37     ▪ Home education students must abide by all the rules of the Student Code  
 38         of Conduct while on any Osceola County school campus. Failure to do so  
 39         will result in the removal of the student from the campus and loss of  
 40         testing privileges.
- 41  
 42     ▪ Home instruction parents must notify the appropriate school(s) of their  
 43         intention to participate in testing at least two weeks in advance of the  
 44         scheduled assessment.

1           **E.     Modifications of District/ State Assessments for**  
 2           **Special Program Students**

3  
 4           **1.           LEP Students**

5  
 6           The LEP Committee will review each ESOL student’s progress to  
 7           determine whether a modification is necessary. Test modifications, based  
 8           on the recommendations of the LEP Committee, may include: **flexible**  
 9           **setting, flexible scheduling, flexible timing, English/heritage language**  
 10          **dictionary, and assistance in the heritage language.**

11  
 12          **2.           Students with Disabilities**

13  
 14          **a. 504 Students**

15          Students with 504 plans may receive modifications on both district and  
 16          state assessments. The multidisciplinary team should refer to the  
 17          student’s past performance on standardized tests and the classroom  
 18          modification section of the 504 Plan to determine if the impairment  
 19          substantially interferes with his/her performance. If so, the  
 20          multidisciplinary team will determine the necessary modifications for  
 21          district and state assessments.

22  
 23          Modifications may include: **flexible setting, flexible scheduling,**  
 24          **flexible timing, flexible responding, flexible presentation, and/ or**  
 25          **flexible format.**

26  
 27          **b. ESE Students**

28          Test modifications during district/state testing will be implemented as  
 29          specified in the student’s IEP. The IEP must specify:

- 30           • assessment name,
- 31           • area of assessment (e.g., reading, mathematics, etc.),
- 32           • standard administration, and
- 33           • modification(s):
  - 34               ✓ flexible setting,
  - 35               ✓ flexible scheduling,
  - 36               ✓ flexible timing,
  - 37               ✓ flexible responding,
  - 38               ✓ flexible presentation, and/ or
  - 39               ✓ flexible format.

40  
 41          **F.     Exemptions from District/State Assessments for**  
 42          **Special Program Students**

43  
 44          **1.           LEP Students**

45  
 46          An LEP student whose Home Language Survey (HLS) date precedes a  
 47          district/state testing date by less than one year may be exempted

1 individually by specific action of the LEP Committee. **It is strongly**  
2 **recommended all be tested.** A district-approved alternate assessment  
3 must be administered to those LEP students who have been exempted  
4 from a district and/or state assessment. *Adopted 07/01/02*  
5

6 **2. Students With Disabilities**

7  
8 **a. 504 Students**

9 Students with 504 plans **may not** be exempted from state assessments.  
10

11 **b. ESE Students**

12 The IEP committee determines whether a student with a disability  
13 participates in state and district assessments. The decision to exclude  
14 any student with a disability must be documented on the IEP and must  
15 meet the following criteria:

- 16 • the student demonstrated cognitive ability prevents the  
17 student from completing required coursework, and achieving  
18 the benchmarks of the Sunshine State Standards, even with  
19 appropriate and allowable accommodation; AND
- 20 • the student requires extensive direct instruction to accomplish  
21 the application and transfer of skills competencies needed for  
22 domestic, community living, leisure, and vocational  
23 activities.  
24

25 Students who are excluded from state and district assessment will be  
26 assessed through an alternate assessment procedure identified by the IEP  
27 team and documented on the IEP.

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



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**2002-2003  
HIGH SCHOOL  
PUPIL PROGRESSION PLAN**

**Grades 9-12**

**Effective July 01, 2002**

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



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**SCHOOL BOARD MEMBERS**

**CHAIRMAN**

David E. Stone

Thomas Chalifoux

Tom Greer

Michael E. Harford

Judith A. Robertson

**SUPERINTENDENT**

Blaine Muse

1  
2  
3 **THE SCHOOL DISTRICT OF**  
4 **OSCEOLA COUNTY, FLORIDA**  
5

6 **PUPIL PROGRESSION PLAN TASK FORCE**  
7

8 Terry Andrews, Assistant Superintendent  
9 **CURRICULUM AND INSTRUCTION**

10  
11 Angela Marino, Coordinator  
12 **OFFICE OF PLANNING AND EVALUATION**  
13 (407) 870-4056  
14

15 John Boyd, Instructional Research and Evaluation Specialist  
16 **OFFICE OF PLANNING AND EVALUATION**  
17 (407) 870-4056  
18

19 **ELEMENTARY COMMITTEE**

20 Beverly Brizendine, Director of Elementary Programs  
21 Melba Luciano, Principal, Central Avenue Elementary  
22 Linda Harwood, Principal, Highlands Elementary  
23

24 **MIDDLE SCHOOL COMMITTEE**

25 Annalee Meadows, Director of Secondary Programs  
26 Penny Noyer, Principal, Horizon Middle School  
27 Dan Parker, Principal, St. Cloud Middle School  
28

29 **HIGH SCHOOL COMMITTEE**

30 Annalee Meadows, Director of Secondary Programs  
31 Jim Kish, Director of Technical and Adult Education  
32 Michael Brizendine, Principal, Poinciana High School  
33 George Sullivan, Principal, St. Cloud High School  
34 Sonia Vazquez, Coordinator of Charter and Choice Schools  
35

36 **SPECIAL PROGRAMS COMMITTEE**

37 Penny Collins, Director of Exceptional Student Education  
38 Dalia Medina, Coordinator of Multicultural Education  
39 Don L. Miller, Director of Special Programs  
40 Beth Rattie, Coordinator of Alternative Programs  
41 Sonia Vazquez, Coordinator of Charter and Choice Schools  
42

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## I. ENTRY AND ATTENDANCE REQUIREMENTS

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

### A. Initial Entry Requirements

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

#### 1. Evidence of Age *Amended 6/27/95*

Florida Statute 232.03 requires that students enrolling in Florida public schools must present evidence of their age. Evidence submitted shall be a valid birth certificate, or other documentation of birth, as listed in Florida Statute 232.03.

##### *Florida Statute 232.03*

##### *Evidence of date of birth required –*

*Before admitting a child to prekindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of Section 232.01, Florida Statutes. The superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*

- (1) A duly attested transcript of the child's birth record filed according to law with the public officer charged with the duty of recording births;*
- (2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
- (3) An insurance policy on the child's life which has been in force for at least 2 years;*
- (4) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (5) A passport\* or certificate of arrival in the United States showing the age of the child;*
- (6) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
- (7) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.*

*\*If a passport or immigration document is used as evidence of age, it may not be duplicated. Only a notation may be placed in the student's record. Adopted 6/27/00.*

## Maximum Age Limit for Attendance

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## **2. Health Requirements – Initial Entry**

### **a. Certificate of Physical Examination** *Amended 6/30/92*

A certificate of a physical examination within the twelve-month period immediately preceding enrollment shall be presented before a child is allowed to attend classes. The certificate shall be signed by a licensed practicing physician, or an Advanced Registered Nurse Practitioner certifying that the pupil has no contagious or communicable disease which would warrant the pupil's exclusion from public schools. A Physician's Assistant operating under the supervision of Osceola County Public Health Director may also sign the certificate. *Amended 6/27/95*

Students, other than children of military personnel, transferring from a foreign country must possess an examination certificate issued within the United States.

**Exceptions:**

- The pupil was previously enrolled in a Florida school.
- Parental objections on religious grounds are in writing.

**b. Proof of Tuberculin Test**

Any enrollee returning from an area outside of the Continental United States, regardless of grade level, must present evidence of a Tuberculin test, with a negative reading, administered within the last twelve months before class attendance will be allowed. A student who has a positive reading on any Tuberculin test will be required to submit to a chest X-ray. The student will not be allowed to enroll until a licensed physician certifies that the student may attend class. *Amended 7/23/91, 6/27/95 & 7/21/98*

For purposes of this rule the following United States territories are considered to be a part of the Continental United States:

- America Samoa
- Guam
- Puerto Rico
- Trust Territories of the Pacific
- Virgin Islands

**c. Immunization**

*Amended 7/21/98*

Each pupil who is otherwise entitled to admittance to an Osceola County School, shall be required to present a certificate of immunization on a Florida form, showing that the student has received inoculations for those communicable diseases for which immunization is required by the Division of Health, and Florida Statute 232.032.

Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be temporarily excluded from school until such immunizations have been administered.

*Adopted 9/7/99*

**Required Immunizations:**

- five (5) DP's
- four (4) Polio
- two (2) MMR's (First dose is valid if given on or after first birthday.)

*Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02*

**Grades 9-12**

All required immunizations and Hepatitis B (series of 3) and Tetanus/Diphtheria (TD) booster *Amended 07/01/02*

**Exceptions may be granted as follows:**

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

**3. Residency Requirements** *Amended 6/29/93 & 6/27/95, Revised 7/21/98*

A resident parent or guardian admitting a pupil to an Osceola County School shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

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

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

**B. Placement of Transfer Students****1. General Transfer Information**

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

- student's age,
- a review of all existing school records and home education records (e.g., student portfolio, annual evaluations),
- a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program,

- 1           ▪ a test on grade level or individual subject-area objectives or
- 2           competencies to be identified by the principal,
- 3           ▪ an interview with the student and/or the parent(s)/guardian(s) by the
- 4           principal or designee(s),
- 5           ▪ teacher judgment of classroom performance during a probationary
- 6           period to be established by the principal.

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

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10           A student in grades 9-12 who transfers from any other public school in the  
11           United States or a foreign country is placed in comparable classes and all  
12           records from the previous school are accepted.

- 13
- 14           ▪ Students who transfer into Osceola County from public schools shall be
- 15           classified according to their grade placement at the school from which
- 16           they transfer. Thereafter they will follow classification as set up by
- 17           Osceola County except for those students who transfer as seniors.
- 18
- 19           ▪ All transfer students will be expected to attempt to earn a minimum of
- 20           three (3) credits per semester in the year of their transfer; however, no
- 21           requirement for specific course work will be retroactive except as stated
- 22           above.
- 23
- 24           ▪ The requirements of the School Board shall not be retroactive for transfer
- 25           students provided the student has met all requirements of the school,
- 26           school district or state from which he/she is transferring (6A-1.095).
- 27           *Adopted 6/30/92 & Amended 6/27/95*
- 28
- 29           ▪ Students will be limited to the transfer of no more than four high school
- 30           credits earned prior to entry into the ninth grade. Such credits must have
- 31           been earned at the seventh and eighth grade levels and follow the
- 32           appropriate rules of the Middle School Pupil Progression Plan.
- 33           *Adopted 6/30/92 & Amended 6/27/95, 7/21/98, 07/01/02*
- 34
- 35           ▪ Work or credits from state or regionally accredited SACS/ CITA public or
- 36           private schools or institutions shall be accepted at face value, subject to
- 37           validation if deemed necessary. *Amended 07/01/02*

## 39           **3. Students Who Are Not Residing with Their Natural Parents or** 40           **Legal Guardians**

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42           Any student wishing to enroll in school who is not residing with his or her  
43           natural parent or legal guardian shall have the responsible adult with whom  
44           the student is living sign an Affidavit of Responsibility form available through  
45           Student Services at the District Office. The responsible adult shall present  
46           proof that he or she has parental consent or legal right to accept responsibility.  
47           Parental consent shall be notarized.

#### 4. Student Custody

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

Implementation: FS 232.04, 232.01, 232.031, 232.032, 320.38, 322.031; SBR 6A-198; 228.212, 316.003 (62); 228.041 (1) (a), 228.061 (2); SBR 6A-6.311 and 6A.6341 and FS 230.23 (4) (m)

#### 5. Limited English Proficient (LEP) Students

For a student identified as Limited English Proficient (LEP) and transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found in the *ESOL Program Procedures*.

