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



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**2005-2006
STUDENT PROGRESSION PLAN**

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



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**2005-2006
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN**

Grades K-5

Effective July 01, 2005

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

SCHOOL BOARD MEMBERS

CHAIRMAN

Thomas E. Chalifoux, Jr.

Tom Greer
John McKay
David E. Stone
Jay Wheeler

SUPERINTENDENT

Blaine Muse

STUDENT PROGRESSION PLAN TASK FORCE

Melba Luciano, Assistant Superintendent

CURRICULUM AND INSTRUCTION

Angela Marino, Coordinator
John Boyd, Instructional Research and Evaluation Specialist
OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY
(407) 870-4056

ELEMENTARY CONTRIBUTORS

Beverly Brizendine, Director of Elementary Programs
John Campbell, Principal, Sunrise Elementary School
Linda Harwood, Principal, Highlands Elementary

OTHER PROGRAMS CONTRIBUTORS

Penny Collins, Director of Exceptional Student Education
Daryla Bungo, Director of Student Services
Dalia Medina, Coordinator of Multicultural Education
Don L. Miller, Director of Special Programs
Beth Rattie, Director of Alternative Programs
Sonia Esposito, Coordinator of Charter and Choice Schools

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1 **I. ENTRY AND ATTENDANCE REQUIREMENTS**

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

7
8 **A. Initial Entry Requirements**

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

12
13 **1. Evidence of Age** Amended 6/27/95, 07-15-03

14
15 Florida Statute 1003.21 requires that students enrolling in Kindergarten or the
16 first grade must present evidence of their age. Evidence submitted shall be a
17 valid birth certificate, or other documentation of birth, as listed in Florida Statute
18 1003.21.

19
20
21 *If a passport or immigration document is used as evidence of age, it may not be
22 duplicated. Only a notation may be placed in the student's record. Adopted
23 6/27/00.

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

26
27 **a. Certificate of Physical Examination** Amended 6/30/92

28
29 A certificate of a physical examination within the twelve-month period
30 immediately proceeding enrollment shall be presented before a child is
31 allowed to attend classes. The certificate shall be signed by a licensed
32 practicing physician, or an Advanced Registered Nurse Practitioner certifying
33 that the student has no contagious or communicable disease which would
34 warrant the student's exclusion from public schools. A Physician's Assistant
35 operating under the supervision of Osceola County Public Health Director
36 may also sign the certificate. Amended 6/27/95

37
38 Students, other than children of military personnel, transferring from a foreign
39 country must possess an examination certificate issued within the United
40 States.

41
42 **Exceptions:**

- 43 ▪ The student was previously enrolled in a Florida school.
- 44 ▪ Parental objections on religious grounds are in writing.

45
46 **c. Immunization** Amended 7/21/98, 07-15-03

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

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 3 Amended 07/01/02, 07-15-03, 07-01-04

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 4-5 Amended 07/01/02, 07/15/03, 07-01-04

All required immunizations and Hepatitis B (series of 3)

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 student 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

1 the assigned attendance zone or in the case of an out-of-district child, a school in
2 the district of residence.

3
4 Any person knowingly providing false and/or misleading information may be
5 liable for criminal charges under Florida Statutes.

6 7 **B. School Admissions**

8 9 **1. Admission to Kindergarten**

10
11 Children must attain the age of five (5) years on or before September 1 of the
12 school year for which admission to kindergarten is sought. (Florida Statute
13 1003.21) Amended 07-15-03

14 15 **2. Admission to First Grade**

16
17 Children must attain the age of six (6) years on or before September 1 of the
18 school year for which admission to first grade is sought or at any time thereafter,
19 provided the child has demonstrated a readiness to enter the first grade in
20 accordance with rules adopted by the State Board of Education. (Florida Statute
21 1003.21) Amended 07-15-03

22
23
24 No student shall be admitted to the first grade who has not attended kindergarten
25 in a public school or satisfactorily completed kindergarten in a non-public school
26 from which the district School Board accepts transfer of academic credit.

27
28 Any student presented for grade 1 enrollment who has successfully completed
29 Kindergarten in a non public school which permitted entry earlier than the state
30 minimum requirement (5 years old on or before September 1 of the school year)
31 shall be enrolled in Kindergarten until such time as the student has demonstrated
32 a readiness to enter the first grade.

33 34 **C. Placement of Transfer Students**

35 36 **1. General Transfer Information**

37
38 The school principal will determine placement of a student who transfers from
39 other countries, counties, states, private schools or from a home education
40 program. If a student transfers from a school or program other than a
41 regionally accredited institution or with inadequate or incomplete records,
42 placement will be based upon the information available, including any or all of
43 the following:

- 44 ▪ student's age,
- 45 ▪ a review of all existing school records and home education
46 records (e.g., student portfolio, annual evaluations),
- 47 ▪ a review of the previous educational program including, but not
48 limited to, time spent in a program and curriculum requirements
49 of the program,
- 50 ▪ a test on grade level or individual subject-area objectives or
51 competencies to be identified by the principal,

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- 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 Kindergarten and First Grade Students

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

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

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

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

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

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.

5. 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: 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198; 316.003 (62); 1000.01, 1000.04, F.S.; SBR 6A-6.311 and 6A.6341 and 1001.42 (5), 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.

7. 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) with a permanent assignment. An ESE student who is transferring from an out-of-state public school and has ESE documentation will be placed

1 immediately in the appropriate educational program(s) with a temporary
 2 assignment. In both cases, the receiving school **must** review the current
 3 IEP and may revise the document as necessary. Amended 07/01/05
 4

5 **D. Attendance Guidelines**
 6

7 School attendance is the direct responsibility of parent(s)/guardian(s) as required by
 8 Florida Statute 1003.24. All students are expected to attend school regularly and to
 9 be on time for classes in order to benefit from the instructional program and to
 10 develop habits of punctuality, self-discipline, and responsibility. Amended 07-15-03
 11

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

17 **1. Student Absences**
 18

19 Non-attendance in a class shall be considered an absence unless the student is
 20 participating in a school activity. Absences shall be classified as:
 21

22 **a. Excused Absences**
 23

24 Absences shall be excused for the following reasons:

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

29
 30 If there is a reasonable doubt concerning the illness claimed, the principal
 31 shall be authorized to require a statement from an accepted medical
 32 authority. Failure to comply with this requirement shall result in the absence
 33 being "unexcused."
 34

35 The Principal of a school shall have sole discretion as to how absences shall
 36 be reported to the school. The parent or legal guardian shall report absences
 37 through a telephone call, a handwritten note, or both as determined by the
 38 Principal. Adopted 6/19/01
 39

40 In cases of excused absences, the student shall be allowed to make up the
 41 work and teachers of the students shall give every reasonable assistance.
 42

43 Make-up work shall be completed during a period of time equal to at least
 44 twice the time for which the absence is excused, unless the teacher allows
 45 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
11 for 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 may 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
38 allowed 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
42 for 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
47 report to the principal or designee that the student may be
48 exhibiting a pattern of non-attendance. Unless there is clear
49 evidence that the absences are not a pattern of non-attendance,
50 the case shall be referred to a child study team to determine if
51 early patterns of truancy are developing. If the child study team
52 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 Statute 984.151. Amended 07-15-03

2. Students with Disabilities

a. 504 Students Amended 07-01-04

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 committee must also determine a reasonable course of action, which may include the possible waiver of the attendance guidelines in determining grades, as well as consideration of a change of placement.

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

b. ESE Students

All exceptional students will follow regular education attendance procedures.

In the case of an ESE Student with excessive absences, an IEP team meeting must be conducted to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **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.

Should 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.

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

The parent(s)/guardian(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

Florida Statute 1002.41 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 Service. Revised 7/23/91, Amended 7/21/98, 6/27/00, & 07-15-03

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

3. Student Withdrawals, ESE (Exceptional Student Education) Students (Adopted 07/01/05)

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

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

1
2 Every Limited English Proficient student is entitled to equal access to all
3 academic, categorical, and federal programs offered by the School District of
4 Osceola County. The amount of time the LEP student is assigned to the
5 program(s) shall be comparable to the time assigned to a non-LEP student
6 under similar conditions. An updated LEP student's class schedule must be
7 maintained in the LEP Portfolio as part of the student permanent record.
8 Adopted 6/27/00
9

10 Limited English Proficient students are taught by subject area teachers
11 following the corresponding district curriculum. The instructional personnel
12 provide appropriate and individualized instruction to students through the use
13 of ESOL teaching strategies, appropriate instructional materials, curriculum
14 accommodations, and testing accommodations. The ESOL accommodations
15 are documented in the teacher's lesson plans as evidence that
16 understandable instruction is being provided. Adopted 6/27/00
17

18 Schools with fifteen (15) or more LEP students who speak the same home
19 language must have at least one bilingual teacher assistant or bilingual
20 teacher proficient in English and the home language of the students. The
21 ESOL teacher assistant's (or bilingual teacher's) primary assignment is to
22 offer the LEP students additional help in the basic content areas under the
23 supervision of the basic subject area teacher. Adopted 6/27/00
24

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

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

33 **3. Gifted Education**

34 For a student enrolled in the gifted program a qualitatively different curriculum
35 consists of carefully planned, coordinated learning experiences that extend
36 beyond the basic curriculum to meet the specific learning needs of the
37 student. The elementary gifted education program is a one-day pullout
38 program and is offered in schools strategically located throughout the district.
39

40 Elementary school students identified as Gifted shall have an Educational
41 Plan (GEP) that outlines goals and strengths and provides direction for the
42 instructional program. The differentiated instructional program includes
43 advanced-level content, acceleration, and enrichment that incorporate the
44 student's special abilities and interests. Amended 07/01/05
45

46 Elementary students enrolled in the Gifted pullout program are classified in
47 attendance and should not be counted as absent. Classroom assignments
48 are given by the Gifted teacher. Students should not be required to make-up
49 the work missed in the regular class.
50

1 **4. Students with Disabilities**

2 **a. 504 Students** Amended 07-01-04

3 Any alteration to the delivery of instruction of student assignments for a
4 504 student is the decision of the Section 504 Committee and must be
5 addressed in the 504 Plan.

6 The individual student's Section 504 Plan documents the instructional
7 accommodations required to ensure the student an equal opportunity to
8 master the general education curriculum. Parent(s)/guardian(s) of a
9 Section 504 student must be given the opportunity to provide input on
10 decisions made by the Section 504 Committee regarding any alteration to
11 the delivery of instruction of their Section 504 student.
12 Parent(s)/guardian(s) of a 504 student must be notified of any changes to
13 the student's Section 504 Plan.

14
15 **b. Exceptional Education Students**

16
17 **Exceptionalities include:** Educable Mentally Handicapped, Trainable
18 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or
19 Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically
20 Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted,
21 Homebound or Hospitalized, Dual Sensory Impaired, Autistic,
22 PreKindergarten Students with Developmental Delays (ages 3-6),
23 PreKindergarten Students with Established Conditions (ages 0-2).
24 Amended 7/23/91, 7/21/98, 6/27/00, & 07/01/05

25
26 **ESE Curriculum**

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

36 Adopted 6/30/92 & Amended 6/27/95, 7/21/98, 6/27/00, & 07/01/05.

37
38 For students with disabilities enrolled in ESE, their Individual Educational
39 Plans (IEP's) specify the appropriate curriculum and unique aspects of
40 their programs.

41
42 For the majority of these students, the general education standards and
43 benchmarks should be based on their curriculum.

44
45 For some students, modified standards and/or benchmarks in one or
46 more content areas may be more appropriate.