##### Home Language Survey (HLS) Responses/Assessment Criteria

- A student with all NO responses on the HLS is considered non-Limited English Proficient (LEP).
- A student with any YES response is referred for additional English language proficiency assessment.
- A student with a YES response to question #1 only is **temporarily** placed in general education classes until English proficiency assessment occurs.
- A student with more than one YES response is temporarily placed in basic ESOL classes until English language proficiency assessment occurs.
- The state-approved age-appropriate IDEA Language Proficiency Test is used to assess oral/aural English ability and is to be administered within the first 20 days after the registration date.

#### 6. Student with Disabilities

##### a. 504 Students

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

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

- A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student who is transferring from one Florida public school district to the School District of Osceola County who has a current Individual Education Plan including Gifted Students (IEP/GEP) will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/GEP as necessary.
- An ESE student who is transferring from an out-of-state public school and has a current IEP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational programs(s) without temporary assignment. An ESE student who is transferring from another state and does not meet the district's criteria for dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) without temporary assignment. In both cases, the receiving school **must** review the current IEP and may revise the document as necessary.

**7. Home Education**

Students who are participating in a home instruction program in accordance with FS 232.0201 may be admitted to public school on a part-time basis.  
*Adopted 9/17/96*

- Students in home education who wish to attend public school must have met all criteria for a home education program during the entire semester immediately prior to the time of admission, meet the same registration requirements as full-time students, and enroll for and attend at least one (1) regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home-schooled students who are excluded from a class/course at their zoned school due to space limitations may attend another school if space in that class/course is available. *Adopted 9/17/96, Amended 6/19/01*
- The Board is not responsible for the transportation of students in a home education program to or from the school. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.  
*Adopted 9/17/96*

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## C. Attendance Guidelines

School attendance is the direct responsibility of parent(s)/guardian(s) as required by Florida Statute 232.09. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

### Responsibility for Attendance

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### Reporting Procedures

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- Attendance checks shall be made as early in the day as practicable. Students who are not present in school at the time attendance is checked shall be marked absent for the day unless presence is verified by attendance personnel. (This is not to be confused with class attendance). All absences whether "excused, or "permitted", or "unexcused", shall be recorded each day.

## 1. Student Absences

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

### a. Excused Absences

Absences shall be excused for the following reasons:

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

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

The Principal of a school shall have sole discretion as to how absences shall be reported to the school. The parent or legal guardian shall report absences through a telephone call, a handwritten note, or both as determined by the Principal. *Adopted 6/19/01*

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

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

### b. Permitted Absences

"Permitted" absences may be granted. Only the principal shall have the authority to grant "permitted" absences and then only after he or she has considered the merits of each case. It shall be the principal's responsibility to give to the parents a copy of the School Board rules pertaining to permitted absences.

Arrangements for make-up work shall be made in advance with the instructor of classes to be missed. The student shall assume complete responsibility for the make-up work. The teachers shall cooperate by making assignments, grading materials, and recording grades. The teacher shall set a timeline for

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

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 4 **Examples of situations warranting "permitted" absences include:**

- 5     ▪ attendance at an important public function,
- 6     ▪ attendance at church meetings, or observances of religious  
 7       holidays,
- 8     ▪ travel with parents in urgent circumstances,
- 9     ▪ attendance at non-school conventions or conferences,
- 10    ▪ other situations with parental permission and the approval of the  
 11      principal, or
- 12    ▪ participation in a non-instructional activity.

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

- 15    ▪ meet the academic requirements as set forth by the School Board,
- 16    ▪ make arrangements, in advance, with the teacher for missing  
 17      classes, and
- 18    ▪ accept the responsibility for making up time and work.

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 20 **c. Unexcused Absences**                    *Revised 9/7/99*

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 22 All absences other than "excused" or "permitted" shall be deemed  
 23 "unexcused," and a failing grade shall be recorded for the period of the  
 24 "unexcused" absence, **except** when students who are suspended from school  
 25 during grade period exams or semester exams, such students shall be allowed  
 26 to make up these exams.

- 27  
 28     ▪ Upon each unexcused absence, the Principal or designee shall  
 29       contact the student's parent or guardian to determine the reason for  
 30       the absence.
- 31  
 32     ▪ If a student has had at least five (5) unexcused absences within a  
 33       calendar month or ten (10) unexcused absences within a ninety  
 34       (90) day calendar period, the student's primary teacher shall report  
 35       to the principal or designee that the student may be exhibiting a  
 36       pattern of non-attendance. Unless there is clear evidence that the  
 37       absences are not a pattern of non-attendance, the case shall be  
 38       referred to a child study team to determine if early patterns of  
 39       truancy are developing. If the child study team finds that a pattern  
 40       of non-attendance is developing, whether the absences are excused  
 41       or not, a meeting with the parent must be scheduled to identify  
 42       potential remedies.
- 43  
 44     ▪ If the initial meeting with the parent does not resolve the problem,  
 45       the child study team shall implement specific interventions that  
 46       best address the problem.

1 The child study team shall be diligent in facilitating intervention  
 2 services and shall report the case to the Superintendent or his  
 3 designee only after all reasonable efforts to resolve the problem  
 4 have been exhausted.

- 5
- 6       ▪ If the parent, guardian, or other person in charge of the child  
 7 refuses to participate in the remedial strategies because he/she  
 8 believes that those strategies are unnecessary or inappropriate, the  
 9 parent, guardian, or other person in charge of the child may appeal  
 10 to the School Board. The School Board may provide a hearing  
 11 officer, who may be an employee of the School Board, in lieu of a  
 12 School Board hearing, who shall hear the case and make a  
 13 recommendation for final action to the School Board. If the  
 14 School Board's final determination is that the strategies of the  
 15 child study team are appropriate, and the parent, guardian, or other  
 16 person in charge of the child still refuses to cooperate, the  
 17 Superintendent may seek criminal prosecution for noncompliance  
 18 with compulsory school attendance.
- 19
- 20       ▪ If a child subject to compulsory attendance will not comply with  
 21 attempts to enforce school attendance, the parent, guardian or  
 22 Superintendent or his designee shall refer the case to the case  
 23 staffing committee pursuant to Florida Statutes, and the  
 24 Superintendent or his designee may file a truancy petition pursuant  
 25 to procedures outlined in Florida Statutes. (*FS 984.12, 984.151*)  
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## 27 **2. Students with Disabilities**

### 28 **a. 504 Students**

29 In the case of a student with excessive absences, a 504 Reevaluation meeting  
 30 should be held to determine if the absences are caused by the disability of  
 31 record on the active 504 Plan. If the 504 committee determines that the  
 32 absences are caused by the disability, the student's placement must be re-  
 33 evaluated as to the appropriateness of the current placement and the plan must  
 34 address any additional strategies and/or interventions needed.  
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37 If the 504 committee determines that the absences are not caused by the  
 38 disability, the student is treated in the same manner as that for a general  
 39 education student. Documentation of 504 Reevaluation meeting should be  
 40 kept on file.  
 41

### 42 **b. ESE Students**

43 All exceptional students will follow regular education attendance procedures.  
 44 In the case of an ESE Student with excessive absences, an IEP team meeting  
 45 must be conducted to determine whether or not the absences are related to the  
 46 student's disability. If the IEP team determines that the excessive absences  
 47 **are** related to the student's disability, the IEP team must determine a

reasonable course of action which may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

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

**3. Hospital/Homebound Program**

Parent(s)/guardian(s) may request that the principal consider eligibility for a hospital/homebound program for a student with an illness predicted by certified medical personnel to exceed 15 consecutive school days.

**4. Student Absences for Religious Reasons**

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

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

**D. Student Withdrawals**

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

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

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

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

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## 2. Student Withdrawals for Enrollment in Home Education Programs

5 Florida Statute 232.02(1) permits parents to choose to place their children in a  
6 home instruction program in lieu of public school. The requirements of the  
7 law will be monitored through Student Services.

8  
9 To withdraw a student for enrollment in a home education program,  
10 parent(s)/guardian(s) must initiate the withdrawal process at the school and  
11 notify the Superintendent of Schools in writing of the intent to provide home  
12 education for the student.

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## 3. Student Withdrawals -- Exceptional Student Education (ESE)

16 A child who is receiving services through Exceptional Student Education  
17 (ESE) shall not be withdrawn without prior parental notification, a staffing  
18 meeting with parents or guardians to discuss the educational impact of such a  
19 decision for the student to withdraw, and all requirements relative to due  
20 process have been completed. *Amended 9/7/99*

21  
22 In cases where at least two (2) good faith, but unsuccessful attempts to notify  
23 parents or guardians of the student have been documented, and with the  
24 approval of the Director of Exceptional Student Education, the student may be  
25 withdrawn by the school. *Adopted 9/7/99*

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## 4. Student Withdrawals -- Alternative Programs

29 A child who has been placed at a district alternative school or second chance  
30 school in lieu of expulsion shall not be withdrawn without prior parental  
31 notification and a meeting with parents or guardians to discuss the educational  
32 impact of such a decision and the implications regarding the probability of  
33 going forward with the recommendation for expulsion.

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## II. PROGRAM DESCRIPTION

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### A. Florida System of School Improvement and Accountability

40 The Sunshine State Standards (*6A-1.09401 State Board Rules*) are benchmark  
41 standards that describe what students should know and be able to do at four  
42 progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

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

Osceola District Schools shall provide appropriate instruction to assist students in the achievement of these standards. The Sunshine State Standards/Grade Level Expectations have been incorporated within the Osceola County Curriculum Frameworks and are on file in the Administrative Center and are in use at each school. *Adopted 9/17/96, Amended 6/15/99*

### **Goal 3: Student Performance**

A comprehensive program of general education based on Florida's System of School Improvement and Accountability, Goal 3, when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Osceola County Curriculum Guidelines also incorporate the Goal 3 Standards of Florida's System of School Improvement and Accountability.

Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

- information managers,
- effective communicators,
- numeric problem solvers,
- creative and critical thinkers,
- responsible and ethical workers,
- resource managers,
- systems managers,
- cooperative workers,
- effective leaders, and
- multiculturally sensitive citizens.

The eleventh Goal 3 Standard states that, throughout a student's education, families will share the responsibility of accomplishing all the standards set in Goal 3.

## **1. Curriculum Frameworks, Grades 9-12: Basic and Adult Education**

A curriculum framework is a broad guideline which directs district personnel by providing specific instructional plans for any given course or area of study and is consistent with the Florida Course Code Directory. Curriculum frameworks are contained the Florida DOE publication "Curriculum Frameworks for Grades 9-12, Adult Basic Program" available on the Florida DOE website. The above frameworks include the Exceptional Student Education Courses and the Vocational Courses. *Amended 07/01/02*

## **2. Student Performance Standards**

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

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2 Students must show mastery of the performance standards before credit for  
3 course is awarded. Upon successful completion of the course, with at least  
4 seventy per cent (70%) proficiency, students will have demonstrated mastery.  
5 Student mastery will be assessed through the use of teacher observation,  
6 classroom assignments and examinations. (For LEP students, see also below.)  
7 Students must also meet the attendance requirement as set forth in section  
8 6.2.1.E or F of School Board Rules. *Amended 7/21/98, 6/27/00, &*  
9 *07/01/02*  
10

11 ***Florida Statute 233.061***

12 ***Required Instruction –***

13 *(1) Each school district shall provide all courses required for high school graduation and*  
14 *appropriate instruction designed to ensure that students meet state board adopted standards*  
15 *in the following subject areas: reading and other language arts, mathematics, science, social*  
16 *studies, foreign languages, health and physical education, and the arts.*

17 *(2) Members of the instructional staff of the public schools, subject to the rules and*  
18 *regulations of the commissioner, the state board, and the school board, shall teach efficiently*  
19 *and faithfully, using the books and materials required, following the prescribed courses of*  
20 *study, and employing approved methods of instruction, the following:*

21 *(a) The content of the Declaration of Independence and how it forms the philosophical*  
22 *foundation of our government.*

23 *(b) The arguments in support of adopting our republican form of government, as they are*  
24 *embodied in the most important of the Federalist Papers.*

25 *(c) The essentials of the United States Constitution and how it provides the structure of our*  
26 *government.*

27 *(d) Flag education, including proper flag display and flag salute.*

28 *(e) The elements of civil government shall include the primary functions of and*  
29 *interrelationships between the Federal Government, the state, and its counties, municipalities,*  
30 *school districts, and special districts.*

31 *(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of*  
32 *European Jews and other groups by Nazi Germany, a watershed event in the history of*  
33 *humanity, to be taught in a manner that leads to an investigation of human behavior, an*  
34 *understanding of the ramifications of prejudice, racism, and stereotyping, and an examination*  
35 *of what it means to be a responsible and respectful person, for the purposes of encouraging*  
36 *tolerance of diversity in a pluralistic society and for nurturing and protecting democratic*  
37 *values and institutions.*

38 *(g) The history of African Americans, including the history of African peoples before the*  
39 *political conflicts that led to the development of slavery, the passage to America, the*  
40 *enslavement experience, abolition, and the contributions of African Americans to society.*

41 *(h) The elementary principles of agriculture.*

42 *(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics*  
43 *upon the human body and mind.*

44 *(j) Kindness to animals.*

1 (k) *The history of the state.*

2 (l) *The conservation of natural resources.*

3 (m) *Comprehensive health education that addresses concepts of community health; consumer*  
 4 *health; environmental health; family life, including an awareness of the benefits of sexual*  
 5 *abstinence as the expected standard and the consequences of teenage pregnancy; mental and*  
 6 *emotional health; injury prevention and safety; nutrition; personal health; prevention and*  
 7 *control of disease; and substance use and abuse.*

8 (n) *Such additional materials, subjects, courses, or fields in such grades as are prescribed by*  
 9 *law or by rules of the commissioner and the school board in fulfilling the requirements of law.*

10 (o) *The study of Hispanic contributions to the United States.*

11 (p) *The study of women's contributions to the United States.*

12 (q) *A character-development program in the elementary schools, similar to Character First*  
 13 *or Character Counts. Such a program must be secular in nature and must stress such*  
 14 *character qualities as attentiveness, patience, and initiative.*

15 (r) *In order to encourage patriotism, the sacrifices that veterans have made in serving our*  
 16 *country and protecting democratic values worldwide. Such instruction must occur on or*  
 17 *before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged*  
 18 *to use the assistance of local veterans when practicable.*

19 (3) *Any student whose parent or guardian makes written request to the school principal shall*  
 20 *be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its*  
 21 *symptoms, development, and treatment. A student so exempted may not be penalized by*  
 22 *reason of that exemption. Course descriptions for comprehensive health education shall not*  
 23 *interfere with the local determination of appropriate curriculum which reflects local values*  
 24 *and concerns.*

## 25 B. Special Programs

### 26 1. Limited English Proficient (LEP) *Revised 7/21/98 & 6/27/00*

27  
 28 All students with limited English proficiency (LEP) must be appropriately  
 29 identified in order to ensure the provision of appropriate services. Every  
 30 student identified as LEP shall continue to receive appropriate instruction and  
 31 funding as specified by the District LEP Plan, State Board Rules and  
 32 Regulations, and Florida Statutes until such time as the student is reclassified  
 33 as English proficient. Note: See the *School District of Osceola County*  
 34 *Limited English Proficient Plan 1999* for full explanation of services and  
 35 model. *Amended 6/27/00*

#### 36 **Home Language Survey (HLS) and identification criteria** *Revised 6/27/00*

- 37
- 38
- 39 ■ A student with all NO responses on the HLS is considered non-limited
- 40 English proficient.
- 41 ■ A student with any YES response is referred for English language
- 42 proficiency assessment.
- 43 ■ A student with a YES response to question #1 only is temporarily placed
- 44 in non-ESOL classes until English language proficiency assessment is
- 45 completed.

- 1                   ▪ A student with a YES response to question #2 and/or #3 is temporarily
- 2                   placed in ESOL classes until English language proficiency assessment is
- 3                   completed.
- 4                   ▪ The grade level appropriate Idea Oral Language Proficiency Test will be
- 5                   used to determine oral/aural English ability and is to be administered
- 6                   within the first 20 days after registration date.

7

8                   Students in grades 4-12 found to be fluent English speaking will be given a

9                   nationally-normed, standardized reading and writing test, within 20 days of

10                  the oral/aural test for further assessment of their English ability.

- 11
- 12                  ▪ Exceptional students (ESE) with any YES response shall be reviewed by a
- 13                  joint ESE/LEP committee to determine appropriate ESOL assessment and
- 14                  placement.
- 15                  ▪ Pre-K students with any YES response are considered LEP until the
- 16                  English language assessment is administered in Kindergarten.
- 17                  ▪ PEEP Pre-K students with any YES responses shall be reviewed by a joint
- 18                  ESE/LEP committee to determine ESOL status.

19

20                  Every Limited English Proficient student is entitled to equal access to all

21                  academic, categorical, and federal programs offered by the School District of

22                  Osceola County. The amount of time the LEP student is assigned to the

23                  program(s) shall be comparable to the time assigned to a non-LEP student

24                  under similar conditions. An updated LEP student’s class schedule must be

25                  maintained in the LEP Portfolio as part of the student permanent record.

26                  *Adopted 6/27/00*

27

28                  Limited English Proficient students are taught by subject area teachers

29                  following the corresponding district curriculum. The instructional personnel

30                  provide appropriate and individualized instruction to students through the use

31                  of ESOL teaching strategies, appropriate instructional materials, curriculum

32                  modifications, and testing modifications. The ESOL modifications are

33                  documented in the teacher’s lesson plans as evidence that understandable

34                  instruction is being provided.                   *Adopted 6/27/00*

35

36                  Schools with fifteen (15) or more LEP students who speak the same home

37                  language must have at least one bilingual teacher assistant or bilingual teacher

38                  proficient in English and the home language of the students. The ESOL

39                  teacher assistant’s (or bilingual teacher’s) primary assignment is to offer the

40                  LEP students additional help in the basic content areas under the supervision

41                  of the basic subject area teacher.                   *Adopted 6/27/00*

42

43                  **2. Dropout Prevention and Retention Program (DOP)**

44                  The academic program for a DOP student may differ from traditional

45                  education programs and schools in scheduling, administrative structure,

46                  philosophy, curriculum, and/or setting. The DOP Program employs

47                  alternative teaching methodologies, curricula, learning activities, or diagnostic

48                  and assessment procedures in order to meet the needs, interests, and talents of

1 eligible students. High school Drop-Out Prevention programs are designed to  
2 meet the needs of high risk students and offer them special opportunities to  
3 earn credit towards graduation or promotion. *Amended 6/19/01 & 07/01/02*  
4

5 High School students who meet the district’s requirements for an approved  
6 dropout prevention program, an honors accelerated credit program, or a career  
7 and technical education program may be enrolled in modified courses to earn  
8 additional credits. (For LEP students, see above.)  
9

*Amended 7/2/96 & 6/27/00*

10  
11 **Challenger Learning Center - Grade Levels 9-12**

12 *Amended 6/30/92*

13 This is a program specifically designed for school dropouts, in order to  
14 provide them with a vehicle to complete a high school program; or in some  
15 instances, to assist those students into reentering a regular high school setting,  
16 once they have completed some credit requirements. (For LEP students, see  
17 above.) *Amended 6/27/00*  
18

19 A total of 24 credits must be earned for graduation. These credits are  
20 described below.

21  
22 This is a competency-based program with students demonstrating mastery of  
23 the student performance standards. Elective credits for related work  
24 experience (OJT) in this program are earned on the same basis as in the  
25 regular day-school career and technical education programs.  
26

27 Only students who have been withdrawn from school for a minimum of nine  
28 school weeks are eligible for placement in this program. Exceptions to this  
29 placement may be approved, based on extenuating circumstances, by a three-  
30 member committee of administrators and/or placement by the Superintendent  
31 or School Board. A cooperative effort between the Instructional Department  
32 and Student Services will provide the guidance and scheduling for student  
33 placement and follow-up. Students must agree to attend a minimum of 15  
34 hours per week of classroom instruction during the regular school year.

*Amended 6/27/00 & 6/19/01*

35  
36  
37 Students must:

- 38
- 39 ■ Earn twenty-four credits as stated above with a 1.5 GPA, for those courses  
40 taken before 1996-97, *Amended 6/15/99*
- 41
- 42 ■ Maintain a grade point average of 2.0 on a 4.0 scale for all courses taken  
43 beginning with the 1996-97 school year and thereafter.  
44 *Adopted 9/17/96, Amended 6/15/99 & 6/19/01*
- 45
- 46 ■ Pass all necessary parts of the High School Competency Test or reach the  
47 score on the Florida Comprehensive Assessment Test that will exempt the  
48 student. *Amended 6/15/99*

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

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

**3. Gifted Education**

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

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

**4. Students with Disabilities**

**a. 504 Students**

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan. Parent(s)/guardian(s) of a 504 student must be notified of any proposed changes and must be given the opportunity to provide input on decisions made by the Section 504 Committee. Thus, the individual student’s Section 504 Plan documents the instructional modifications required to ensure the student an equal opportunity to master the general education curriculum.

**b. Exceptional Education Students**

**Exceptionalities include:** Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, Pre-Kindergarten Students with Developmental Delays, Pre-Kindergarten Students with Established Conditions.

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

**ESE 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,

1 Reading Mastery, Precision Teaching, and Whole Language are the  
2 instructional approaches to be utilized to enhance curriculum acquisition.  
3 Moderately and severely disabled students (Trainable Mentally  
4 Handicapped, Profoundly Mentally Handicapped) will use a curriculum  
5 appropriate for the developmental level of the students.

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

7  
8 For students with disabilities enrolled in ESE, their Individual Educational  
9 Plans (IEP's) specify the appropriate curriculum and unique aspects of  
10 their programs.

11  
12 For the majority of these students, the general education standards and  
13 benchmarks should be based on their curriculum.

14  
15 For some students, modified standards and/or benchmarks in one or more  
16 content areas may be more appropriate.

17  
18 In all cases, the IEP team makes curriculum decisions. The IEP developed  
19 by the team specifies the curriculum for specific content areas. The IEP  
20 also addresses annual goals and short-term objectives to meet the unique  
21 needs of the student as well as appropriate classroom modifications.  
22 Modifications may be in the areas of curriculum, instruction, and  
23 assessment. Modifications listed on the IEP must be implemented as  
24 indicated.

25  
26 **C. Career and Technical Education Programs**

27  
28 The School District of Osceola County offers a variety of career and technical  
29 education programs at the high school level that help students prepare for high skill-  
30 high wage occupations and for postsecondary educational opportunities. It is  
31 essential that students, parents, teachers, guidance counselors and administrators be  
32 aware that most individual career and technical education courses do not stand alone  
33 but are part of a planned sequence of courses leading to occupational proficiency and  
34 program completion at the high school or postsecondary level. Not all career and  
35 technical education programs are offered at all high schools. Some are offered as  
36 career academies. Students are encouraged to complete an educational and career  
37 development plan before entering a career and technical education program or a  
38 career academy.

39  
40 **Career and Technical Education major areas:**

- 41 ■ Agribusiness and Natural Resources Education
- 42 ■ Business Technology Education
- 43 ■ Diversified Education
- 44 ■ Family and Consumer Sciences
- 45 ■ Health Science Education
- 46 ■ Industrial Education
- 47 ■ Marketing Education
- 48 ■ Public Service Occupations Education

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1. **Tech Prep**

The Orange, Osceola, and Valencia Tech Prep Consortium has developed many programs of study that provide a planned sequence of courses linked to postsecondary educational goals. The Tech Prep initiative offers students the opportunity to focus on career and technical education courses that will help train them for high skill-high wage occupations. At the same time, they can be earning Valencia Community College credit or Orange and Osceola County Tech Centers credit while they are attending high school.