47
48 The IEP developed by the team specifies the level of service for specific
49 content areas. The IEP also addresses annual goals and short-term
50 objectives to meet the unique needs of the student as well as appropriate
51 classroom accommodations. Accommodations may be in the areas of

curriculum, instruction, and assessment. Accommodations listed on the IEP must be implemented as indicated. Amended 07/01/05

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4 **5. Home Instruction**

5 Florida Statute 1002.41 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. Revised 7/23/91, Amended
8 7/21/98, 6/27/00, & 07-15-03
9
10

1 **III. PROMOTION**

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

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

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

20
21
22
23 **A. Student Performance Levels for Reading, Writing, Mathematics, and Science**
24 Amended 07-15-03

25
26 Florida Statute 1008.25 requires that the district define specific levels of performance
27 in reading, writing, mathematics, and science for each grade level. These levels of
28 performance will be used to identify students who **must** receive remediation or be
29 retained within an intensive program that is different from the previous year's
30 program and takes into account the student's learning style.

31
32 In compliance with School Board's Objective (Improve accepted measures of
33 success annually) and Florida Statute 1008.25, students will be identified as
34 performing at one of three levels which indicates a student's achievement:

- 35 ▪ above grade level,
- 36 ▪ at grade level, or
- 37 ▪ below grade level.

38
39 Performance levels are determined by various indicators that will include, but are not
40 limited to, multiple measures using appropriate grade-level assessments as well as
41 teacher judgment.

42
43
44 **1. Required Program of Study – Grades K-5**

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

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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 (Amended 07/01/04, 07/01/05)**

Kindergarten Indicators

A screening program for all kindergarten students will be administered yearly. This screening should be done within the first 20 days of enrollment. Results of this screening will identify students who will be considered for further screening and psychological testing to determine if special placement is indicated.

Amended 6/29/93 & 6/27/00

- School Readiness Uniform Screening System (SRUSS)
- Word Recognition Checklist
- District-adopted mathematics program assessments
- Diagnostic Assessments of Reading (DAR)
- Early Reading Diagnostic Assessments (ERDA)
- District Phonemic Awareness Inventory
- Letter and word recognition check list
- STAR Early Literacy Assessment
- Diagnostic Reading Assessment (DRA)
- Group Reading Assessment & Diagnostic Evaluation (GRADE)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

First Grade Assessments

- Word Recognition Checklist
- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- STAR Reading test
- STAR Math test
- DAR
- ERDA
- Diagnostic Reading Assessment (DRA)
- GRADE
- DIBELS

Second Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments

- 1 ▪ District-adopted science program assessments
- 2 ▪ Basal reading program assessments
- 3 ▪ STAR Reading test
- 4 ▪ STAR Math test
- 5 ▪ DAR
- 6 ▪ ERDA
- 7 ▪ DRA
- 8 ▪ GRADE
- 9 ▪ DIBELS

Third Grade Assessments

- 12 ▪ Reading Running Record(s)
- 13 ▪ Osceola Writes (narrative and expository prompts)
- 14 ▪ District-adopted mathematics program assessments
- 15 ▪ District-adopted science program assessments
- 16 ▪ Basal reading program assessments
- 17 ▪ SAT-9 or SAT-10
- 18 ▪ STAR Reading test
- 19 ▪ STAR Math test
- 20 ▪ DAR
- 21 ▪ ERDA
- 22 ▪ DRA
- 23 ▪ Florida Comprehensive Assessment Test -- Sunshine State Standards
(FCAT-SSS) Reading
- 24 ▪ FCAT-SSS Mathematics
- 25 ▪ Florida Comprehensive Assessment Test -- Norm-Referenced Test
(FCAT-NRT) Reading
- 26 ▪ FCAT-NRT Mathematics
- 27 ▪ GRADE
- 28 ▪ DIBELS

Fourth Grade Assessments

- 33 ▪ Reading Running Record(s)
- 34 ▪ Osceola Writes (narrative and expository prompts)
- 35 ▪ District-adopted mathematics program assessments
- 36 ▪ District-adopted science program assessments
- 37 ▪ Basal reading program assessments
- 38 ▪ STAR Reading test
- 39 ▪ STAR Math test
- 40 ▪ FCAT-SSS Reading
- 41 ▪ FCAT-SSS Mathematics
- 42 ▪ FCAT Writes
- 43 ▪ FCAT-NRT Reading
- 44 ▪ FCAT-NRT Mathematics
- 45 ▪ GRADE
- 46 ▪ DIBELS

Fifth Grade Assessments

- 49 ▪ Reading Running Record(s)
- 50 ▪ District-adopted mathematics program assessments
- 51 ▪ District-adopted science program assessments
- 52 ▪ Basal reading program assessments

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- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Science (upon completion by the State)
- FCAT-NRT Reading
- FCAT-NRT Mathematics
- GRADE
- DIBELS

Promotion of ESE Students

Promotion of ESE students enrolled in Exceptional Student Education programs for Profoundly Mentally Handicapped, Trainable Mentally Handicapped, and some Autistic students shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and The Sunshine State Standards for Special Diploma. Amended 06/28/94, 06/27/95, 07/21/98, & 07/01/05

B. STUDENT PERFORMANCE LEVEL CHARTS

See following pages.

GRADE K	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION						
	Classroom Performance	Factors to Consider in End-of-Year Decision-Making				Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • Reading series daily performance and assessment results • Math series daily performance and assessment results • Diagnostic Assessment of Reading (DAR) results • Diagnostic Reading Assessment (DRA) results • Early Reading Diagnostic Assessment (ERDA) results • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results • Group Reading Assessment & Diagnostic Evaluation (GRADE) • Group Math Assessment & Diagnostic Evaluation (GMADE) or Star Math • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Scott Foresman Early Intervention Progress • Early Literacy (Reading Renaissance testing program) • Parent conference and consultation • Principal recommendation 	Student Performance Level	DRA Guided Reading Levels	DIBELS ²	Math & Science Class Performance	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Level 3-4 and above (90% accuracy)	(AA) Blue ²	Grade of "demonstrates consistently"	NO	NO	Promote to next grade level
	At Grade Level	Level 2 (90% accuracy)	(LR) Green ²	Grade of "learning and developing"	NO	NO	Promote to next grade level
	Below Grade Level, Minimally	Level 1 (90% accuracy)	(MR) Yellow ²	Grade of "area of concern"	YES	Requires a new AIP ¹	Write an AIP ¹ if remediation is indicated or promote and closely monitor
					NO	Write an AIP ¹ , and monitor closely	
	Below Grade Level, Considerably	Level A	(HR) Red ²	Grade of "area of concern"	YES	Requires a new AIP ¹	Retain with AIP ¹ or Promote with AIP
					NO	Must have an AIP ¹	
	Below Grade Level, Substantially	Unable to read Level A	(HR) Red ²	Grade of "area of concern"	YES	Requires a new AIP ¹	Retain with AIP ¹ or Promote with AIP
NO					Must have an AIP ¹		

¹ Academic Improvement Plan

² DIBELS Criteria: AA = Above Average; LR = Low Risk; MR = Medium Risk; HR = High Risk

GRADE 1	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION								
Classroom Performance	Factors to Consider in End-of-Year Decision-Making							Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Diagnostic Assessment of Reading (DAR) results • Diagnostic Reading Assessment (DRA) results • Early Reading Diagnostic Assessment (ERDA) results • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results • Group Reading Assessment & Diagnostic Evaluation (GRADE) • Group Math Assessment & Diagnostic Evaluation (GMADE) or Star Math • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Scott Foresman Early Reading Intervention • Voyager Passport • Early Success Program • Parent conference and consultation • Principal recommendation 	Student Performance Level	DRA Guided Reading Levels	GRADE	DIBELS ²	Classroom form of Osceola Writes	Math and Science Class Performance	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Level 18 and above (90% accuracy)	Stanine 7, 8, 9	(AA) Blue ²	5.0, 5.5, 6.0	Grade of "Outstanding"	NO	NO	Promote to next grade level
	At Grade Level	Level 16 (90% accuracy)	Stanine 4, 5, 6	(LR) Green ²	3.5, 4.0, 4.5	Grade of "Satisfactory"	NO	NO	Promote to next grade level
	Below Grade Level, Minimally	Level 14 (90% accuracy)	Stanine 3	(MR) Yellow ²	2.0, 2.5, 3.0	Grade of "Needs Improvement"	YES	Requires a new AIP ¹	Write an AIP ¹ if remediation is indicated or promote and closely monitor
							NO	Write an AIP ¹ , and monitor closely	
	Below Grade Level, Considerably	Level 10 (90% accuracy)	Stanine 2	(HR) Red ²	1.0, 1.5	Grade of "Needs Improvement"	YES	Requires a new AIP ¹	Retain with AIP ¹ or Promote with AIP
							NO	Must have an AIP ¹	
	Below Grade Level, Substantially	Level 4 and below (90% accuracy)	Stanine 1	(HR) Red ²	0	Grade of "Needs Improvement"	YES	Requires a new AIP ¹	Retain with AIP ¹ or Promote with AIP
NO							Must have an AIP ¹		

¹ Academic Improvement Plan

² DIBELS Criteria: AA = Above Average; LR = Low Risk; MR = Medium Risk; HR = High Risk

GRADE 2	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION								
Classroom Performance	Factors to Consider in End-of-Year Decision-Making							Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Diagnostic Assessment of Reading (DAR) results • Diagnostic Reading Assessment (DRA) results • Early Reading Diagnostic Assessment (ERDA) results • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results • Group Reading Assessment & Diagnostic Evaluation (GRADE) • Group Math Assessment & Diagnostic Evaluation (GMADE) or Star Math • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Voyager Passport • Early Success Program • Parent conference and consultation • Principal recommendation 	Student Performance Level	DRA Guided Reading Levels	GRADE	DIBELS ²	Classroom form of Osceola Writes	Math and Science Class Performance	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Level 30 and above (90% accuracy)	Stanine 7, 8, 9	(AA) Blue ²	5.0, 5.5, 6.0	Grade of "Outstanding"	NO	NO	Promote to next grade level
	At Grade Level	Level 28 (90% accuracy)	Stanine 4, 5, 6	(LR) Green ²	3.5, 4.0, 4.5	Grade of "Satisfactory"	NO	NO	Promote to next grade level
	Below Grade Level, Minimally	Level 24 (90% accuracy)	Stanine 3	(MR) Yellow ²	2.0, 2.5, 3.0	Grade of "Needs Improvement"	YES	Requires a new AIP ¹	Write an AIP ¹ if remediation is indicated or promote and closely monitor
							NO	Write an AIP ¹ , and monitor closely	
	Below Grade Level, Considerably	Level 16 (90% accuracy)	Stanine 2	(HR) Red ²	1.0, 1.5	Grade of "Needs Improvement"	YES	Requires a new AIP ¹	Retain with AIP ¹ or Promote with AIP
							NO	Must have an AIP ¹	
Below Grade Level, Substantially	Level 12 and below (90% accuracy)	Stanine 1	(HR) Red ²	0	Grade of "Needs Improvement"	YES	Requires a new AIP ¹	Retain with AIP ¹ or Promote with AIP	
						NO	Must have an AIP ¹		

¹ Academic Improvement Plan

² DIBELS Criteria: AA = Above Average; LR = Low Risk; MR = Medium Risk; HR = High Risk