2. **Cooperative Education and On-the-Job Training (OJT)** *Revised 6/30/92*

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

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

*Amended 07/01/02*

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**D. Dual Enrollment**

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

1. The request of a student to participate in this program must be in writing. The signature of the guidance director and the principal shall constitute approval. (For LEP students, see above). *Amended 6/27/00*

2. **Dual Enrollment -- Valencia Community College (VCC)**

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

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

- completed the tenth grade with a high school grade point average of 3.0 or above, *or Amended 7/23/91*
- be in an exceptional student education program with an individual education plan which indicates the ability for advanced studies (i.e. “gifted program”).

3. Students seeking dual enrollment in mathematics, English, or technical education classes shall present evidence of successful completion of the relevant section of the entry level examination for placement given by the school, college, or university at which the student is seeking enrollment.

**E. Early Admission for Advanced Studies**

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

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

**F. College Course Credit**

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

**G. Credit from Correspondence**

Credit from Correspondence from a university will be acceptable so long as the course code number of the course taken corresponds to acceptable high school course

code numbers. It shall be the responsibility of the student to provide verification of successful completion from the university to the high school.

## H. Community Service Credit

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

- Complete a minimum of 75 hours of non-paid volunteer service with a non-profit organization in the Central Florida area.
- Document the volunteer hours on appropriate forms.
- Obtain signature from a non-family member of the non-profit organization.
- Receive special principal approval for volunteer activities conducted outside the Central Florida area.

## I. Course Substitutions

*Amended 6/29/93 & 6/15/99*

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

1. Upon completion of the Junior Reserve Officers Training Corps (JROTC) program (Army, Air Force, Navy, Marine Corps, or Coast Guard) students may substitute on a curriculum equivalency basis one JROTC credit to satisfy a graduation requirement as outlined in the Florida Course Code Directory.
2. Florida Statute 236.081(1)(n) requires district school boards to provide for vocational program substitutions not to exceed two credits in each of the non-elective subject areas of English, mathematics, and science according to the guidelines listed in the Florida Course Code Directory. The vocational program that is substituted for a non-elective academic course will be funded at the level appropriate for the vocational program. Vocational course substitution will be allowed as provided in the Course Code Directory.
3. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student makes a "C" or better on a competency test on personal fitness developed by the Florida Department of Education. This is a waiver of the course requirement only; the student must still earn 24 credits to graduate. Credit will not be awarded for participation in interscholastic sports.

## J. Grade 8 Dual Enrollment for High School Credit

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

## 1           **K. Home Instruction**

2           Florida Statute 232.0201 permits parents to choose to place their children in a home  
3           instruction program in lieu of public school. The requirements of the law will be  
4           monitored through Student Services. *Revised 7/23/91, Amended 7/21/98, 6/27/00, &*  
5           *07/01/02*

6  
7           Florida Statute, section 232.0201 also states that it is the responsibility of the parent  
8           to provide a written evaluation of the home-schooled student's progress. With respect  
9           to the awarding of high school credit, the Superintendent agrees to the following  
10          stipulations:           *Revised 9/17/96, Amended 7/21/98*

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

- 17
- 18               • The Southern Association of Colleges and Schools
- 19               • The Middle States Association of Colleges and Schools
- 20               • The New England Association of Colleges and Schools
- 21               • The North Central Association of Colleges and Schools
- 22               • The Northwest Association of Colleges and Schools
- 23               • The Western Association of Colleges and Schools

24  
25          Such affiliation must be validated through appropriate documentation, which  
26          will remain on file in the Office of Student Services.

27  
28          2.       Credits earned from a non-accredited institution may be granted under the  
29          following conditions:           *Revised 7/21/98*

- 30
- 31               • Courses can be aligned with the Florida Course Code Directory.
- 32
- 33               • Student must produce a portfolio for the course in which student is  
34               requesting credit which has been reviewed by a Florida certified teacher in  
35               that subject area.
- 36
- 37               • The student must pass a comprehensive subject level examination with a  
38               minimum score of 70%.
  - 39                   ✓ In cases where there is no corresponding subject level examination,  
40                   the student must pass an appropriate high school level final  
41                   examination with a minimum score of 70%. The final examination  
42                   must be prepared by a Florida certified teacher currently employed  
43                   by the Osceola County School Board and teaching said course at  
44                   the high school level.
  - 45
  - 46                   ✓ It will be the responsibility of the student's parents or guardians to  
47                   procure, schedule, and locate qualified teachers to conduct

1 evaluations for home-schooled courses for which credit is  
2 requested.

3  
4 ✓ Examinations for the purpose of earning credit may be attempted  
5 two (2) times. Failure to pass an examination for a second time  
6 will require the student to enroll in his home-zoned school and to  
7 complete the course for which credit was requested.

8  
9 ✓ A student enrolling in an Osceola County high school from home  
10 education cannot transfer earned credits in excess of the number of  
11 credits that student could normally earn per year in the student's  
12 home-zoned school.

13  
14 ✓ The School District of Osceola County is not authorized to provide  
15 regular high school diplomas to students who complete a high  
16 school course of study as a home education student. In order to  
17 earn a regular high school diploma from the District, the student  
18 must be enrolled as a full-time student for the entire semester prior  
19 to the expected date of graduation and have successfully completed  
20 all other graduation requirements as outlined in school Board  
21 policy.

22  
23 3. Students who request credit according to the above stipulations shall be  
24 classified according to age/grade appropriate placement. Any courses  
25 requested for credit must align with the graduation requirements and be  
26 contained within the maximum number of credits allowable under the District  
27 adopted Pupil Progression Plan. *Adopted 9/17/96*

28  
29 Home education students may participate in academic dual enrollment, career and  
30 technical education program, and early admission. Credit by examination is available  
31 through approved correspondence courses. The home education student is  
32 responsible for his/her instructional materials and transportation unless provided for  
33 otherwise. The enrollment shall be in accordance with the guidelines established by  
34 the Community Colleges and State Universities. *Adopted 7/2/96*

35  
36  
37 **III. PROMOTION/ GRADE CLASSIFICATION**

38  
39 The purpose of the instructional program in the schools of Osceola County is to provide  
40 appropriate instructional and selected services to enable students to perform at or above their  
41 grade level academically. Promotion, however, is based primarily on pupil achievement and  
42 is not automatic.

43  
44 Decisions regarding student promotion, and retention are primarily the responsibility of the  
45 individual school's professional staff. The final decision in regard to grade placement is the  
46 responsibility of the principal.

1 Student promotion in the Osceola County schools is based upon an evaluation of each  
 2 student's achievement in terms of appropriate instructional goals. The determination should  
 3 reflect teacher judgment based upon the following: successful progress in the county  
 4 adopted curriculum, progress tests, classroom assignments, daily observation, standardized  
 5 tests, and other objective data. The primary responsibility for determining each pupil's level  
 6 of performance and ability to function academically, socially, and emotionally at the next  
 7 grade level is that of the classroom teacher, subject to review and approval of the principal.  
 8

### 9 **A. General Requirements – Grades 9-12**

10 A student, including an LEP student, will be placed in accordance with the number of  
 11 credits earned by the beginning of the school year. *Amended 6/27/00*  
 12

- 13 1. A student must have earned 5 credits (6 credits, 4X4 schedule) to be classified  
 14 as a sophomore. *Amended 6/15/99, 6/27/00, & 07/01/02*  
 15
- 16 2. A student must have earned 11 credits (14 credits, 4X4 schedule) to be  
 17 classified as a junior. *Amended 6/15/99, 6/27/00, & 07/01/02*  
 18
- 19 3. A student must have earned 18 credits (22 credits, 4X4 schedule) to be  
 20 classified as a senior. *Amended 6/15/99, 6/27/00, & 07/01/02*  
 21
- 22 4. Students who transfer into Osceola County from public schools shall be  
 23 classified according to their grade placement at the school from which they  
 24 transfer. Thereafter they will follow classification as set up by Osceola  
 25 County except for those students who transfer as seniors.  
 26
- 27 5. In order to receive a diploma from an Osceola County high school, all  
 28 students who attend school in Florida as ninth or tenth graders will be required  
 29 to earn one half credit in Life Management Skills and beginning with the  
 30 1999-2000 ninth grade class, one credit in physical education, which will  
 31 include one-half credit in Personal Fitness.  
 32 *Amended 7/23/91, 7/21/98, & 6/19/01*  
 33
- 34 6. All **transfer students** will be expected to attempt to earn a minimum of three  
 35 (3) credits per semester in the year of their transfer; however, no requirement  
 36 for specific course work will be retroactive except as stated above.  
 37

38  
 39 The requirements of the School Board shall not be retroactive for transfer  
 40 students provided the student has met all requirements of the school, school  
 41 district, or state from which he/she is transferring (6A-1.095).  
 42 *Adopted 6/30/92 & Amended 6/27/95*  
 43

44 Students will be limited to the transfer of no more than four high school  
 45 credits earned prior to entry into the ninth grade. Such credits must have been  
 46 earned at the seventh and eighth grade levels and follow this Pupil Progression  
 47 Plan. *Adopted 6/30/92; Amended 6/27/95 & 7/21/98*  
 48

1 Work or credits from state or regionally accredited SACS/ CITA public or  
 2 private schools or institutions shall be accepted at face value, subject to  
 3 validation if deemed necessary. *Amended 07/01/02*  
 4

5 7. Students may be promoted to the next grade at the end of the first semester of  
 6 a school year provided they have earned the following number of credits:  
 7 *Adopted 7/23/91, Amended 6/15/99, 6/27/00, & 07/01/02*  
 8

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

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

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

12  
 13  
 14  
 15 8. Seniors who have earned 24 credits (30 credits, 4X4 schedule) by the end of  
 16 the first semester in a given school year may pursue one of the following  
 17 options: *Adopted 7/23/91*  
 18

19 • Graduate at the end of the first semester. (Students will receive their  
 20 diplomas and be permitted to participate in graduation ceremonies at the  
 21 end of the second semester.)

22 • Participate in the dual enrollment program at Valencia Community  
 23 College or at Technical Education Center Osceola (TECO), if they qualify.  
 24 *Amended 6/27/00*  
 25

26 • Remain at the high school to pursue advanced academic studies and/or a  
 27 career and technical education program.  
 28  
 29

## 30 B. Student Performance Levels for Reading, Writing, and Mathematics

31  
 32 *Florida Statute 232.245* requires that the district define specific levels of performance  
 33 in reading, writing, and mathematics for each grade level **except kindergarten**.  
 34 These levels of performance will be used to identify students who **must** receive  
 35 remediation and **may** be retained.  
 36

37 In compliance with School Board's Objective (Improve accepted measures of success  
 38 annually) and *Florida Statute 232.245*, students will be identified as performing at  
 39 one of three levels which indicates a student's achievement:

- 40 ▪ above grade level,
- 41 ▪ at grade level, or
- 42 ▪ below grade level.

43  
 44 Performance levels are determined by various indicators that will include, but are not  
 45 limited to, multiple measures using appropriate grade-level assessments as well as  
 46 teacher judgment.  
 47

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

2                   Grades 9-12 promotion should be based on standardized test results, daily  
3                   assignments, teacher observation, teacher made tests, satisfactory attainment  
4                   of the student performance standards in the curriculum frameworks and other  
5                   objective information. If the achievement level is not met, the teacher shall  
6                   utilize deficiency/progress reports to communicate with the parent during the  
7                   grading period. Notices to parent/guardian of LEP students must be provided  
8                   in the primary language, whenever feasible. *Amended 6/27/00 & 07/01/02*  
9

10                   **2. Teacher Judgment**

11                   The teacher must provide compelling, verifiable evidence when student  
12                   performance on appropriate grade-level assessments is not believed to be  
13                   indicative of daily classroom performance.

14                   **Teacher judgment factors may include, but are not limited to:**

- 15                   ▪ previous retentions,
- 16                   ▪ level of text at which student is successful,
- 17                   ▪ observations,
- 18                   ▪ checklists,
- 19                   ▪ student portfolios, or
- 20                   ▪ current grades/marks.

21                   **3. Possible Assessments**

- 22                   ▪ District-adopted program assessments
- 23                   ▪ SAT-9
- 24                   ▪ FCAT-SSS Reading
- 25                   ▪ FCAT-SSS Mathematics
- 26                   ▪ FCAT-NRT Reading
- 27                   ▪ FCAT-NRT Mathematics
- 28                   ▪ FCAT Writing
- 29                   ▪ FCAT Science (upon completion by the State)

30                   **Promotion of ESE Students**

31                   Students enrolled in exceptional student programs shall be promoted on the basis of  
32                   the acquisition of skills in accordance with the student's Individual Education Plan  
33                   and the mastery of Revised Performance Standards for each exceptionality. The  
34                   exceptional education teacher will use the Revised Performance Standards for the  
35                   assigned exceptionality to document the progress of the student. Documentation of  
36                   standards must start when the student is initially placed into an exceptional student  
37                   education program. *Amended 6/28/94, 6/27/95, & 7/21/98*  
38  
39  
40  
41

42                   **C. STUDENT PERFORMANCE LEVEL CHART**

43                   See following page.

**READING, WRITING AND MATHEMATICS END-OF-YEAR DECISION MAKING  
REMEDATION CRITERIA**

**Grades Nine, Ten, Eleven, and Twelve**

<i>Classroom Performance</i>	Factors to Consider when Decision Making					Decisions for Next Year
	<i>Student Performance Level</i>	<i>FCAT-SSS Reading &amp; Math</i>	<i>FCAT-NRT Reading &amp; Math</i>	<i>FCAT Writing</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>
Teacher Judgement						
Reading series daily performance and assessment results	Above Grade Level	Level 4 or 5	Stanine 7, 8, or 9	6.0, 5.0, 5.5	No	No
Math series daily performance and assessment results	At Grade Level	Level 3	Stanine 4, 5, or 6	4.0, 4.5, 3.0, 3.5	No	No
LEP Students -- English Language Development	Below Grade Level	Level 2	Stanine 3	2, 2.5	Yes	Requires a new AIP
ESE-IEP performance goals and assessments	Minimally (up to 6 months)				No	Write an AIP or closely monitor
Parent conference and consultation	Below Grade Level	Level 1	Stanine 2	1, 1.5	Yes	Requires a new AIP
Principal Recommendation	Considerably (6 months to a year)				No	Must have an AIP
	Below Grade Level	Level 1	Stanine 1	0	Yes	Requires a new AIP
	Substantially (more than a year)				No	Must have an AIP

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

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

7  
8           The assignment will occur at the end of a grading period agreed upon by both the  
9           sending and receiving principal and the Director of Exceptional Student Education, if  
10          an exceptional student is involved. If an LEP student is involved, the LEP committee  
11          shall meet to document the student LEP plan change.

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

16  
17          The principal has the responsibility for making such an assignment, but a student will  
18          not be accelerated without parental consent.                    *Amended 6/30/91 & 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 grade  
25          placement to the next higher grade. A copy of this notification shall be placed in the  
26          cumulative folder. Notices to parent/guardian of LEP students must be provided in  
27          the primary language, whenever feasible.                            *Amended 6/27/00*

28  
29           **E.    Academic Improvement Plan (AIP) Process**

30  
31          As required by *Florida Statute 232.245(3)*, schools must provide a School District of  
32          Osceola County *Academic Improvement Plan (AIP)* for students who do not meet  
33          district-set levels of proficiency in reading, writing, and/or mathematics. (Science will  
34          be added upon completion by the State.)

35  
36          Principals are to establish procedures by which parents are notified when it has been  
37          determined that their child needs improvement at the grade or course in which he or  
38          she has been placed. In cooperation with the parents, an Academic Improvement  
39          Plan will be written which may include, but is not limited to, an extension of the  
40          school year, a special class within the regular school, and/or a remedial program  
41          within or outside the school day including Saturday School (for LEP students, see  
42          below). *Amended 7/21/98 & 6/27/00*

43  
44          Each Academic Improvement Plan must outline an intensive remedial program in the  
45          area(s) of weakness designed to assist the student in meeting state and/or district  
46          expectations for proficiency.

47

1  
2 **The Academic Improvement Plan must clearly identify the:**

- 3 1. specific needs to be remediated,  
4 2. success-based intervention strategies to be used, and  
5 3. monitoring and reevaluation activities to be employed.  
6

7 **1. Steps for Implementing the AIP**

8 Each student who does **not** meet the levels of performance as determined by  
9 the district **must** be provided with additional diagnostic assessments to  
10 determine the nature of the student's difficulty and areas of academic need.  
11

- 12     ▪ Data from the additional assessments are to be used to formulate the  
13 student's AIP.  
14     ▪ Diagnosis and remediation will occur as soon as possible after a  
15 student has been identified as deficient in reading, writing,  
16 mathematics, and/or science (upon completion of science proficiency  
17 levels by the State).  
18     ▪ If the student identification occurs during the fourth marking period,  
19 the diagnosis will be made at the beginning of the following school  
20 year with remediation immediately following.  
21

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

- 23     ▪ teacher assessment  
24     ▪ text/placement tests  
25     ▪ diagnostic software  
26     ▪ Stanford Diagnostic  
27

28 Students in grades 9-12 whose performance in reading, writing, and/or  
29 mathematics requires remediation **must** have an AIP or comparable individual  
30 academic plan.

- 31     ▪ Students whose performance is minimally below grade level may need  
32 an AIP.  
33     ▪ AIP's are required for Grades 9-12 students who are performing below  
34 grade level.  
35

36 An existing AIP is to be **closed** at the conclusion of the school year.

- 37     ▪ At that time, the teacher(s) of the student who had an AIP is to make  
38 recommendations regarding the student's educational program for the  
39 following year.  
40     ▪ The AIP should be placed in the student's permanent record at the  
41 close of each year or at the time of student withdrawal.  
42

43 If a student is to continue remediation during the following year, he or she is  
44 to receive a **new AIP**.

- 45     ▪ The new AIP is to be developed through the collaboration of the  
46 receiving teacher(s) and the parent(s)/guardian(s) and approved by the  
47 principal.

- Recommendations of the sending teacher(s) are to be reviewed as part of the AIP progress.

## 2. **LEP Students – Academic Improvement Plan Process**

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

- The reason for the academic under-performance of an LEP student must **not** imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
- Establish lack of academic progress in reading, writing 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.
- The first AIP/LEP committee meeting develops an academic improvement plan that includes a list of intensive remedial instructional strategies designed to assist the LEP student (NOTE: ESOL modifications are not considered remedial strategies).
- The second AIP committee meeting, with ESOL representation, is held within 18 weeks to review the effectiveness of the remedial strategies. If the LEP student does not make satisfactory progress, the curriculum may be suspended and intense remedial instruction in reading and/or mathematics is provided based on the student's deficiencies.
- If the LEP student still has not made satisfactory progress after implementing the academic improvement plan for at least 27 weeks, the LEP committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion.
- The LEP Committee may exempt LEP students from the retention provision. The LEP student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, number of years in the U.S., current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.



1 retained. However, students whose test scores and classroom performance  
 2 indicate that they are almost at grade level may be promoted with close  
 3 monitoring or promoted with an AIP.  
 4

- 5 ■ The following options are available for students who have not met the levels of  
 6 performance for pupil progression:
  - 7 • remediate before the beginning of the next school year and promote,
  - 8 • promote and remediate during the following year with more intensive  
 9 intervention and remediation strategies identified in the revised Academic  
 10 Improvement Plan,
  - 11 • retain and remediate using an alternative program of instructional delivery.
- 12
- 13 ■ Students who are retained must receive remediation as addressed in an academic  
 14 improvement plan and may be recommended for evaluation by appropriate  
 15 specialists, e.g., psychologist, reading specialist, and other personnel, if such a  
 16 referral would benefit the students. *Amended 7/21/98 & 6/15/99*
- 17
- 18 ■ An appropriate placement, which differs from the present placement, must be  
 19 considered for a student who has been retained two or more years.
- 20
- 21 ■ Students classified as retained after the summer programs will be eligible for such  
 22 appropriate placement. Recommendation for placement is to be determined on an  
 23 individual basis considering:
  - 24 • Teacher recommendations
  - 25 • Parent recommendations
  - 26 • Test scores -- FCAT-SSS, FCAT-NRT, SAT-9
  - 27 • Child study assessment
  - 28 • LEP committee recommendation for LEP students.
- 29
- 30 ■ The principal, upon written authority from the Superintendent, may  
 31 administratively place a student who has been previously retained if the principal  
 32 determines that standards have been met, and the student will be able to benefit  
 33 from instruction at the higher grade. If the placement involves a new school, the  
 34 assignment will occur at the time agreed upon by both the sending and receiving  
 35 principal. *Amended 6/15/99 & 07/01/02*
- 36
- 37 ■ Eighth grade students who are placed in the ninth grade will be enrolled in a  
 38 mandatory remediation program.
- 39
- 40 ■ Eighth grade students promoted to the ninth grade may take courses during the  
 41 regular summer school for acceleration.
- 42

### 43 **G. Attendance for Credit, Grades 9-12**

44 *Amended 6/30/92, 7/21/98, 6/15/99, 6/27/00, & 07/01/02*

- 45
- 46 • In order to receive full semester credit, a student must be enrolled in any school a  
 47 minimum of forty-five school days.

- 1 • Students who enroll in school or class late shall be allowed to make up the class
- 2 work.
- 3
- 4 • Students, to include LEP students, who would otherwise receive a passing grade,
- 5 but who have accumulated absences of more than ten (10) single periods of
- 6 instruction or five (5) block periods of instruction (1 block unit equals 2 single
- 7 periods) per semester will not receive credit for the course except as follows:
- 8
- 9     ➤ Attain a passing score (60% or better) on a comprehensive subject
- 10 level examination to be given within ten (10) teacher workdays of the
- 11 end of the semester in which the student was enrolled in the class.
- 12
- 13 • Students, to include LEP students, who have accumulated more than two (2) days
- 14 of absences per semester during **summer school**, will not receive credit.
- 15     *Adopted 6/27/00*
- 16
- 17 • Students in the **summer Jump Start program** who have accumulated more than
- 18 2 days of absences for the summer session will not receive credit.
- 19     *Adopted 6/19/01*
- 20
- 21 • Students, to include LEP students, with excessive absences who fail the
- 22 comprehensive examination but would receive a passing grade for the semester,
- 23 may appeal the loss of credit. A district committee will consider the appeal based
- 24 on documented, conditions. *Amended 6/27/00*
- 25
- 26 • School activities shall not be counted as absences. Assigned work shall be turned
- 27 in on the date indicated by the teacher.

**Grading of Make-up Work**

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

*Authorization: FS 230.22; Implementation: FS 232.02 and Chapter 75-130, Laws of Florida; 232.06, 232.08, 232.10, 232.26, 230.23(4)(a), 230.232, 230.23(4)(d), 232.23, 231.085, 231.09(7), 232.021, 236.013(3), 232.17, FS and SBR 6A-1.451*

**H. Retention – Special Program Considerations**

**1. LEP Students**

Revised 6/27/00

- 44     ▪ An LEP student may be retained when there is lack of academic progress
- 45     in grade level concepts.
- 46     ▪ The LEP committee shall meet to document the evidence indicating lack
- 47     of academic progress and to recommend retention. The parent/guardian
- 48     shall be invited to attend.

- 1           ▪ The teacher(s) must show extensive documentation of the ESOL strategies
- 2           used to provide the student with understandable instruction.
- 3           ▪ The reason for retention **must not imply** the student needs an extra year to
- 4           learn English or that the under-performance is due to the child's limited
- 5           English proficiency.