GRADE 3	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION									
Classroom Performance	Factors to Consider in End-of-Year Decision-Making								Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Diagnostic Assessment of Reading (DAR) results • Diagnostic Reading Assessment (DRA) results • Early Reading Diagnostic Assessment (ERDA) results • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results • Group Reading Assessment & Diagnostic Evaluation (GRADE) • Group Math Assessment & Diagnostic Evaluation (GMADE) or Star Math • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Soar to Success Program • Voyager Passport • Parent conference and consultation • Principal recommendation 	Student Performance Level	DRA Reading Levels	FCAT-SSS Reading and Math	FCAT-NRT Reading & Math or SAT-9/ SAT-10 Reading or GRADE	DIBELS (Oral Reading Fluency) ²	Osceola Writes	Science Class Performance	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Level 40	Achievement Level 4, 5	Stanine 7, 8, 9	(AA) Blue ²	5.0, 5.5, 6.0	Grade of A or B	NO	NO	<i>Promote to next grade level</i>
	At Grade Level	Level 38	Achievement Level 3	Stanine 4, 5, 6	(LR) Green ²	3.5, 4.0, 4.5	Grade of C	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Level 34	Achievement Level 2*	Stanine 3	(MR) Yellow ²	2.0, 2.5, 3.0	Grade of D	YES	Requires a new AIP ¹	<i>Write an AIP¹ if remediation is indicated or promote and closely monitor</i>
								NO	Write an AIP ¹ , and monitor closely	
	Below Grade Level, Considerably	Level 30	Achievement Level 1*	Stanine 2	(HR) Red ²	1.0, 1.5	Grade of D	YES	Requires a new AIP ¹	<i>Retain with AIP* or Promote with AIP (Document Good Cause)</i>
								NO	Must have an AIP ¹	
Below Grade Level, Substantially	Level 24	Achievement Level 1*	Stanine 1	(HR) Red ²	0	Grade of F	YES	Requires a new AIP ¹	<i>Retain with AIP* or Promote with AIP (Document Good Cause)</i>	
							NO	Must have an AIP ¹		
¹ Academic Improvement Plan ² DIBELS Criteria: AA = Above Average; LR = Low Risk; MR = Medium Risk; HR = High Risk *Mandatory Retention: Beginning with the 2002-2003 school year, if a student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for Grade 3, the student must be retained, unless the School Board exempts the student from this mandatory retention for good cause. FS 1008.25 (5)(b)										

GRADE 4	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION								
Classroom Performance	Factors to Consider in End-of-Year Decision-Making							Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results • Group Reading Assessment & Diagnostic Evaluation (GRADE) • Group Math Assessment & Diagnostic Evaluation (GMADE) or Star Math • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Soar to Success Program • Voyager Passport • Parent conference and consultation • Principal recommendation 	Student Performance Level	FCAT-SSS Reading and Math	FCAT-NRT Reading & Math or GRADE	DIBELS (Oral Reading Fluency) ²	FCAT Writing or Osceola Writes	Science Class Performance	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Achievement Level 4, 5	Stanine 7, 8, 9	(AA) Blue ²	5.0, 5.5, 6.0	Grade of A or B	NO	NO	<i>Promote to next grade level</i>
	At Grade Level	Achievement Level 3	Stanine 4, 5, 6	(LR) Green ²	3.5, 4.0, 4.5	Grade of C	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Achievement Level 2*	Stanine 3	(MR) Yellow ²	2.0, 2.5, 3.0	Grade of D	YES	Requires a new AIP ¹	<i>Write an AIP¹ if remediation is indicated or promote and closely monitor</i>
							NO	Write an AIP ¹ , and monitor closely	
	Below Grade Level, Considerably	Achievement Level 1*	Stanine 2	(HR) Red ²	1.0, 1.5	Grade of D	YES	Requires a new AIP ¹	<i>Retain with AIP¹ or Promote with AIP</i>
							NO	Must have an AIP ¹	
Below Grade Level, Substantially	Achievement Level 1*	Stanine 1	(HR) Red ²	0	Grade of F	YES	Requires a new AIP ¹	<i>Retain with AIP¹ or Promote with AIP</i>	
						NO	Must have an AIP ¹		
<p>1 Academic Improvement Plan</p> <p>2 DIBELS Criteria: AA = Above Average; LR = Low Risk; MR = Medium Risk; HR = High Risk</p> <p>*To demonstrate annual learning gains, Grade 4 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 231 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 163 DSS points in FCAT-SSS Math.</p>									

GRADE 5	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION								
Classroom Performance	Factors to Consider in End-of-Year Decision-Making							Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results • Group Reading Assessment & Diagnostic Evaluation (GRADE) • Group Math Assessment & Diagnostic Evaluation (GMADE) or Star Math • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Soar to Success Program • Voyager Passport • Parent conference and consultation • Principal recommendation 	Student Performance Level	FCAT-SSS Reading and Math	FCAT-NRT Reading & Math or GRADE	DIBELS (Oral Reading Fluency) ²	Osceola Writes	Science Class Performance	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Achievement Level 4, 5	Stanine 7, 8, 9	(AA) Blue ²	5.0, 5.5, 6.0	Grade of A or B	NO	NO	<i>Promote to next grade level</i>
	At Grade Level	Achievement Level 3	Stanine 4, 5, 6	(LR) Green ²	3.5, 4.0, 4.5	Grade of C	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Achievement Level 2*	Stanine 3	(MR) Yellow ²	2.0, 2.5, 3.0	Grade of D	YES	Requires a new AIP ¹	<i>Write an AIP¹ if remediation is indicated or promote and closely monitor</i>
							NO	Write an AIP ¹ , and monitor closely	
	Below Grade Level, Considerably	Achievement Level 1*	Stanine 2	(HR) Red ²	1.0, 1.5	Grade of D	YES	Requires a new AIP ¹	<i>Retain with AIP¹ or Promote with AIP</i>
							NO	Must have an AIP ¹	
Below Grade Level, Substantially	Achievement Level 1*	Stanine 1	(HR) Red ²	0	Grade of F	YES	Requires a new AIP ¹	<i>Retain with AIP¹ or Promote with AIP</i>	
						NO	Must have an AIP ¹		
<p>1 Academic Improvement Plan</p> <p>2 DIBELS Criteria: AA = Above Average; LR = Low Risk; MR = Medium Risk; HR = High Risk</p> <p>*To demonstrate annual learning gains, Grade 5 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 167 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 120 DSS points in FCAT-SSS Math.</p>									

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.
6 The 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
15 Education Plan meeting must be held prior to placement in the new assignment. The long-
16 range 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
30 **D. Academic Improvement Plan (AIP) Process** Amended 07-15-03

31
32 As required by Florida Statute 1008.25 (4)(b), schools must develop, in consultation with the
33 student's parent(s), a School District of Osceola County Academic Improvement Plan (AIP)
34 for students who do not meet district and state levels of proficiency in reading, writing,
35 mathematics, and/ or science. Each Academic Improvement Plan must outline an intensive
36 remedial program in the area(s) of weakness designed to assist the student in meeting state
37 and/or district expectations for proficiency.

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

- 40 1. specific, diagnosed academic needs to be remediated,
- 41 2. success-based intervention strategies to be used,
- 42 3. the how, when, how often, by whom, and how long intensive remedial
- 43 instruction is to be provided, and
- 44 4. monitoring and reevaluation activities to be employed.

45
46 **1. Steps for Implementing the AIP**

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

- 50
- 51 ■ Data from the additional assessments are to be used to formulate the student's
- 52 AIP.

Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments, statewide assessments conducted in Kindergarten or Grades 1, 2, or 3 must be given intensive reading instruction immediately following the identification of the reading deficiency.

Beginning with the 2002-2003 school year, if the student has been identified as having a deficiency in reading, the AIP shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress. FS 1008.25(4)(b).

- Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics, and/ or science upon completion of science proficiency levels by the state per FS 1008.25(4)(a).
- If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

If the documented deficiency is not remediated according to the AIP, the student may be retained.

Diagnostic assessments may include, but are not limited to:

- teacher assessments
- text/placement tests
- Osceola Writes
- reading running records
- diagnostic software
- STAR Reading
- STAR Math
- DRA
- DAR
- ERDA
- DIBELS
- GRADE (Amended 07-01-04).

Intensive instruction is usually associated with the following:

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

Students in grades K-5 whose performance in reading, writing, mathematics, and/ or science requires remediation **must** have an AIP or comparable individual academic plan.

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.

3. Gifted Students

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

4. Students with Disabilities –Academic Improvement Plan Process

a. 504 Students Amended 07-01-04

An AIP is to be written for a 504 student who is performing below grade level in reading, writing, or mathematics.

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 ESE/ Regular Education Teacher should write an AIP to address the student's educational needs. The AIP should be developed with the involvement of the parent/ guardian.

The IEP Committee should also be convened to address the appropriate accommodations for the student to access the general education curriculum. Amended 07/01/05

E. Remediation and Retention Amended 7/21/98, 6/15/99, 6/27/00, 6/19/01, 07-15-03, and 07-01-04

Students in grades K-5 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 or be retained with an intensive program that is different from the previous year's program and takes into account the student's learning

1 style. However, students whose test scores and classroom performance indicate that they
2 are almost at grade level may be promoted with close monitoring or promoted with an AIP.
3

4 Students in kindergarten or grade 1, grade 2, or grade 3 who exhibit a substantial deficiency
5 in reading must be given intensive reading instruction. The student's reading proficiency
6 must be reassessed at the beginning of the next year, and intensive reading instruction must
7 continue until the reading deficiency is remedied. FS 1008.25(5)(a).
8

9 The following options are available for students who have not met the levels of performance
10 for student progression:
11

- 12 ▪ remediate before the beginning of the next school year and promote,
- 13 ▪ promote and remediate during the following year with more intensive intervention
14 and remediation strategies identified in the revised Academic Improvement Plan,
- 15 ▪ retain and remediate using an alternative program of instructional delivery.
16

17 An appropriate placement, which differs from the present placement, must be considered for
18 a student who has been retained two or more years, FS 1008.25(2)(b).
19

20 The principal, upon written authority from the Superintendent, may promote a student who
21 has been previously retained if the principal determines that standards have been met and
22 the student will be able to benefit from instruction at the higher grade. If the placement
23 involves a new school, the assignment will occur at the time agreed upon by both the
24 sending and receiving principal. Amended 6/15/99
25

26 **Mandatory Retention**

27 No student may be assigned to a grade level based solely on age or other factors that
28 constitute social promotion. FS 1008.25 (6)(a) Adopted 6/19/01
29

30 Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher
31 on the statewide assessment test in reading for Grade 3 **must** be retained unless he or she
32 is exempt from mandatory retention for good cause. (See Exemption From Mandatory
33 Retention (Good Cause) in Grade 3.) Adopted 07/01/02
34

35 If a student transfers after the administration of the FCAT in Grade 3, it is up to the district to
36 assess the student's reading proficiency at the end of the year to determine if the student
37 needs to repeat Grade 3.
38

39 Retention decisions will not be made on a single test score. Adopted 6/19/01
40

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

42 Adopted 07/01/02, Amended 07-15-03, Amended 07-01-04
43

44 1. **Good cause exemptions** shall be limited to the following:
45

- 46 • Limited English proficient students who have had less than 2 years of instruction
47 in an English for Speakers of Other Languages program;
- 48 • Students with disabilities whose individual education plan indicates that
49 participation in the statewide assessment program is not appropriate, consistent
50 with the requirements of State Board of Education rule;
51

- 1 • Students who demonstrate an acceptable level of performance on an alternative
2 standardized reading assessment approved by the State Board of Education;
3
- 4 • Students who demonstrate, through a student portfolio, that the student is
5 reading on grade level as evidenced by demonstration of mastery of the
6 Sunshine State Standards in reading equal to at least a Level 2 performance on
7 the FCAT;
8
- 9 • Students with disabilities who participate in the FCAT and who have an individual
10 education plan or a Section 504 plan that reflects that the student has received
11 the intensive remediation in reading for more than 2 years but still demonstrates
12 a deficiency in reading and was previously retained in kindergarten, grade 1,
13 grade 2, grade 3; OR
14
- 15 • Students who have received the intensive remediation in reading for 2 or more
16 years but still demonstrate a deficiency in reading and who were previously
17 retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years.
18 Intensive reading instruction for students so promoted must include an altered
19 instructional day based upon an academic improvement plan that includes
20 specialized diagnostic information and specific reading strategies for each
21 student. The district school board shall assist schools and teachers to implement
22 reading strategies that research has shown to be successful in improving reading
23 among low performing readers.
24

25 **2. Requests for good cause exemptions** for students from the mandatory retention
26 requirement shall be made consistent with the following:
27

- 28 • Documentation [through a Grade 3 portfolio](#) shall be submitted from the student's
29 teacher to the school principal that indicates that the promotion of the student is
30 appropriate and is based upon the student's academic record. Amended
31 07/01/05
32
- 33 • The State Board of Education adopted the following student portfolio guidelines
34 on January 21, 2003. To be accepted as meeting the portfolio option for
35 demonstrating mastery of the required reading skills, the student portfolio
36 contents must:
37
 - 38 ▪ be selected by the student's teacher;
 - 39 ▪ be an accurate picture of the student's ability and only include work that has
40 been independently produced in the classroom;
 - 41 ▪ include evidence that the benchmarks assessed by Grade 3 FCAT-SSS
42 Reading have been met:
 - 43 • This evidence includes multiple-choice items and passages that are
44 appropriately 60% literary text and 40% information text, and that are
45 between 100-700 words with an average of 350 words.
 - 46 • Such evidence could include:
 - 47 ○ chapter or unit tests from the district's/ school's adopted core reading
48 curriculum that are aligned with the Sunshine State Standards or
 - 49 ○ teacher-prepared assessments that are aligned with the Sunshine
50 State Standards.
 - 51 ▪ be an organized collection of evidence of the student's mastery of the
52 Sunshine State Standards Benchmarks for language arts that are assessed

by Grade 3 FCAT-SSS Reading. For each benchmark, there must be at least five (5) examples of mastery as demonstrated by a grade of "C" or above;

- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

- 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.
- Each school shall provide written notification to the parent of any 3rd grade student who is retained that his or her child has not met requirements for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child. FS 1008.25(7)(b)3.
- Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the District's summer camp; and appropriate teaching methodologies. FS 1008.25(7)(a).
- Each school will conduct a review of AIP's for all retained 3rd grade students who did not score above Level 1 on the FCAT Reading and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. FS 1008.25(7)(b)1.
- A student portfolio will be completed for each retained 3rd grade student. FS 1008.25(7)(b)1.
- Retained 3rd grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps. FS 1008.25(7)(b)2.
- Retained 3rd grade students will be provided a high-performing teacher as determined by student performance data and above satisfactory performance appraisals. FS 1008.25(7)(b)5.
- The District shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports that were provided to 3rd grade students who scored Level 1 on the Reading FCAT and were retained. FS 1008.25(7)(b)9.

- Retained 3rd grade students who can demonstrate that he or she is a successful independent reader, reading at or above grade level, and ready to be promoted to grade 4 may be promoted mid-year after careful evaluation by the principal. Evaluating any retained 3rd grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT as determined by the State Board. FS 1008.25(7)(b)4.

Mid-year promotion before November 1st of the school year:

1. Current Student Progression Plan Guidelines for Promotion will be followed:

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 student'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.

2. Successful completion of the Grade 3 portfolio to demonstrate mastery of the Grade 3 Reading Sunshine State Standards for Promotion to Grade 4 as outlined by the State Board of Education in compliance with Section 1008.25(6)(b)4 of the Florida Statutes.
3. The teacher/s, principal and parent/guardian should meet and be in agreement as to the mid-year promotion.

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.

The Superintendent should be notified in writing and authorize the assignment.

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

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

5. The student's cumulative record and report card must indicate, "mid-year grade placement."

The parent notification letter of the mid-year promotion should be placed in the student's cumulative folder.

Mid-year promotion after November 1st of the School Year:

1. To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - is a successful and independent reader as demonstrated by reading at or above grade level,
 - has progressed sufficiently to master appropriate fourth grade reading skills; and
 - has met additional requirements, as satisfactory achievement in the other curriculum areas as evidenced by the grade of “C” or above on the district progress report and/or report card in the core curriculum subjects of mathematics, writing, science and social studies.
2. The student must have completed one of the following:
 - Successful completion of the Grade 3 portfolio to demonstrate mastery of the Grade 3 Reading Sunshine State Standards for Promotion to Grade 4 as outlined by the State Board of Education in compliance with Section 1008.25(6)(b)4 of the Florida Statutes. In addition, there must be evidence that the student scored at or above grade level in reading comprehension consistent with the month of promotion to fourth grade. To accomplish this it would be necessary to administer the Grade 4 Group Reading Assessment and Diagnostic Evaluation (GRADE) test to provide the on-grade level evidence. (For example, if the test is given in December, the child must score 4.5 grade equivalent in reading comprehension.)
 - Successful completion of the Grade 3 and Grade 4 portfolios to demonstrate mastery of the Grade 3 Reading Sunshine State Standards for Promotion to Grade 4 as outlined by the State Board of Education in compliance with Section 1008.25(6)(b)4 of the Florida Statutes.
3. The Academic Improvement Plan (AIP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year. Authority: Section 1008.25(7)(b)4, F.S.
4. The mid-year promotion must be a joint agreement with the teacher, principal, parent and the Superintendent. Florida Statute 1003.02(1)(a) gives the school board the responsibility for admission, classification, promotion and graduation of students.

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.
5. The same guidelines will apply for the Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) students.

1 If an LEP student is involved, the LEP committee shall meet to document the
2 student LEP plan change.
3

4 After agreement has been reached regarding an exceptional student, an
5 Individual Education Plan meeting must be held prior to placement in the new
6 assignment. The long-range academic, social, and emotional effect of the
7 decision shall be considered.
8

9 6. The district mid-year promotion letter must be sent by the principal to the
10 involved teachers and the parents/guardian. The Superintendent must
11 receive a copy for approval. A copy should also be placed in the student's
12 cumulative folder.
13

- 14 • Retained 3rd grade students who have received intensive instructional services
15 but are still not ready for grade promotion must be offered the option of being
16 placed in a transitional instructional setting. Such a setting shall specifically be
17 designed to produce learning gains sufficient to meet grade 4 performance
18 standards while continuing to remediate the areas of reading deficiency. FS
19 1008.25(7)(b)10.

- 20 • Retained 3rd grade students will be provided at least one of the following
21 instructional options: supplemental tutoring in research-based reading services;
22 a "Read at Home" plan outlined in a parental contract, including participation in
23 "Families Building Better Readers Workshops" and regular parent-guided home
24 reading; and/or a mentor or tutor with specialized reading training.
25 FS 1008.25(7)(b)6
26

27 Amended 07/01/05
28

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

- 30 1. Students, to include LEP students, who miss more than fifteen (15) days per
31 semester will **not** be promoted except as follows:
32
33
 - 34 ▪ If medical evidence is presented to the principal from a competent medical
35 authority to excuse absences in excess of fifteen (15) days.
36
 - 37 ▪ Extenuating circumstances as determined by the principal based on
38 recommendations of teachers, counselors, or Student Services workers.
39
- 40 2. School activities shall not be counted as absences. Assigned work shall be turned in
41 on the day indicated by the teacher.
42

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

44 **1. LEP Students**

Revised 6/27/00

- 45 ▪ An LEP student may be retained when there is lack of academic progress in
46 grade level concepts.
- 47 ▪ The LEP committee shall meet to document the evidence indicating lack of
48 academic progress and to recommend retention. The parent/guardian shall be
49 invited to attend.
50
51
52

- 1 ▪ The teacher(s) must show extensive documentation of the ESOL strategies used
- 2 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 English
- 5 proficiency.

7 2. **Students with Disabilities**

9 a. **504 Students** Amended 07-01-04

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

13 b. **ESE Students**

15 A student enrolled in ESE **must** meet either the Sunshine State Standards or
16 the Sunshine State Standards for Special Diploma at the Independent,
17 Supported, or Participatory level. Amended 07/21/98, 07/01/05

19 I. **Remediation Programs** Amended 07-15-03

21 1. **Program Description**

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

29 Remedial and supplemental instructional resources must be allocated as follows:
30 First, to students who are deficient in reading by the end of grade 3, and second to
31 students who fail meet performance levels required for promotion. FS 1008.25(3).

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

- 35 ▪ tutoring
- 36 ▪ classroom organization
- 37 ▪ instructional alternatives
- 38 ▪ assignment alternatives-adaptations
- 39 ▪ ESE referral
- 40 ▪ before/ after school instruction
- 41 ▪ summer school
- 42 ▪ other (see Florida Statute 1008.25).

44 2. **K-5 Continuous Progress Program**

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

- 50 ▪ teacher recommendation,
- 51 ▪ participation necessary to maintain continuous academic
52 progress,

- score within Achievement Level 1 or 2 on FCAT-SSS,
- score in the lowest quartile of the FCAT-SSS,
- score below the 25th 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

3. **READ Initiative** (Adopted 07/01/04, Amended 07/01/05)

The focus of the Reading Enhancement and Acceleration Development (READ) Initiative [FS 1008.25(7)(b)7; FS1008.25(7)(b)8g] is to prevent the retention of Grade 3 students and to offer intensive accelerated reading instruction to:

- Grade 3 students who failed to meet standards for promotion to Grade 4
- Each K-3 student who is assessed as exhibiting a reading deficiency.

The READ Initiative must:

- be provided to all K-3 students at risk of retention as identified by the Dynamic Indicators of Basic Literacy Skills (DIBELS), School Readiness Uniform Screening System (SRUSS), Early Reading Diagnostic Assessment (ERDA), Diagnostic Assessments of Reading (DAR), and/or Group Reading Assessment and Diagnostic Evaluation (GRADE) that measures phonemic awareness, phonics, fluency, vocabulary and comprehension.
- be provided during regular school hours in addition to the regular reading instruction.
- provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
- provide a state-identified reading curriculum (Scott Foresman Reading) that:
 1. assists students with a reading deficiency in developing the ability to read at grade level
 2. provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension
 3. provides scientifically based and reliable assessment
 4. provides initial and ongoing analysis of each student's reading progress
 5. is implemented during regular school hours.

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

1. The state requires that all students K-5 have a 90-minute reading block that includes initial instruction and differentiated instruction (ii). Scott Foresman Reading is the district's core reading program. Research-based supplemental materials should be used to reinforce the initial instruction and provide differentiated instruction.
2. Extra time for immediate intensive intervention (iii) must be provided for students who are having difficulty. Suggested materials – Research-based materials that teach the areas of deficits as determined by a diagnostic test: Soar to Success, Quick Reads, Elements of Vocabulary, Elements of Fluency, Making Words,

1 Earobics Literacy Launch, Leap Pad materials, Phonics and Word
2 Study, Sequential Systematic Phonics.

- 3 3. Screening, progress monitoring, and diagnostic assessments must be
4 used in order to guide instruction.
- 5 4. Screening – DIBELS, Scott Foresman Placement Test, FCAT
- 6 5. Progress Monitoring – DIBELS, Scott Foresman Chapter tests
- 7 6. Diagnostic – DRA, DAR, ERDA, GRADE
- 8 7. The teacher-student ratio is the same as other students.
- 9 8. An Academic Improvement Plan (AIP) should be written for any child
10 that is not on grade level. When determination is made that a child is
11 not on grade level, no matter what time of year, an AIP should be
12 written that is driven by a diagnostic assessment.
- 13 9. Students in Grade 3 who score Level 1 on the FCAT reading test
14 must be offered the opportunity to attend a Summer Reading Camp.