## 7           2.       **Students with Disabilities**

### 9           a.       **504 Students**

11           A student with a 504 Plan must meet the district levels of performance.  
 12           Parent(s)/guardian(s) must be notified if the student is being  
 13           considered for retention. A 504 Reevaluation committee must  
 14           determine if the reason(s) for retention is/are caused by the disability  
 15           of record on the active Section 504 Plan. If the team determines that  
 16           the below-grade-level performance is caused by the disability, the  
 17           student's placement must be re-evaluated. The re-evaluation must  
 18           include a review of the student's records, intellectual and academic  
 19           abilities, and other pertinent information provided by the student's  
 20           teacher.

22           If the team determines that the below-grade-level performance is not  
 23           caused by the disability, the student is treated in the same manner as  
 24           that for a general education student.

### 26           b.       **ESE Students**

28           A student enrolled in ESE **must** meet the district performance levels  
 29           **unless** their IEP includes documentation that the student is unable to  
 30           meet the levels of performance, such as:

- 31           ▪ the student's demonstrated cognitive ability and behavior
- 32           prevent the student from completing required classwork
- 33           and achieving the *Sunshine State Standards* even with
- 34           appropriate and allowable classwork modifications,
- 35           ▪ the student is unable to apply or use academic skills at a
- 36           minimal competency level in the home or community.

38           A student enrolled in the ESE program(s) is considered to have met  
 39           promotion requirements when they have achieved the appropriate  
 40           instructional goals of the curriculum specified on their IEP. The  
 41           primary responsibility for determining each student's level of  
 42           performance is that of the special program teacher and the general  
 43           education teacher.

45           Below are some of the factors that the IEP team may consider:

- 46           ▪ previous retention history,
- 47           ▪ current goals and objectives on the student's IEP,
- 48           ▪ social/emotional behavior,

- attendance,
- placement and a possible change in the current placement,
- grades,
- current accommodations/modifications/services.

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 middle to high school) such placement 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 high school grades unless otherwise determined by an Individual Education Planning (IEP) team. *Amended 7/21/98*

## I. Remediation Programs

Students who do not successfully master all of the materials necessary for promotion will be provided an Academic Improvement Plan. *Amended 7/21/98, 6/15/99, & 6/27/00*

### 1. Program Description

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

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

- tutoring
- classroom organization
- instructional alternatives
- assignment alternatives-adaptations
- ESE referral
- other (see *Florida Statute 232.245*).

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)

1 days after the AIP conference. Such students will be required to pass a school-  
 2 approved exam.

## 3 4 **2. Jump Start Remedial Program**

5 Beginning with the 1999-2000 school year, graduating eighth grade students  
 6 whose test scores fall in the bottom quartile or who have been identified as  
 7 needing assistance in one or more areas of mathematics, reading, writing,  
 8 and/or study skills will be required to complete an intensive summer program  
 9 at the high school designed to provide students with skills needed to be  
 10 successful in high school. Upon successful completion of the summer  
 11 program students will receive 1.5 elective high school credits. Students who  
 12 fail to master needed skills in the summer school will continue in the program  
 13 during the fall semester. *Amended 6/15/99 & 07/01/02*

### 14 15 **Florida Statute 232.245**

#### 16 ***Pupil progression; remedial instruction; reporting requirements.--***

17 *(1) It is the intent of the Legislature that each student's progression from one grade to another be determined,*  
 18 *in part, upon proficiency in reading, writing, science, and mathematics; that school district policies facilitate*  
 19 *such proficiency; and that each student and his or her parent or legal guardian be informed of that student's*  
 20 *academic progress.*

21 *(2) Each district school board shall establish a comprehensive program for pupil progression which must*  
 22 *include:*

23 *(a) Standards for evaluating each pupil's performance, including how well he or she masters the performance*  
 24 *standards approved by the state board according to s. 229.565; and*

25 *(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including*  
 26 *the levels of performance on statewide assessments as defined by the Commissioner of Education, below which*  
 27 *a student must receive remediation, or be retained within an intensive program that is different from the*  
 28 *previous year's program and that takes into account the student's learning style. No student may be assigned to*  
 29 *a grade level based solely on age or other factors that constitute social promotion. School boards shall allocate*  
 30 *remedial and supplemental instruction resources first to students who fail to meet achievement performance*  
 31 *levels required for promotion. The state board shall adopt rules to prescribe limited circumstances in which a*  
 32 *student may be promoted without meeting the specific assessment performance levels prescribed by the district's*  
 33 *pupil progression plan. Such rules shall specifically address the promotion of students with limited English*  
 34 *proficiency and students with disabilities. A school district must consider an appropriate alternative placement*  
 35 *for a student who has been retained 2 or more years.*

36 *(3) Each student must participate in the statewide assessment tests required by s. 229.57. Each student who*  
 37 *does not meet specific levels of performance as determined by the district school board in reading, writing,*  
 38 *science, and mathematics for each grade level, or who does not meet specific levels of performance, determined*  
 39 *by the Commissioner of Education, on statewide assessments at selected grade levels, must be provided with*  
 40 *additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.*  
 41 *The school in which the student is enrolled must develop, in consultation with the student's parent or legal*  
 42 *guardian, and must implement an academic improvement plan designed to assist the student in meeting state*  
 43 *and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction*  
 44 *in the areas of weakness. Remedial instruction provided during high school may not be in lieu of English and*  
 45 *mathematics credits required for graduation. Upon subsequent evaluation, if the documented deficiency has not*  
 46 *been corrected in accordance with the academic improvement plan, the student may be retained. Each student*  
 47 *who does not meet the minimum performance expectations defined by the Commissioner of Education for the*  
 48 *statewide assessment tests in reading, writing, science, and mathematics must continue remedial or*

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*supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.*

*(4) Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted before the end of grade 1 or 2, or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades 1 and 2, or by the statewide assessment at grade 3, is not remedied by the end of grade 4, and if the student scores below the specific level of performance on the statewide assessment test in reading, the student must be retained. The local school board may exempt a student from mandatory retention for good cause.*

*(5) Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing in a format adopted by the district school board.*

*(6) The Commissioner of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this section.*

*(7) The Department of Education shall provide technical assistance as needed to aid school districts in administering this section.*

**J. Summer School**

High school students may attend summer school for grade forgiveness, remediation, and when provided accelerated credit. *Amended 6/27/00*

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

**1. LEP Students**

All categories of Limited English Proficient (LEP) students in grades K-5 , including Limited English Proficient (LEP) students are eligible to attend Summer School for either academic or language maintenance needs, provided the services are rendered at the school. The following requirements must be met:

- The need for summer school attendance must be documented in the student’s individual LEP Plan.
- The specific academic or language maintenance needs of the student must be listed in the student’s individual LEP Plan.
- The student’s LEP Plan will serve as the summer school LEP Plan.

1                   **2. ESE Students**

2                   The determination of Extended School Year (ESY) services is a decision of  
3                   the Individual Educational Planning team and should be provided for the  
4                   student if the skills learned during the school year will significantly  
5                   jeopardized through regression without them.                   *Adopted 6/27/00*

6  
7                   **3. Home Education Students**

8                   Home education students may participate in summer school if it is available  
9                   and if they meet the same eligibility requirements as established for all  
10                  regularly attending students.

11  
12                  Students who expect to earn Summer School credit in a home education  
13                  program must register with the Superintendent by the end of the first grading  
14                  period (second week) of summer school.

15  
16  
17                  **IV. GRADUATION REQUIREMENTS**

*Amended 6/30/92 & 7/29/97*

18  
19                  To graduate from high school a student must meet all the requirements of this plan,  
20                  demonstrate mastery of the Student Performance Standards (FS 229.565), and meet all  
21                  requirements established by the Florida Department of Education and the School Board of  
22                  Osceola County.

23  
24                  **A. Course Credit Requirements**

25  
26                  NOTE: Enhanced credit requirements are in place for those students who attend high  
27                  schools in which the 4-year (not including summer school) credit earning potential is  
28                  greater. Guidelines are available at individual high schools.

29                  *Adopted 6/15/99, Amended 6/19/01*

30  
31                  The courses listed below shall include the requirements of Florida Statutes 233.061  
32                  and 232.246. (For LEP students, see above.)

33  
34                  The **24 credits** shall be distributed as follows:

*Amended 6/27/00*

- 35
- 36                  ▪ **Language Arts**                   Four (4) credits
  - 37
  - 38                  ▪ **Mathematics**                   Three (3) credits                   *Amended 8/6/96*
    - 39
    - 40   • Algebra 1 or Equivalent or a higher level
    - 41   mathematics course [Effective for incoming 9<sup>th</sup>
    - 42   graders 1996-97 and thereafter]
    - 43
  - 44                  ▪ **Science**                           Three (3) credits
    - 45
    - 46   • Two of which must include laboratory
    - 47   components

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- **Social Studies**                      Three (3) credits
    - World History (1)
    - American History (1)
    - American Govt. (1/2)
    - Economics (1/2)
  - **Physical Education**            One (1) credit
    - Must include one-half (1/2) credit of Personal Fitness, effective for incoming 9<sup>th</sup> graders 1999-2000 and thereafter. *Amended 7/21/98 & 1/16/01*

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Florida Statute 232.246 permits that participation in an interscholastic sport, at the junior varsity, or varsity level for two full seasons, may substitute for the Physical Education requirement if the student passes a competency test on personal fitness with a score of “C” or better. This substitution fulfills the Physical Education requirement but does not grant credit toward the overall 24-credit state requirement for graduation.

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Students who are enrolled in a marching band class or a physical activity class that requires participation in marching band activities may substitute ½ the Physical Education requirement with participation in the marching band. This substitution fulfills ½ the Physical Education requirement but does not grant credit toward the overall 24-credit state requirement for graduation. *Amended 7/01/02*

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Students must still satisfy the 24-credit requirement for graduation by earning equivalent credit in another course but will not be required to meet the one (1) credit requirement in physical education. The Physical Education credit cannot be required of ninth grade students. *Adopted 7/29/97, Amended 7/21/98*

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- **Life Management Skills/ Health**            One-half (1/2) credit
  - **Practical Arts/ Performing Fine Art**            One (1) credit

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In order to meet this requirement, students may earn:

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- One (1) credit in Practical Arts/ Career and Technical Education, OR
  - One (1) credit in Performing Fine Arts, OR

- One-half (1/2) credit each in Practical Arts/ Career and Technical Education and Performing Fine Arts

Practical arts may be fulfilled by any secondary or eligible postsecondary course in the Vocational Section of the Florida Course Code Directory or by substituting one of the basic Computer Education Courses or Journalism II, III or IV on a curriculum equivalency basis.