15 16 17 **Tier 2 Students – Students Retained Once in Grade 3 – READ Initiative**

- 18
- 19 1. Students may have a reduced student-teacher ratio.
- 20 2. Students must be provided a minimum of 90-minutes of daily,
21 uninterrupted, scientifically-based reading instruction which includes
22 small group instruction. Immediate Intensive Intervention should
23 continue after the 90 minute block.
- 24 3. The students must be provided a different curriculum from the year
25 before. The supplemental materials may be different. The core
26 reading program may be the same.
- 27 4. Screening, progress monitoring, and diagnostic assessments must be
28 used in order to guide instruction.
 - 29 ▪ Screening – DIBELS, Scott Foresman Placement Test, FCAT
 - 30 ▪ Progress Monitoring should be on-going and weekly – DIBELS,
31 Scott Foresman weekly tests, timed readings, or observations.
 - 32 ▪ Diagnostic measures are required – DRA, DAR, ERDA, GRADE
- 33 5. All students retained must have an AIP. The AIP must be driven by a
34 diagnostic assessment.
- 35 6. The teacher must review the student's previous AIP to address
36 additional needed supports and services.
- 37 7. A child retained in Grade 3 must have an ongoing portfolio that meets
38 the state portfolio requirement.
- 39 8. A child who scores Level 1 on the FCAT reading test must be offered
40 attendance in a Summer Reading Camp.
- 41 9. All students may be assigned a trained volunteer or mentor and/or
42 assign someone to tutor each student on deficit areas.
- 43 10. Students should be provided on-grade level work for the subject areas
44 that are not at risk. An option is a 3rd – 4th grade transition class.
- 45 11. A student may be promoted mid-year, following the district's mid-year
46 promotion policy.
- 47 12. A student may be placed in a transitional instructional setting.
- 48 13. Before school, after school, Saturday School and extended year
49 programs with research-based materials and certified teachers to tutor
50 and remediate students must be provided.
- 51 14. Retained third grade students should be provided a high-performing
52 teacher as determined by student performance data and above-

1 satisfactory performance appraisals. A first year teacher may not
2 instruct Grade 3 retained students.
3

4 Tier 3 Students – Students Retained Twice in Grade 3

5 Intensive Acceleration Class

- 6 1. The Intensive Acceleration Class must be provided to any Grade 3
7 student scoring Level 1 on FCAT reading who was retained in third
8 grade the prior year because of scoring Level 1 on FCAT reading.
9 This means the Grade 3 student is in Grade 3 for the third time. This
10 transitional instructional setting must specifically be designed to
11 produce learning gains sufficient to meet Grade 4 performance
12 standards while continuing to remediate the areas of deficiency.
13
- 14 2. There must be a reduced class size. The class size must be smaller
15 than the other Grade 3 classrooms.
- 16 3. The student must be provided with an uninterrupted daily reading
17 instruction for the majority of the student contact time and incorporate
18 opportunities to master the Grade 4 Sunshine State Standards in
19 other core subject areas. The state requires a 180 minute reading
20 block with at least 90 minutes of uninterrupted time. Computer time to
21 reinforce and remediate should occur in addition to the 180 minute
22 reading block.
- 23 4. The student must be provided a different CORE curriculum from the
24 year before. The CORE reading program must be one that is
25 research based and has proven success teaching the five
26 components of reading and accelerating reading achievement by two
27 years in one school year. Reading Mastery is the program that has
28 been chosen to meet this criteria.
- 29 5. Differentiated materials that are research based materials should be
30 used to reinforce the initial instruction. These materials should teach
31 the areas of deficits. This instruction should take place in the initial
32 instruction and the immediate intensive intervention reading block.
33 Suggested materials are: Quick Reads, Elements of Vocabulary,
34 Elements of Fluency Making Words, Phonics and Word Study,
35 Sequential Systematic Phonics, Leap Pad materials, Earobics
36 Literacy Launch, Voyager Passport.
- 37 6. Students should be provided intensive language and vocabulary
38 instruction using a scientifically research-based program. The teacher
39 should include the speech language pathologist in designing the
40 Intensive Accelerated Class. The speech language pathologist could
41 work with students whose diagnosed reading deficiencies might best
42 be addressed by a speech language pathologist.
- 43 7. The student must have an AIP. The AIP must be driven by a
44 diagnostic assessment.
- 45 8. The student must have an ongoing portfolio that meets state portfolio
46 requirements. This portfolio must contain evidence of mastery of
47 benchmarks as well as other information to inform parents and
48 teachers of the student's proficiency, such as results of diagnostics
49 and progress monitoring.
- 50 9. The student should be provided grade level work for the subject areas
51 that are not at risk.
- 52 10. A 3rd – 4th grade transition class is an option.

11. The teacher must be a high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.
12. The para-professional working in this classroom should be trained on materials and strategies used in the classroom.
13. The student must be given weekly progress monitoring measures to ensure progress. The weekly monitoring can be accomplished through the Reading Mastery weekly tests, timed readings, informal classroom assessments or observations.
14. The student must be given the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The student must be registered with the state Progress Monitoring and Reporting Network (PMRN).
15. The student should be given a diagnostic assessment that meets psychometric standards. The GRADE is the diagnostic test to be used.
16. The progress of the student must be reported to the Department of Education at the end of the first semester.

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.

4. Summer Reading Camp (Adopted 07-01-04)

Beginning April 2003, school districts were directed by the Department of Education to provide a "research-based intensive summer reading activities for all students who

1 have failed to meet third grade promotion standards. Such reading camps should be
2 available to all third grade students who score Level 1 on the reading portion of the
3 Florida Comprehensive Assessment Test (FCAT) and focus on intensive intervention
4 in reading.”

5
6 Priority should be given to students who are deficient in reading by the end of Grade
7 3. The next priority is to serve students in other grade levels who fail to meet
8 performance levels required for promotion as outlined in the Student Progression
9 Plan.

10

1 **IV. REPORTING STUDENT PROGRESS**

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

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

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

18 Florida Statute 1008.25(5)(c) specifies that beginning with the 2002-2003
19 school year, the parent of any student in K-3 who exhibits a substantial
20 deficiency in reading must be notified in writing immediately of the following:

- 21 ▪ That his or her child has been identified as having a substantial
22 deficiency in reading and state the exact nature of the difficulty
- 23 ▪ A description of the current services that are provided to the child
- 24 ▪ A description of the proposed supplemental instructional services
25 and supports that will be provided to the child that are designed to
26 remediate the identified area of reading deficiency.
- 27 ▪ That if the child's reading deficiency is not remediated by the end
28 of Grade 3, the child must be retained unless he or she is exempt
29 from mandatory retention for good cause.
- 30 ▪ Strategies for parents to use in helping their child succeed in
31 reading proficiency.
- 32 ▪ That the FCAT is not the sole determiner of promotion.
- 33 ▪ That additional evaluations, portfolio reviews, and assessments
34 are available
- 35 ▪ And the District's specific criteria and policies for mid-year
36 promotion.

37
38 **B. Report Cards** Amended 07/15/03

39 Florida Statute 1003.33(1) requires that district report cards for all
40 elementary school students must clearly grade or mark:

- 41 ▪ the student's academic performance in each class or course in
42 grades 1-12 (based upon examinations as well as written

1 papers, class participation and other academic performance
2 criteria);

- 3 ▪ the student's conduct and behavior; and
- 4 ▪ the student's attendance, including absences and tardiness.

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

- 9
- 10 ▪ All schools shall use a standard report card appropriate for the level
- 11 (K, 1-2, 3-5) as the primary means of reporting student progress.
- 12 ▪ With the approval of the Superintendent and the School Board,
- 13 schools may develop additional or supplementary instruments, which
- 14 may be used in conjunction with the standard report card.

Amended 7/29/97 & 6/25/99

- 15
- 16 ▪ Report cards shall be issued for all students, K-5, at the close of each
- 17 grading period. Amended 6/30/92
- 18 ▪ Progress Reports may be issued at the end of the extended year
- 19 programs and services, i.e., summer school, Saturday school, before
- 20 and after school programs. Adopted 6/27/00
- 21 ▪ Parents are to be notified in writing midway during the nine-week
- 22 grading period as to the progress of their child. This progress report
- 23 will be sent home following the district progress report calendar. The
- 24 district Progress Report and/or district-approved electronic Progress
- 25 Report form may be used for this notification. Amended 12/06/05
- 26 ▪ Parents are to be notified in writing midway during a nine week
- 27 grading period or at any time during a grading period when it is
- 28 apparent that the student may not pass or is performing
- 29 unsatisfactorily in any course or grade level. The county Progress
- 30 Report and/or approved electronic Progress Report form will be used
- 31 for this notification.

Amended 6/15/99 & 6/27/00

32

33

34 Report cards for Limited English Proficient (LEP) students must be in the primary

35 language of the parent/guardian, whenever feasible. Amended 7/27/00 These

36 primary language report cards are to be attached to the English report card.

37

38 An Exceptional Student Education (ESE) report card may be used for students

39 identified as Profoundly Mentally Handicapped, Trainable Mentally Handicapped, or

40 Autistic at the discretion of the school principal. Amended 07/01/05

41

42 **C. General Rules of Marking**

43

44 **Report Card Grades** Amended 07/01/04:

- 45 1. Teachers will determine report card grades that provide the student and the
- 46 student's parents(s)/guardians(s) with an objective evaluation of the student's
- 47 scholastic achievement, and effort.
 - 48 ▪ Marks are based on the quality of student performance relative to
 - 49 expected levels of achievement of the Sunshine State Standards that
 - 50 the teacher observes and evaluates.

- 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,
 11 oral tests and skill tests requiring demonstrations);
 12 ▪ alternative methods (portfolios and performance assessment).

13
 14 2. The teacher will record a sufficient number of grades/marks to justify the
 15 marking-period grade/mark. A marking-period grade is not based solely on a
 16 single project. Passing grades on report cards indicate that the student is
 17 working within a range acceptable for the grade or subject, unless the subject
 18 is clearly identified as remedial.

19
 20 3. To receive a report card a student shall have been enrolled in school at least
 21 ½ of the forty-five day grading period as established by the official school
 22 calendar. If an elementary 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
 25 attendance record. If a student withdraws, he shall be issued a grade on the
 26 withdrawal form as of the date of withdrawal. Amended 7/2/96 & 6/27/00

27
 28 4. Students are to receive grades in all subjects in which they have received
 29 instruction that grading period.

30
 31 5. Change of Grades

32
 33 Once a grade has been entered into a report card or electronically entered
 34 into a system for the preparation of report cards, then any and all grade
 35 changes should be made as follows:

36
 37 REQUEST BY TEACHER FOR GRADE CHANGE:

- 38
 39 • If the teacher who has made, entered or reported the grade feels it
 40 necessary to change the grade, he or she must submit a request in
 41 writing to the principal for a grade change.
 42
 43 • Whether the basis for the change is a mistake at the time of entry, or
 44 reconsideration of the assessment materials and evaluative sources,
 45 the teacher shall demonstrate in the writing the rationale, basis and
 46 support for the grade as intended to be entered on the change.
 47
 48 • The principal shall consider the request made by the teacher, and
 49 meet with the teacher as the principal deems necessary, and
 50 determine whether to make the change as requested.
 51

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- The principal shall determine the request in writing and provide a written explanation as to the basis for the determination to the requesting teacher.
- Following the direction of the principal, the grade may be changed or left unchanged. Only if directed by the written notification of the principal, may the teacher entered grade be changed.
- Should a change in grade be directed after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

CHANGE OF GRADE WITHOUT TEACHER REQUEST:

- If a Principal considers changing a report card grade made, entered or reported by a teacher, he or she must report in writing to the teacher that he or she is considering a student report card grade change.
- The teacher will be afforded an opportunity in writing to present the rationale, basis and explanation for the grade as was entered.
- The principal shall consider the teacher’s written support in making the grade.
- If the principal should determine to leave the grade as was entered unchanged, the principal need take no further action. If the principal determines to make a grade change over the teacher’s objection, the principal shall set forth in writing the reason for the grade change, and provider therein a basis for the change of grade.
- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.
- Should a change in grade be directed by the principal; after the student and parent(s)/or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

D. Description and Definition of Marks Amended 07-15-03

Schools shall adhere to the following evaluation plan for grading and reporting student progress. The same evaluation plan applies to Limited English Proficient (LEP).

Amended 6/15/99, 6/27/00, & 6/19/01

Kindergarten – Grade 5

- + Demonstrates Consistently
- / Learning and Developing

-	Area of Concern	
*	Working Below Grade Level	
#	ESE Modified Curriculum	
<	ESE/ ESOL Accommodations	Amended 07-15-03, 07-01-04

Grades 1-2

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

O	Outstanding
S	Satisfactory
N	Needs Improvement

Grades 3-5

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

<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

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

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

O	Outstanding
S	Satisfactory
N	Needs Improvement

F. 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 understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum accommodations.

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

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

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

F. District/ State Assessment Programs Amended 07-15-03

All students must participate in all regular district and state assessments for accountability purposes (FS 1008.22, 1008.25(4)(a)). Each student in grades 1-3 must participate in the GRADE test as a pre-test in August/September and as a post-test in May.

Beginning with the 2002-2003 school year, all school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each kindergarten student in the district school system upon the student's entry into kindergarten. FS 1008.21

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

Adopted 6/19/01

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

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

1. LEP Students

The LEP Committee will review each ESOL student's progress to determine whether an accommodation is necessary. Test accommodations, based on the recommendations of the LEP Committee, may include: flexible setting, flexible scheduling, flexible

1 timing, English/heritage language dictionary, and assistance in the
2 heritage language.

3
4 **2. Students with Disabilities**

5
6 **a. 504 Students** Amended 07-01-04

7 Students with 504 plans may receive accommodations on both district
8 and state assessments. The student's Section 504 Plan should
9 address the accommodations that are regularly provided for
10 classroom activities and assessment and should guide decisions on
11 accommodations for specific test situations. However, allowable
12 accommodations for statewide tests are limited to those listed in the
13 State Board Rule and the state test administration manuals.

14
15 Accommodations may include: flexible setting, flexible scheduling,
16 flexible timing, flexible responding, flexible presentation, and/ or
17 flexible format.

18
19 **b. ESE Students**

- 20 ✓ Test accommodations during district/state testing
21 will be implemented as specified in the student's
22 IEP. Amended 07/01/05

23
24 **H. Exemptions from District/State Assessments for**
25 **Special Program Students**

26
27 **1. LEP Students**

28
29 An LEP student whose Home Language Survey (HLS) date precedes a
30 district/state testing date by less than one year may be exempted
31 individually by specific action of the LEP Committee. **It is strongly**
32 **recommended all be tested.** A district-approved alternate assessment
33 must be administered to those LEP students who have been exempted
34 from a district and/or state assessment. Adopted 07/01/02

35
36 **2. Students With Disabilities**

37
38 **a. 504 Students**

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

41
42 **b. ESE Students**

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

- 47 • the student demonstrated cognitive ability prevents the
48 student from completing required coursework, and achieving
49 the benchmarks of the Sunshine State Standards, even with
50 appropriate and allowable accommodation; AND
51 • the student requires extensive direct instruction to
52 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.

I. Annual Report in Local Newspaper Adopted 07-15-03

Beginning with the 2002-2003 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- the district school board's policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT;
- by grade, the number and percentage of all students retained in grades 3 through 10;
- information on the total number of students who were reported for good cause by each category of good cause as specified in FS 1008.25 (6)(b);
- any revisions to the district school board's policy on student retention and promotion from the prior year. FS 1008.25 (8)(b).

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



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**2005-2006
MIDDLE SCHOOL
STUDENT PROGRESSION PLAN**

Grades 6-8

Effective July 01, 2005

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

SCHOOL BOARD MEMBERS

CHAIRMAN

Thomas E. Chalifoux, Jr.
Tom Greer
John McKayDavid E. Stone
Jay Wheeler

SUPERINTENDENT

Blaine Muse

STUDENT PROGRESSION PLAN TASK FORCE

Melba Luciano, Assistant Superintendent

CURRICULUM AND INSTRUCTION

Angela Marino, Coordinator

John Boyd, Instructional Research and Evaluation Specialist

OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY

(407) 870-4056

MIDDLE SCHOOL CONTRIBUTORS

Annalee Meadows, Director of Secondary Programs

Paula Evans, Principal, Kissimmee Middle School

OTHER PROGRAMS CONTRIBUTORS

Penny Collins, Director of Exceptional Student Education

Daryla Bungo, Director of Student Services

Dalia Medina, Coordinator of Multicultural Education

Don L. Miller, Director of Special Programs

Beth Rattie, Director of Alternative Programs

Sonia Esposito, Coordinator of Charter and Choice Schools

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1 **I. ENTRY AND ATTENDANCE REQUIREMENTS**

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

7
8 **A. Initial Entry Requirements**

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

12
13 **1. Evidence of Age** Amended 6/27/95, 07-15-03

14
15 Florida Statute 1003.21 requires that students enrolling in Florida public schools
16 must present evidence of their age. Evidence submitted shall be a valid birth
17 certificate, or other documentation of birth, as listed in Florida Statute 1003.21.

18
19
20 *If a passport or immigration document is used as evidence of age, it may not be
21 duplicated. Only a notation may be placed in the student's record. Adopted
22 6/27/00.

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

26
27 **a. Certificate of Physical Examination** Amended 6/30/92

28
29 A certificate of a physical examination within the twelve-month period
30 immediately proceeding enrollment shall be presented before a child is
31 allowed to attend classes. The certificate shall be signed by a licensed
32 practicing physician, or an Advanced Registered Nurse Practitioner certifying
33 that the student has no contagious or communicable disease which would
34 warrant the student's exclusion from public schools. A Physician's Assistant
35 operating under the supervision of Osceola County Public Health Director
36 may also sign the certificate. Amended 6/27/95

37
38 Students, other than children of military personnel, transferring from a foreign
39 country must possess an examination certificate issued within the United
40 States.

41
42 **Exceptions:**

- 43 ▪ The student was previously enrolled in a Florida school.
- 44 ▪ Parental objections on religious grounds are in writing.

45
46
47
48 **b. Immunization** Amended 7/21/98, 07-15-03

49
50 Each student who is otherwise entitled to admittance to an Osceola County
51 School, shall be required to present a certificate of immunization on a Florida
52 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 1003.22.

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 6-8

All required immunizations and Hepatitis B (series of 3) and Tetanus/Diphtheria (TD) booster Amended 07/01/02, 07-01-04

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 student 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

1 program. If a student transfers from a school or program other than a regionally
 2 accredited institution or with inadequate or incomplete records, placement will be
 3 based upon the information available, including any or all of the following:

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

16
 17 **2. Placement of Transfer Students – Grades 6-8** Amended 07/01/02

18
 19 A student in grades 6-8 who transfers from any other public school in the
 20 United States or a foreign country is placed in comparable classes and all
 21 records from the previous school are accepted.

22
 23 **3. Students Who Are Not Residing with Their Natural Parents or Legal
 24 Guardians**

25
 26 Any student wishing to enroll in school who is not residing with his or her
 27 natural parent or legal guardian shall have the responsible adult with whom
 28 the student is living sign an Affidavit of Responsibility form available through
 29 Student Services at the District Office. The responsible adult shall present
 30 proof that he or she has parental consent or legal right to accept
 31 responsibility. Parental consent shall be notarized.

32
 33
 34 **4. Student Custody**

35
 36 Any person or agency who has been given exclusive care, custody, or control
 37 over any student by order of any court having jurisdiction to enter such order,
 38 may provide a certified or otherwise authenticated copy of such order,
 39 Marriage Certificate, or other extraneous criteria not covered by specific rule,
 40 to the principal of the school in which each student is enrolled. The order
 41 shall be placed in the student's official records and thereafter such person or
 42 agency shall be recognized for all purposes as the sole parent or guardian of
 43 the student until such time as subsequent or additional orders changing such
 44 status are likewise provided.

45
 46 Implementation: 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198; 316.003
 47 (62); 1000.01, 1000.04, F.S.; SBR 6A-6.311 and 6A.6341 and 1001.42 (5),
 48 F.S.

1 **5. Limited English Proficient (LEP) Students**
 2

3 For a student identified as Limited English Proficient (LEP) and transferring
 4 from a school in another country, placement must comply with appropriate
 5 procedures for students in the English for Speakers of Other Languages
 6 (ESOL) programs found in the ESOL Program Procedures.
 7

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

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

22 **6. Student with Disabilities**

23 **a. 504 Students**

24 A transferring 504 student is a student who was previously enrolled in any
 25 other school or agency with an active 504 plan and who is enrolling in a
 26 Florida school district. Upon notification that a transferring student is one
 27 with an active 504 Plan, the receiving school must review the existing 504
 28 Plan and must revise as needed.
 29

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

- 31 ▪ A transferring ESE student is one who was previously enrolled as an
 32 ESE student in any other school or agency and who is enrolling in a
 33 Florida school district or in an educational program operated by the
 34 Exceptional Student Education Department through grants or
 35 contractual agreements.
 36
- 37 ▪ An ESE student who is transferring from one Florida public school
 38 district to the School District of Osceola County who has a current
 39 Individual Education Plan including Gifted Students (IEP/GEP) will be
 40 placed in the appropriate educational program(s) consistent with the
 41 plan. The receiving school **must** review and may revise the current
 42 IEP/GEP as necessary.
 43
- 44 ▪ An ESE student who is transferring from an out-of-state public school
 45 and has a current IEP as well as evaluation data necessary to
 46 determine that the student meets Florida's eligibility criteria for
 47 special programs will be placed immediately in the appropriate
 48 educational programs(s) with a permanent assignment. An ESE
 49 student who is transferring from an out-of-state public school and has
 50 ESE documentation will be placed immediately in the appropriate
 51 educational program(s) with a temporary assignment. In both cases,
 52

the receiving school **must** review the current IEP and may revise the document as necessary. Amended 07/01/05

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

- Home education students are eligible to participate in interscholastic extracurricular student activities. The school principal will establish guidelines for participation pursuant to Florida Statute 232.425 (3)(c), and these guidelines will be made available to home education students choosing to participate in interscholastic extracurricular activities. Adopted 07/02/96

C. Attendance Guidelines

School attendance is the direct responsibility of parent(s)/guardian(s) as required by Florida Statute 1003.24. 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. Amended 07-15-03

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. Amended 07/01/05

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:

1 **a. Excused Absences**

2
3 Absences shall be excused for the following reasons:

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

8
9 If there is a reasonable doubt concerning the illness claimed, the principal
10 shall be authorized to require a statement from an accepted medical
11 authority. Failure to comply with this requirement shall result in the absence
12 being “unexcused.”

13
14 The Principal of a school shall have sole discretion as to how absences shall
15 be reported to the school. The parent or legal guardian shall report absences
16 through a telephone call, a handwritten note, or both as determined by the
17 Principal. Adopted 6/19/01

18
19 In cases of excused absences, the student shall be allowed to make up the
20 work and teachers of the students shall give every reasonable assistance.

21
22 Make-up work shall be completed during a period of time equal to at least
23 twice the time for which the absence is excused, unless the teacher allows
24 more time.

25
26 **b. Permitted Absences**

27
28 “Permitted” absences may be granted. Only the principal shall have the
29 authority to grant “permitted” absences and then only after he or she has
30 considered the merits of each case. It shall be the principal’s responsibility to
31 give to the parents a copy of the School Board rules pertaining to permitted
32 absences.

33
34 Arrangements for make-up work shall be made in advance with the instructor
35 of classes to be missed. The student shall assume complete responsibility
36 for the make-up work. The teachers shall cooperate by making assignments,
37 grading materials, and recording grades. The teacher shall set a timeline for
38 receiving the student’s work for credit, and this timeline will not exceed twice
39 the number of days of absence.

40
41 **Examples of situations warranting “permitted” absences include:**

- 42 ▪ attendance at an important public function,
43 ▪ attendance at church meetings, or observances of religious
44 holidays,
45 ▪ travel with parents in urgent circumstances,
46 ▪ attendance at non-school conventions or conferences,
47 ▪ other situations with parental permission and the approval of the
48 principal, or
49 ▪ participation in a non-instructional activity.

50
51 **A student who wishes to participate in a non-instructional activity must:**

- 52 ▪ meet the academic requirements as set forth by the School Board,

- make arrangements, in advance, with the teacher for missing classes, and
- accept the responsibility for making up time and work.

c. Unexcused Absences

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

- Upon each unexcused absence, the Principal or designee shall contact the student’s parent or guardian to determine the reason for the absence.
- If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student’s primary teacher shall report to the principal or designee that the student may be exhibiting a 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 984.151) Amended 07-15-03

2. Students with Disabilities

a. 504 Students Amended 07-01-04

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 committee must also determine a reasonable course of action, which may include the possible waiver of the attendance guidelines in determining grades, as well as consideration of a change of placement.