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

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

## B. Cumulative Grade Point Average (GPA) Requirements

1. All students must maintain a **cumulative grade point average of 2.0 on a 4.0 scale** as required by Florida Statutes 232.246(1). Parents of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting the graduation requirements. This notification shall be in the form provided in the District approved reporting procedures. *Adopted 7/29/97, Amended 6/19/01*
2. Beginning with the 1996-97 school year, incoming 9<sup>th</sup> grade students will be required a grade point average of 2.0 on a 4.0 scale for the twenty-four (24) credits used to meet the state graduation requirements. *Amended 8/6/96*
3. For those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum required for graduation, the following options will be made available. The programs offered include provisions for assisting students at or below the required cumulative grade point average to achieve the required cumulative grade point average for promotion or for graduation. *Adopted 7/29/97, Amended 6/27/00, & 6/19/01*
  - **Grade Forgiveness Policy**  
Students entering ninth (9th) grade prior to 2000-2001 who earn any grade other than an “A” may retake the course to improve their skills, grade, and GPA. Students entering ninth (9th) grade in 2000-2001 and thereafter who earn grade of “D” or “F” may retake the course to improve their skills, grade, and GPA. The “D” or “F” grade may be replaced with a grade of “C” or higher. The highest grade earned will be used to calculate the cumulative grade point average. Credit toward graduation can only be awarded once. *Adopted 7/29/97 & 1/16/01*

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- Any course grade not replaced according to the district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation (Florida Statute 232.246).
- Students who have not attained the required grade point average are eligible to attend summer school in an attempt to raise the cumulative grade point average. *Adopted 7/29/97*

4. A student may not enroll in Level I courses unless the assessment of the student indicates that a more rigorous course of study would be inappropriate, in which case, a written assessment of the need must be included in the student’s individual education plan or in a student performance plan signed by the principal, the guidance counselor, and the parent. *Adopted 7/29/97*

**C. Florida Comprehensive Assessment Test (FCAT) Requirement**

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

**D. Student Standards for Participation in Extracurricular Student Activities**

*Revised 6/29/93*

Extracurricular activities are a vital part of the total school program. Such activities include any after-school faculty-sponsored group such as athletic teams, music groups, and special-interest organizations. *Amended 6/27/00*

1. In general for a high school student to participate in extracurricular activities, the student must maintain a 2.0 grade point average (on a 4.0 scale).
2. In order for a high school student to participate in extracurricular activities during the first grading period of the regular school year, (s)he must meet all requirements of the Florida High School Athletic Association (FHSAA), including the earning of five (5) credits the preceding school year and have an overall 2.0 grade point average (on a 4.0 scale) for the preceding school year.
  - Grades earned in summer school (a maximum of one full credit as per FHSAA guidelines) will affect the grade point average requirement for eligibility for the first grading period of the next school year.
  - Credits (a maximum of one full credit) earned in summer school will be utilized in determining FHSAA eligibility for the first grading period of the next school year.

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- Incoming, first time ninth graders do not have a "preceding school year" requirement.

3. In order for a high school student to be eligible to participate in extracurricular activities during the second, third, and/or fourth grading periods, the student must maintain a 2.0 grade point average on a 4.0 scale, for the grading period immediately preceding participation. *Amended 6/27/00*

4. **Academic Performance Contract**

If the student's cumulative grade point average falls below 2.0 or its equivalent in the courses required by statute for graduation after July 1, 1997, the student may execute and fulfill the requirements of an academic performance contract between the student, the school district, the appropriate governing association, and the student's parents or guardians. *Adopted 6/27/00*

For students who entered the 9th grade prior to the 1997-98 school year, if the student's grade point average falls below 2.0 or its equivalent in the courses required by statute for graduation after July 1, 1997, the student may execute and fulfill such a contract. At a minimum, the contract must require that the student attend summer school or its graded equivalent between grades 9 and 10 or grades 10 and 11, as necessary. *Adopted 6/27/00*

5. **Home Education Students**

An individual home instruction student is eligible to participate at the public school to which the student would be assigned according to district school attendance area policies or which the student could choose to attend pursuant to district or inter-district controlled open enrollment provisions. Such a student may also develop an agreement to participate at a nonpublic school provided the following conditions are met: *Adopted 6/27/00 Revised 6/17/01*

- The home education student must meet the requirements of the home education program pursuant to s.232.0201.
- During the period of participation at school, the home instruction student must demonstrate educational progress as required in all subjects taken in home instruction by a method of evaluation agreed on by the parent or guardian and the principal.
- The home education student must meet the same residency requirements as other students in the school at which he or she participates
- The home education student must meet the same standards of acceptance, behavior and performance as required of other students in extracurricular activities.
- The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for the activity in which he or she

wishes to participate. A home instruction student must be able to participate in curricular activities if that is a requirement for the extracurricular activity.

- A home education student who transfers from a home education program during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year.
- The student shall also be progressing satisfactorily toward graduation as provided in the Pupil Progression Plan for Osceola County.
- The principal or his designee may suspend a student from participation in an activity for Level II - Level IV offenses as outlined in the Osceola County School District Code of Student Conduct.
- Those students unable to meet the criteria because of extenuating circumstances may appeal to the school activities committee, a standing committee whose membership shall include, but not be limited to, representatives from extracurricular sponsors, classroom teachers, the guidance department, administration, exceptional student education, and the school advisory committee.

*Authorization: FS 230.22, Implementation: 230.23 (14)*

**E. Graduation Requirements for ESE Students**

SBR 6A-6.0312 provides that modifications to basic and vocational courses are allowable for all exceptional students to meet the requirements for a regular or special diploma as follows (for potential LEP students, see above):

*Amended 6/27/00*

**1. Modifications to Basic Courses**

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:

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

- Classroom and district test administration procedures and other evaluation procedures may be modified to accommodate the student's handicap.

## 2. Regular Diploma

- Requirements

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

Any students classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Specific Learning Disabled, Physically Impaired, Visually Impaired, Autistic or Emotionally Handicapped may be awarded a regular diploma if they meet the requirements established below. *Amended 6/27/95, 8/6/96, 7/21/98 & 6/27/00*

- Attendance

Meet attendance requirements.

- Curriculum

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

## 3. Special Diploma Option 1

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

- Requirements

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

- Complete course requirements as outlined below:

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- Language Arts - Three (3) credits
- 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 - Eleven (11) credits  
(Vocational, Practical Arts, OJT, etc.)

Total: 22 Credits (11 required, 11 elective)

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

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

*Auth: 6A-1.095, FAC*

#### 4. Special Diploma Option 2

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

1 Language Arts - Two (2) credits  
 2 Mathematics - Two (2) credits  
 3 Electives - Seven (7) credits  
 4 (Vocational, Practical Arts, OJT, etc.)

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6 Total: 11 Credits (4 required, 7 elective)  
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8 This can be modified only by specific permission from the Director of  
9 Exceptional Student Education.

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- 11 ○ Students must have a 2.0 Grade Point Average (GPA) to be eligible for  
12 a special diploma.
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- 14 ○ The student shall be at least sixteen (16) years of age to be considered  
15 for this option, and shall be at least eighteen (18) years of age to  
16 graduate.
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- 18 ○ The student shall satisfactorily demonstrate employment and  
19 community competencies while employed full-time at least 25 hours  
20 per week in a community based job for a minimum of one semester,  
21 unless the student is placed in supported competitive employment. In  
22 this case, the student must be employed for at least 20 hours per week,  
23 for the equivalent of one semester.
- 24
- 25 ○ The student's individual education plan shall include a transition plan  
26 containing annual goals and short-term objectives related to the  
27 employment and community competencies. *Amended 6/27/95*
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- 29 ○ A training plan shall be developed and signed by the student, parent,  
30 teacher, and employer. The plan shall identify the job specific  
31 employment and related community competencies, the criteria for  
32 determining and certifying mastery of the competencies, the work  
33 schedule and the minimum number of hours to be worked per week, a  
34 description of the supervision to be provided by the school district  
35 staff, and any special considerations. *Amended 6/27/95*

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- 37 ● Attendance
- 38 Meet attendance requirements.
- 39

- 40 ● Curriculum *Amended 7/21/98*
- 41 All exceptional education students will also be monitored on the Revised
- 42 Performance Standards for Exceptional Students. The Revised
- 43 Performance Standard Tracking Form should be used for students to
- 44 evaluate the student's progress each year. Mastery of the standards shall
- 45 be determined by each teacher utilizing the evaluation modes specified in
- 46 the Individual Education Plan. Mastery is not required for students who
- 47 meet the criteria for Special Diploma Option 2. *Amended 6/27/95*
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- Option 2 does not require mastery of the Sunshine State Standards.  
*Adopted 6/27/00*

**5. Certificate of Completion** *Adopted 6/27/95*

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

**6. Special Certificate of Completion**

*Amended 6/27/95, 7/21/98 & 6/27/00*

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

**7. Changing Diploma Options** *Adopted 6/27/95*

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

**8. Transfers**

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

**9. Extended School Year Services** *Adopted 6/27/00*

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

**F. Types of Diplomas** *Adopted 9/17/96, Amended 6/15/99 & 6/27/00*

Students in Osceola County Schools may earn the following types of diplomas:

**1. Regular Diploma**

A Regular Diploma shall be issued to students who meet the conditions set forth in this Pupil Progression Plan section IV, except for those students who successfully enroll in and complete the GED Exit Option Program. This must include passing the High School Competency Test (HSCT) or achieving an acceptable score on the Florida Comprehensive Assessment Test (FCAT).

Amended 7/23/91 & 6/27/00

## 2. Regular Diploma -- GED Exit Option

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

- Requirements

To meet the requirements for a regular high school diploma under the GED Exit Option, a student shall:

- Meet the program eligibility criteria and be enrolled in a Dropout Program, Teenage Parent, Department of Juvenile Justice, or Second Chance School Program;
- Be currently enrolled in a high school or alternative program;
- Be a minimum of 16 years of age;
- Demonstrate a 9.0 or above reading level as measured by a state-approved assessment instrument, pass the HSCT or FCAT, or demonstrate successful completion by the end of the programmatic year, and
- NOT be eligible to graduate before the date of the class with whom a student enters kindergarten.

- Attendance

Meet attendance requirement

- Curriculum

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

- Applied Communications
- Economics/American Government
- Algebra, Algebra 1A, or Applied Math 1
- 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.

### 3. Special Diploma

- 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 HSCT or FCAT can be issued an Option I special diplomas. *Amended 7/21/98 & 07/01/02*

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*

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

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

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

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- 4. Certificate of Completion** *Amended 7/23/91*  
A Certificate of Completion shall be issued to all students who acquire appropriate credits for a high school diploma but do not pass the HSCT or FCAT.
- 5. Special Certificate of Completion**  
A Special Certificate of Completion shall be issued to an eligible exceptional education student who meets the requirements for his exceptionality, but is unable to meet the appropriate special state minimum requirements.
- 6. Adult High School Diploma** *Amended 7/23/91, 7/29/97, & 6/27/00*  
Adult students completing all established credit requirements receive a Regular Adult High School Diploma.
- 7. College Ready Diploma** *Adopted 6/15/99*  
Students who meet the following requirements will be awarded a differentiated college-ready diploma:
- Complete the requirements for a standard high school diploma as prescribed by Florida Statute 232.246. Among courses taken to fulfill the 24 academic credits requirement, a student must take high school courses adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory academic courses.
  - Take the postsecondary common placement test prescribed in Florida Statute 240.117, or an equivalent test identified by the State Board of Education, before graduation and score at or above the established statewide passing score in each test area.
  - A college-ready diploma entitles a student to admission without placement testing to a public postsecondary education program for a period of two (2) years after earning the college-ready diploma.
- 8. Florida High School Diploma** *Amended 7/23/91*  
Students or residents who are eighteen (18) years old or older and students who have met all requirements for graduation except the attainment of a 2.0 cumulative grade point average may apply to take the GED exam.  
*Amended 9/17/96 & 7/29/97*
- 9. Adult Special Diploma** *Adopted 9/17/96*  
Any adult student who is twenty-one (21) or older and classified as educable mentally handicapped, trainable mentally handicapped, profoundly mentally handicapped, hearing impaired, deaf, specific learning disabled, physically impaired, visually impaired, blind, autistic or emotionally handicapped may be awarded an adult special diploma if all requirements are met.

## G. Participation in Graduation Ceremonies

1. 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*
2. Graduation ceremonies will be scheduled at the end of the regular academic year and at the close of the second summer session each year.
3. Students enrolled in a District K-12 dropout prevention program and earning a GED equivalency diploma may participate in the graduation ceremony of the high school in their attendance zone. *Amended 7/23/91*

## H. Award, Certificate, and Scholarship Criteria

*Revised 6/29/93 & Amended 7/29/97 & 7/21/98*

### 1. Florida Bright Futures Scholarship Program

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

- Complete a Bright Futures Scholarship Program Student Authorization Form by spring graduation.
- Be a Florida resident.
- Earn a Florida standard high school diploma or its equivalent.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution.
- Enroll in a postsecondary institution in Florida for at least six semester credit hours or the equivalent.
- Not to have been found guilty of, or pled nolo contendere to, a felony charge.
- Use the award within three years of graduation.