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

b. ESE Students

All exceptional students will follow regular education attendance procedures.

In the case of an ESE Student with excessive absences, an IEP team meeting must be conducted to determine whether or not the absences are related to the student’s disability. If the IEP team determines that the excessive absences **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.

1 If questions arise regarding this rule, principals will grant the
2 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the
3 principal's decision to the Superintendent should a conflict arise.
4

5 **D. Student Withdrawals**

6
7 **1. Student Withdrawals During the Last Two Weeks**
8 **of the School Year**
9

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

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

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

21 Florida Statute 1002.41 permits parents to choose to place their children in a
22 home instruction program in lieu of public school. The requirements of the
23 law will be monitored through Student Services. Revised 7/23/91, Amended
24 7/21/98, 6/27/00, & 07-15-03
25

26 To withdraw a student for enrollment in a home education program,
27 parent(s)/guardian(s) must initiate the withdrawal process at the school and
28 notify the Superintendent of Schools in writing of the intent to provide home
29 education for the student.
30

31 **3. Student Withdrawals, Exceptional Student Education (ESE)**
32 **(Adopted 07/01/05)**
33

34 A child who is receiving services through Exceptional Student Education
35 (ESE) shall not be withdrawn without prior parental notification, a staffing
36 meeting with parents or guardians to discuss the educational impact of such
37 a decision for the student to withdraw, and all requirements relative to due
38 process have been completed.
39

40 In cases where at least two (2) good faith, but unsuccessful attempts to notify
41 parents or guardians of the student have been documented, and with the
42 approval of the Director of Exceptional Student Education, the student maybe
43 withdrawn by the school.
44

1 **II. PROGRAM DESCRIPTION**

2

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

4

5 The Sunshine State Standards (6A-1.09401 State Board Rules) are

6 benchmark standards that describe what students should know and be able

7 to do at four progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects

8 of:

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

14

15 Osceola District Schools shall provide appropriate instruction to assist

16 students in the achievement of these standards. The Sunshine State

17 Standards/Grade Level Expectations have been incorporated within the

18 Osceola County Curriculum Frameworks and are on file in the Administrative

19 Center and are in use at each school. Adopted 9/17/96, Amended

20 6/15/99

21

22 District Grade Level Expectations are based upon the state Grade Level

23 Expectations and identify what each student should know and be able to do

24 by the end of each grade.

25

26 **1. General Academic Requirements**

27 The following areas of study are required for each student, grades 6-8:

28 Amended 6/15/99, 6/27/00, & 07/01/02

29

30 **Grade 6**

31 Language Arts	31 1 year
32 Mathematics	32 1 year
33 Comprehensive Science	33 1 year
34 Geography: Africa, Oceania, and Asia	34 1 year
35 Electives as offered by each school	

36

37 **Grade 7**

38 Language Arts	38 1 year
39 Mathematics	39 1 year
40 Comprehensive Science	40 1 year
41 Geography: Europe and the Americas	41 1 year
42 Electives as offered by each school	

43

44 **Grade 8**

45 Language Arts	45 1 year
46 Mathematics	46 1 year
47 Comprehensive Science	47 1 year
48 United States History, including Florida History	48 1 year
49 Electives as offered by each school	

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2. Electives

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

Art	Band
Career & Technical Education	Foreign Language
Music	Reading
Writing Skills	

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.

4. Physical Education

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

5. Computer Literacy

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

6. Dual Enrollment in High School Courses

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

- The teachers of these courses have the appropriate certification(s) in the subject(s) offered.
- The textbook, the district performance standards, and the grading policy are the same as for the high school course.
- These courses must be level II or above as outlined in The Florida Course Code Directory.
- Dual enrolled students must adhere to high school attendance requirements for receiving credit.
- In order to receive high school credit, the student must earn a final grade of an "A" or "B."
- Students will be limited to the transfer of no more than four high school credits earned prior to entry into the ninth grade.
- Grade 8 students who earn credit through dual enrollment will meet requirements for promotion to high school.
(Amended 6/30/92, 6/29/93, 7/21/98, 6/15/99, 6/19/01 & 07/01/02)

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

3 Amended 07-15-03

4
5 A comprehensive program of general education when implemented
6 effectively enables students to make maximum use of their educational
7 opportunities and to function effectively as productive individuals.

8
9 The District School Board shall assist schools and teachers in the
10 implementation of research-based reading activities, FS 1008.25(4)(b).

11
12 The School District of Osceola County Curriculum Guidelines also reflect the
13 priorities of the Florida K-20 education system.

14
15 **B. Special Programs**

16
17 **1. Limited English Proficient (LEP)** Revised 7/21/98 & 6/27/00

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

26
27 **Home Language Survey (HLS) and identification criteria** Revised 6/27/00

- 28 ▪ A student with all NO responses on the HLS is considered non-
29 limited English proficient.
- 30 ▪ A student with any YES response is referred for English language
31 proficiency assessment.
- 32 ▪ A student with a YES response to question #1 only is temporarily
33 placed in non-ESOL classes until English language proficiency
34 assessment is completed.
- 35 ▪ A student with a YES response to question #2 and/or #3 is
36 temporarily placed in ESOL classes until English language
37 proficiency assessment is completed.
- 38 ▪ The grade level appropriate Idea Oral Language Proficiency Test
39 will be used to determine oral/aural English ability and is to be
40 administered within the first 20 days after registration date.

41
42 Students in grades 4-12 found to be fluent English speaking will be given a
43 nationally-normed, standardized reading and writing test, within 20 days of
44 the oral/aural test for further assessment of their English ability.

- 45
46 ▪ Exceptional students (ESE) with any YES response shall be
47 reviewed by a joint ESE/LEP committee to determine appropriate
48 ESOL assessment and placement.
- 49 ▪ Pre-K students with any YES response are considered LEP until
50 the English language assessment is administered in Kindergarten.
- 51 ▪ PEEP Pre-K students with any YES responses shall be reviewed
52 by a joint ESE/LEP committee to determine ESOL status.

1
2 Every Limited English Proficient student is entitled to equal access to all
3 academic, categorical, and federal programs offered by the School District of
4 Osceola County. The amount of time the LEP student is assigned to the
5 program(s) shall be comparable to the time assigned to a non-LEP student
6 under similar conditions. An updated LEP student's class schedule must be
7 maintained in the LEP Portfolio as part of the student permanent record.
8 Adopted 6/27/00
9

10 Limited English Proficient students are taught by subject area teachers
11 following the corresponding district curriculum. The instructional personnel
12 provide appropriate and individualized instruction to students through the use
13 of ESOL teaching strategies, appropriate instructional materials, curriculum
14 accommodations, and testing accommodations. The ESOL accommodations
15 are documented in the teacher's lesson plans as evidence that
16 understandable instruction is being provided. Adopted 6/27/00
17

18 Schools with fifteen (15) or more LEP students who speak the same home
19 language must have at least one bilingual teacher assistant or bilingual
20 teacher proficient in English and the home language of the students. The
21 ESOL teacher assistant's (or bilingual teacher's) primary assignment is to
22 offer the LEP students additional help in the basic content areas under the
23 supervision of the basic subject area teacher. Adopted 6/27/00
24

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

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

33 **3. Gifted Education**

34 For a middle school student enrolled in the gifted program, a qualitatively
35 different curriculum consists of carefully planned, coordinated learning
36 experiences that extend beyond the basic curriculum to meet the specific
37 learning needs of the student.
38

39 Middle school students identified as Gifted have an Educational Plan (GEP)
40 that outlines goals and strengths, and provides direction for the instructional
41 program. The differentiated instructional program includes advanced-level
42 content, acceleration, and enrichment that incorporate the student's special
43 abilities and interests. Amended 07/01/02 & 07/01/05
44

45 **4. Students with Disabilities**

46 **a. 504 Students** Amended 07-01-04

47 Any alteration to the delivery of instruction of student assignments for a
48 504 student is the decision of the Section 504 Committee and must be
49 addressed in the 504 Plan. The individual student's Section 504 Plan
50 documents the instructional accommodations required to ensure the
51 student an equal opportunity to master the general education curriculum.
52

1 Parent(s)/guardian(s) of a Section 504 student must be given the
 2 opportunity to provide input on decisions made by the Section 504
 3 Committee regarding any alteration to the delivery of instruction of their
 4 Section 504 student. Parent(s)/guardian(s) of a 504 student must be
 5 notified of any changes to the student's Section 504 Plan.
 6

7 **b. Exceptional Education Students**
 8

9 **Exceptionalities include:** Educable Mentally Handicapped, Trainable
 10 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or
 11 Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically
 12 Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted,
 13 Homebound or Hospitalized, Dual Sensory Impaired, and Autistic.
 14 Amended 7/23/91, 7/21/98, 6/27/00, & 07/01/05
 15

16 **ESE Curriculum**

17 The curriculum for the elementary school Varying Exceptionalities,
 18 Emotionally Handicapped (EH), and Educable Mentally Handicapped
 19 shall be a regular education curriculum that follows the Florida Sunshine
 20 State Standards with appropriate accommodations. Direct Instruction,
 21 Corrective Reading and Precision Teaching are the instructional
 22 approaches to be utilized to enhance curriculum acquisition. Moderately
 23 and severely disabled students (Trainable Mentally Handicapped,
 24 Profoundly Mentally Handicapped) will use a curriculum appropriate for
 25 the developmental level of the students.
 26 Adopted 6/30/92 & Amended 6/27/95, 7/21/98, 6/27/00, & 07/01/05.
 27

28 For students with disabilities enrolled in ESE, their Individual Educational
 29 Plans (IEP's) specify the appropriate curriculum and unique aspects of
 30 their programs.
 31

32 For the majority of these students, the general education standards and
 33 benchmarks should be based on their curriculum.
 34

35 For some students, modified standards and/or benchmarks in one or
 36 more content areas may be more appropriate.
 37

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

45 **5. Home Instruction**

46 Florida Statute 1002.41 permits parents to choose to place their children in a
 47 home instruction program in lieu of public school. The requirements of the
 48 law will be monitored through Student Services. Revised 7/23/91, Amended
 49 7/21/98, 6/27/00, 07/01/02, & 07/15/03
 50
 51

1 **III. PROMOTION**

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

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

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

20
21 **A. General Promotion Requirements – Grades 6-8**

22 Amended 6/27/00, 07/01/02, 08/20/02, & 07/15/03

23
24 In order to be promoted to the next grade level, students in grades 6-8 must meet the
25 following criteria:

- 26
27
- 28 • Pass each of the core subjects of mathematics, language arts, science, and
29 social studies. The district-adopted grading scale (see IV.D.) will determine a
30 passing grade for each course.
 - 31 • Pass at least one elective course each semester.
 - 32 ○ Schools may require students to pass reading as a fifth core subject in
33 lieu of the elective course requirement.
- 34

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

- 36
37
- 38 • When two nine weeks are used to determine a final grade, each nine weeks
39 shall count 50% of the final grade. The total will be divided by two (2).
 - 40 • If a semester exam is given, each nine weeks' grade and final exam grade
41 shall count 20% of the final grade, and the total shall be divided by five (5).
- 42

43 In grades 6-8, the grade point values of the grading period and exam grade are
44 averaged to determine the final grade. If the quotient result is 1.5 or higher, the
45 grade shall be rounded to the next highest letter. No grade quotient below 1.0 will be
46 considered passing for that subject. In determining final grades, a zero shall be
47 assigned for no work or dishonest work and may rank as -1 on the grade point scale
48 upon the approval by the principal. Grades in high school dual enrollment classes
49 taught in grades 7 and 8 must be determined following the high school academic
50 policy. Amended 6/30/92, 6/27/00, & 07/01/05

51

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 Diagnostic Reading Test (SDRT)
- 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
- SDRT
- 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
- SDRT
- 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

Promotion of ESE students enrolled in Exceptional Student Education programs for Trainable Mentally Handicapped, Profoundly Mentally Handicapped and some Autistic students shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and The Sunshine State Standards for Special Diploma. Amended 6/28/94, 6/27/95, 7/21/98, & 07/01/05

- 1 C. **STUDENT PERFORMANCE LEVEL CHART**
- 2
- 3 See following page.