## 2. Florida Academic Scholars Award

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

- Meet the general eligibility requirements for the Florida Bright Futures Scholarship Program.
- Achieve a 3.5 unweighted grade point average on a 4.0 scale, or its equivalent, in high school courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory courses.
- Attain at least a combined score of 1270 on the Scholastic Aptitude Test or 28 on the American College Test.
- Have attended a home education program according to s. 232.02(4) during grades 11 and 12, and have attained at least the above test scores.
- Have been awarded an International Baccalaureate Diploma from the International Baccalaureate Office; or
- Have been recognized by the merit or achievement programs of the National Merit Scholarship Corporation as a scholar or finalist.
- Must complete a program of community service work, as approved by the district shall include a minimum of 75 hours of service work and require the student to identify a social problem, and address, evaluate, and reflect upon the problem through papers or other methods of presentation.
- Maintain the equivalent of a 3.0 grade point average on a 4.0 scale for all postsecondary education work attempted and the student remains eligible to renew the Florida Academic Scholars Award. One opportunity for reinstatement of this award will be given if the grade point average falls below the 3.0 requirement.

## 3. Florida Merit Scholars Award

To be eligible for Florida Merit Scholars Award the student must:

- Meet the general eligibility requirements for the Florida Bright Futures Scholarship Program.
- Achieve an unweighted grade point average of 3.0 on a 4.0, or the equivalent, in high school courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory academic courses.

- Has attained a combined score of 970 on the SAT or a score of 20 on the ACT.
- Maintain the equivalent of a 2.75 grade point average on a 4.0 scale for all postsecondary education work attempted and the student remains eligible to renew the Florida Merit Scholars Award. The student will receive one opportunity to reinstate the award if the grade point average falls below a 2.75.

#### 4. **Florida Gold Seal Vocational Scholars Award**

The Florida Gold Seal Vocational Scholars Award recognizes and awards academic achievement and vocational preparation by high school students. High school students may participate in this program in accordance with Florida Statute 232.2467 and State Board Rule 6A-1.092. In order for a student to qualify for the Florida Gold Seal Vocational Scholars Award students must meet the general eligibility requirements of the Florida Bright Futures Scholarship Program along with the following criteria:

- Complete three vocational credits in a sequential program of studies, or  
An equivalent dual enrollment course/program; *Adopted 7/29/97*
- From a weighted GPA (based on the Statewide Scholarship Weighting System) using the core 15 credits required for graduation or for 1998 & 1999 Seniors, earn a 3.0 unweighted GPA using the minimum of 3 sequential vocational credits.
- Earn an unweighted grade point average of at least 3.5 in courses comprising the vocational program;
- Beginning with the year 2000 graduates, earn the following required credits:
  - 4 - English
  - 3 - Mathematics
  - 3 - Natural Science
  - 3 - Social Science (American History, World History, American Government, and Economics)
  - 1 - Practical Art or 1 Performing Art or 1/2 credit in each
  - 1/2 - Life Management Skills
  - 1/2 - Personal Fitness

A minimum of three (3) sequential Vocational Job-Prep or Technological Education

- Must obtain the minimum test scores as follows:

- 1                   ▪ SAT: Verbal 420, Math 440 or
- 2                   ▪ ACT: Reading 16, English 16, Math 16 or
- 3                   ▪ CPT: Reading 83, Sentence 83, Algebra 72.

## 6   **V.   REPORTING STUDENT PROGRESS**

### 7           **A.   Parent(s)/Guardian(s) – Written Notification Requirements**

8           *Florida Statute 232.24521* requires that district report cards for all high school  
9 students must clearly grade or mark:

- 10                   ▪ the student’s academic performance in each class or course in grades 1-12  
11                   (based upon examinations as well as written papers, class participation and  
12                   other academic performance criteria);
- 13                   ▪ the student’s conduct and behavior; and
- 14                   ▪ the student’s attendance, including absences and tardiness.

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20           The student’s final report card for a school year shall contain a statement indicating  
21 end-of-year status regarding performance or nonperformance at grade level,  
22 acceptable or unacceptable behavior and attendance and promotion or nonpromotion.

### 23           **B.   Report Cards**

- 24                   ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,  
25                   6-8, 9-12) as the primary means of reporting student progress.
- 26                   ▪ With the approval of the Superintendent and the School Board, schools may  
27                   develop additional or supplementary instruments, which may be used in  
28                   conjunction with the standard report card.           *Amended 7/29/97 & 6/25/99*
- 29                   ▪ Report cards shall be issued for all students, 9-12, at the close of each grading  
30                   period.   *Amended 6/30/92*
- 31                   ▪ Parents are to be notified in writing at any time during a grading period when it is  
32                   apparent that the student may not pass or is performing unsatisfactorily in any  
33                   course or grade level. The county Deficiency/Progress Report and/or approved  
34                   electronic Progress Report form will be used for this notification.  
35                   *Amended 6/15/99 & 6/27/00*
- 36                   ▪ Progress Reports may be issued at the end of the extended year programs and  
37                   services, i.e., summer school, Saturday school, before and after school programs.  
38                   *Adopted 6/27/00*

- 1           ▪ Report cards for Limited English Proficient (LEP) students must be in the primary  
2           language of the parent/guardian, whenever feasible. These primary language  
3           report cards are to be attached to the English report card. *Adopted 6/27/00*
- 4
- 5           ▪ Adult Education students will be issued a Certificate of Attendance or a  
6           Certificate of Program Completion upon request. Amended 6/29/93 & 6/27/95
- 7

### 8           **C. General Rules of Awarding Grades and Credit**

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- 10          1. Report card grades are to provide the student and the student's  
11          parents(s)/guardians(s) with an objective evaluation of the student's scholastic  
12          achievement and effort. Students and parents are to be advised of the grading  
13          criteria employed in the school and in each class at the time of enrollment.
- 14
- 15          2. Marks are based on the quality of student performance relative to expected  
16          levels of achievement of the Sunshine State Standards.
- 17
- 18          3. The student's academic grades are to reflect academic achievement. The  
19          quality of the work will be assessed by multiple measures that include, but not  
20          limited to:
  - 21               • teacher observations (oral presentations or reports, speeches, recitations,  
22               impromptu speaking, student participation and demonstrations);
  - 23               • classroom assignments (reports, term or research papers, models, projects,  
24               exhibits, posters, computer programs and homework);
  - 25               • examinations (essay, multiple-choice and completion tests, oral tests and  
26               skill tests requiring demonstrations);
  - 27               • alternative methods (portfolios and performance assessment).
- 28
- 29          4. Grades in conduct are to be assigned independently of academic achievement.  
30          Standards for grading in these areas are to be explained to the students.
- 31
- 32          5. A remedial student making a C or better at grade level for two (2) grading  
33          periods shall be considered for placement in the regular classroom.
- 34
- 35          6. Students who enroll in school or class late shall be allowed to make up the  
36          class work. In order to receive full semester credit, a student must be enrolled  
37          in any school a minimum of forty-five days.
- 38
- 39          7. A sufficient number of grades/marks will be recorded to justify the marking-  
40          period grade/mark. A marking-period grade is not based solely on a single  
41          project. Passing grades on report cards indicate that the student is working  
42          within a range acceptable for the grade or subject, unless the subject is clearly  
43          identified as remedial.
- 44
- 45          8. To receive a report card a student shall have been enrolled in school at least ½  
46          of the forty-five day grading period as established by the official school  
47          calendar. If an elementary student is enrolled for less than one-half (1/2) of  
48          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*

9. Students are to receive grades in all subjects in which they have received instruction that grading period.

10. 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.

11. 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.

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

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

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

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

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

16. 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. *Amended 7/23/91 & 6/27/00*

#### D. Description and Definition of Marks

Schools shall adhere to the following evaluation plan for grading and reporting pupil progress. (For LEP, see below.) *Amended 6/15/99, 6/27/00, & 6/19/01*

##### 1. Grades 6-12 Percent Point Value Definition

Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades using the scale below: *Amended 6/19/01*

GRADE	PERCENT	POINT VALUE	DEFINITION	PACER POINT
A	90-100	4	outstanding progress	5
B	80-89	3	above average	4
C	70-79	2	adequate progress	3
D	60-69	1	lowest acceptable progress	1
F	0-59	0	failure	0
I	0	0	incomplete	0

##### 2. Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian

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

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

*Revised 6/27/00*

3  
 4           The course grade and academic progress of LEP students will be based on the results  
 5           of teacher observation, alternative assessments, and modified tests used to assess the  
 6           understandable instruction provided through the use of ESOL teaching strategies,  
 7           appropriate instructional materials, and curriculum modifications.

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

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

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

28  
 29          **F. District/ State Assessment Programs**

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 31          All students must participate in all regular district and state assessments for  
 32          accountability purposes (*Florida Statute 229.57*).

33  
 34          Parents are to be advised of their child's performance on all standardized tests  
 35          administered as part of the countywide testing program.

36  
 37          Home education students who wish to participate in the Florida Comprehensive  
 38          Assessment Test (FCAT) may do so under the following conditions:

39          *Adopted 6/19/01*

- 40           ▪ Home education students may take the FCAT only at the school for which they  
 41           are zoned.
- 42           ▪ Home education students must abide by all the rules of the Student Code of  
 43           Conduct while on any Osceola County school campus. Failure to do so will result  
 44           in the removal of the student from the campus and loss of testing privileges.  
 45             
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- 1           ▪ Home instruction parents must notify the appropriate school(s) of their intention
- 2           to participate in testing at least two weeks in advance of the scheduled
- 3           assessment.

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## 5       **E. Modifications of District/ State Assessments for**

## 6       **Special Program Students**

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### 8       **1. LEP Students**

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10       The LEP Committee will review each ESOL student's progress to

11       determine whether a modification is necessary. Test modifications, based

12       on the recommendations of the LEP Committee, may include: **flexible**

13       **setting, flexible scheduling, flexible timing, English/heritage language**

14       **dictionary, and assistance in the heritage language.**

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### 16       **2. Students with Disabilities**

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#### 18       **a. 504 Students**

19       Students with 504 plans may receive modifications on both district and

20       state assessments. The multidisciplinary team should refer to the

21       student's past performance on standardized tests and the classroom

22       modification section of the 504 Plan to determine if the impairment

23       substantially interferes with his/her performance. If so, the

24       multidisciplinary team will determine the necessary modifications for

25       district and state assessments.

26

27       Modifications may include: **flexible setting, flexible scheduling,**

28       **flexible timing, flexible responding, flexible presentation, and/ or**

29       **flexible format.**

#### 30

#### 31       **b. ESE Students**

32       Test modifications during district/state testing will be implemented as

33       specified in the student's IEP. The IEP must specify:

- 34       • assessment name,
  - 35       • area of assessment (e.g., reading, mathematics, etc.),
  - 36       • standard administration, and
  - 37       • modification(s):
    - 38           ✓ flexible setting,
    - 39           ✓ flexible scheduling,
    - 40           ✓ flexible timing,
    - 41           ✓ flexible responding,
    - 42           ✓ flexible presentation, and/ or
    - 43           ✓ flexible format.
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1           **F. Exemptions from District/State Assessments for**  
 2           **Special Program Students**

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5           **1. LEP Students**

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An LEP student whose Home Language Survey (HLS) date precedes a district/state testing date by less than one year may be exempted individually by specific action of the LEP Committee. **It is strongly recommended all be tested.** A district-approved alternate assessment must be administered to those LEP students who have been exempted from a district and/or state assessment. *Adopted 07/01/02*

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14           **2. Students With Disabilities**

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**a. 504 Students**

Students with 504 plans **may not** be exempted from state assessments.

**b. ESE Students**

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented on the IEP and must meet the following criteria:

- the student demonstrated cognitive ability prevents the student from completing required coursework, and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodation; AND
- the student requires extensive direct instruction to accomplish the application and transfer of skills competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded from state and district assessment will be assessed through an alternate assessment procedure identified by the IEP team and documented on the IEP.