GRADES 6-8	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION						
Classroom Performance	Factors to Consider in End-of-Year Decision-Making					Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Parent conference and consultation • Principal recommendation 	<i>Student Performance Level</i>	<i>FCAT-SSS Reading and Math</i>	<i>FCAT-NRT Reading & Math</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>
	Above Grade Level	Achievement Level 4, 5	Stanine 7, 8, 9	5.0, 5.5, 6.0	NO	NO	<i>Promote to next grade level</i>
	At Grade Level	Achievement Level 3	Stanine 4, 5, 6	3.5, 4.0, 4.5	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Achievement Level 2*	Stanine 3	2.0, 2.5, 3.0	YES	Requires a new AIP ¹	<i>Write an AIP¹ if remediation is indicated or promote and closely monitor</i>
					NO	Write an AIP ¹ , and monitor closely	
	Below Grade Level, Considerably	Achievement Level 1*	Stanine 2	1.0, 1.5	YES	Requires a new AIP ¹	<i>Retain with AIP¹ or Promote with AIP</i>
					NO	Must have an AIP ¹	
	Below Grade Level, Substantially	Achievement Level 1*	Stanine 1	0	YES	Requires a new AIP ¹	<i>Retain with AIP¹ or Promote with AIP</i>
					NO	Must have an AIP ¹	
	<p>1 Academic Improvement Plan</p> <ul style="list-style-type: none"> • *To demonstrate annual learning gains, Grade 6 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 134 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 96 DSS points in FCAT-SSS Math. • *To demonstrate annual learning gains, Grade 7 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 111 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 79 DSS points in FCAT-SSS Math. • *To demonstrate annual learning gains, Grade 8 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 93 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 65 DSS points in FCAT-SSS Math. 						

1 **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.
6 The 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
14 Education Plan meeting must be held prior to placement in the new assignment. The long-
15 range academic, social, and emotional effect of the decision shall be considered.

16
17 The principal has the responsibility for making such an assignment, but a student will not be
18 accelerated without parental consent. Amended 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
29 **E. Academic Improvement Plan (AIP) Process** Amended 07-15-03, 07-01-04

30
31 As required by Florida Statute 1008.25 (4)(b), schools must develop, in consultation with the
32 student's parent(s), a School District of Osceola County Academic Improvement Plan (AIP)
33 for students who do not meet district and state levels of proficiency in reading, writing,
34 mathematics, and/ or science. (Science will be added upon completion by the State.) Each
35 Academic Improvement Plan must outline an intensive remedial program in the area(s) of
36 weakness designed to assist the student in meeting state and/or district expectations for
37 proficiency.

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

- 40 1. specific, diagnosed academic needs to be remediated,
- 41 2. success-based intervention strategies to be used, and
- 42 3. the how, when, how often, by whom, and how long intensive remedial
- 43 instruction is to be provided, and
- 44 4. monitoring and reevaluation activities to be employed.

45
46 **1. Steps for Implementing the AIP**

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

- 1 ▪ Data from the additional assessments are to be used to formulate the
- 2 student's AIP.
- 3 ▪ Schools shall also provide for the frequent monitoring of the student's
- 4 progress. FS 1008.25(4)(b).
- 5 ▪ Diagnosis and remediation will occur as soon as possible after a student has
- 6 been identified as deficient in reading, writing, mathematics, and/or science
- 7 upon completion of science proficiency levels by the State, FS 1008.25(4)(a).
- 8 ▪ If the student identification occurs during the fourth marking period, the
- 9 diagnosis will be made at the beginning of the following school year with
- 10 remediation immediately following.

11
12 If the documented deficiency is not remediated according to the AIP, the student may
13 be retained.

14
15 **Diagnostic assessments may include, but are not limited to:**

- 16 ▪ teacher assessment
- 17 ▪ text/placement tests
- 18 ▪ reading running records
- 19 ▪ diagnostic software
- 20 ▪ STAR Reading
- 21 ▪ STAR Math.

22
23 Intensive instruction is usually associated with the following:

- 24 ▪ diagnostic/ prescription
- 25 ▪ targeted to specific skill development
- 26 ▪ variety of opportunities for repetitions (repeated exposure)
- 27 ▪ smaller chunks of text or content
- 28 ▪ guided and independent practice
- 29 ▪ skill development and practice integrated into all activities
- 30 ▪ frequent monitoring
- 31 ▪ criterion-based evaluation of success

32
33 Students in grades 6-8 whose performance in reading, writing, mathematics, and/ or
34 science requires remediation **must** have an AIP or comparable individual academic
35 plan.

- 36 ▪ Students whose performance is minimally below grade level may need an
- 37 AIP.
- 38 ▪ AIP's are required for Grades 6-8 students who are performing below grade
- 39 level.

40
41 An existing AIP is to be **closed** at the conclusion of the school year.

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

47
48 If a student is to continue remediation during the following year, he or she is to
49 receive a **new AIP**.

- 50 ▪ The new AIP is to be developed through the collaboration of the receiving
- 51 teacher(s) and the parent(s)/guardian(s) and approved by the principal.

- Recommendations of the sending teacher(s) are to be reviewed as part of the AIP progress.

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

2. LEP Students – Academic Improvement Plan Process

Amended 07-15-03

Limited English Proficient students who are unable to demonstrate mastery in academic subject areas as described in the Student 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, mathematics, and/ or science 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 accommodations 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.

3. Gifted Students

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

4. Students with Disabilities –Academic Improvement Plan Process**a. 504 Students** Amended 07-01-04

An AIP is to be written for a 504 student who is performing below grade level in reading, writing, or mathematics.

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, ESE/Regular Education Teacher should write an AIP to address the student’s educational needs. The AIP should be developed with the involvement of the parent/guardian.

The IEP Committee should also be convened to address the appropriate accommodations for the student to access the general education curriculum.
Amended 07/01/05

F. Middle School Success Plan Adopted 07-01-04

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

Each student’s success plan must be:

- incorporated in the student’s academic improvement plan.
- developed in collaboration with the student and his or her parent,
- implemented until the student completes the eighth grade or scores at Level 3 or above in reading on the FCAT, and
- included as part of:
 - a progress report or report card,
 - a general orientation at the beginning of the school year, or
 - an electronic mail or other written correspondence.

Each student’s success plan must:

- identify educational goals and intermediate benchmarks for the student in the core curriculum areas;
- be based upon academic performance data and the identification of the student’s strengths and weaknesses;

- include academic intervention strategies with frequent progress monitoring;
- provide innovative methods to promote the student's advancement which may include:
 - flexible scheduling,
 - tutoring,
 - focus on core curricula,
 - online instruction,
 - an alternative learning environment, and
 - other interventions that have been shown to accelerate the learning process.

G. Remediation and Retention

Amended 7/21/98, 6/15/99, 6/27/00, 6/19/01, 07/01/02, & 07-15-03

- **No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.** FS 1008.25 (6)(a), 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 or be retained with an intensive program that is different from the previous year's program and takes into account the student's learning style. 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 student 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.

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

- Students classified as retained after the summer programs will be eligible for such appropriate placement. Recommendation for placement is to be determined on an individual basis considering:
 - Teacher recommendations
 - Parent recommendations
 - Test scores -- FCAT-SSS, FCAT-NRT, SAT-9
 - Child study assessment
 - LEP committee recommendation for LEP students.
- The principal, upon written authority from the Superintendent, may promote a student who has been previously retained if the principal determines that standards have been met and the student will be able to benefit from instruction at the higher grade. If the placement involves a new school, the assignment will occur at the time agreed upon by both the sending and receiving principal. Amended 6/15/99

1 **b. ESE Students**

2
3 A student enrolled in ESE **must** meet either the Sunshine State Standards or the
4 Sunshine State Standards for Special Diploma at the Independent, Supported, or
5 Participatory level. Amended 7/21/98, 07/01/05
6

7 **J. Remediation Programs** Amended 07-15-03
8

9 **1. Program Description**

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

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

- 19 ▪ tutoring
- 20 ▪ classroom organization
- 21 ▪ instructional alternatives
- 22 ▪ assignment alternatives-adaptations
- 23 ▪ ESE referral
- 24 ▪ before/ after school instruction
- 25 ▪ summer school
- 26 ▪ other (see Florida Statute 1008.25).

27
28 Parents of students who have been retained or identified as needing remediation
29 may contract with state certified teachers or enroll students in an approved remedial
30 program to teach individual students in lieu of attendance in a remedial school
31 program. However, if the parent chooses this option, he or she must notify the
32 child's school principal in writing within fifteen (15) days after the AIP conference.
33 Such students will be required to pass a school-approved exam.
34

35 **2. Jump Start Remedial Program**

36 Beginning with the 1999-2000 school year, graduating eighth grade students whose
37 test scores fall in the lowest quartile or who have been identified as needing
38 assistance in one or more areas of mathematics, reading, writing, and/or study skills
39 will be required to complete an intensive summer program at the high school
40 designed to provide students with skills needed to be successful in high school.
41 Upon successful completion of the summer program students will receive 1.5
42 elective high school credits. Students who fail to master needed skills in the summer
43 school will continue in the program during the fall semester. Amended 7/2/96
44

45
46 **K. Summer School**

47
48 **1. LEP Students**

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

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22

- 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.

1 **IV. REPORTING STUDENT PROGRESS**

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

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

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

18
19 **B. Report Cards** Amended 07-15-03

20 Florida Statute 1003.33(1) requires that district report cards for all secondary
21 school students must clearly grade or mark:

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

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

- 32
- 33 ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,
34 6-8, 9-12) as the primary means of reporting student progress.
- 35
- 36 ▪ With the approval of the Superintendent and the School Board, schools may
37 develop additional or supplementary instruments, which may be used in
38 conjunction with the standard report card. Amended 7/29/97 & 6/25/99
- 39
- 40 ▪ Report cards shall be issued for all students, 6-8, at the close of each grading
41 period. Amended 6/30/92
- 42
- 43 ▪ Progress Reports may be issued at the end of the extended year programs and
44 services, i.e., summer school, Saturday school, before and after school
45 programs. Adopted 6/27/00
- 46
- 47 ▪ Parents are to be notified in writing midway in a nine week grading period or at
48 any time during a grading period when it is apparent that the student may not

1 pass or is performing unsatisfactorily in any course or grade level. The county
 2 Deficiency/Progress Report and/or approved electronic Progress Report form will
 3 be used for this notification.

4 Amended 6/15/99 & 6/27/00

- 5
- 6 ■ Report cards for Limited English Proficient (LEP) students must be in the primary
 7 language of the parent/guardian, whenever feasible. These primary language
 8 report cards are to be attached to the English report card. Adopted 6/27/00
 9
- 10 ■ An Exceptional Student Education (ESE) report card may be used for students
 11 identified as Profoundly Mentally Handicapped, Trainable Mentally Handicapped
 12 and Autistic at the discretion of the school principal. Amended 07/01/05
 13

14 C. General Rules of Marking

15 Report Card Grades (Amended 07/01/04):

- 16 1. Teachers will determine report card grades that provide the student and the
 17 student's parents(s)/guardians(s) with an objective evaluation of the student's
 18 scholastic achievement, and effort.
 19
 - 20 ■ Marks are based on the quality of student performance relative to
 21 expected levels of achievement of the Sunshine State Standards that
 22 the teacher observes and evaluates.
 - 23 ■ The student's academic grades are to reflect academic achievement.
 24 The quality of the work will be assessed by multiple measures that
 25 include, but not limited to:
 - 26 ■ teacher observations (oral presentations or reports, speeches,
 27 recitations, impromptu speaking, student participation and
 28 demonstrations);
 - 29 ■ classroom assignments (reports, term or research papers,
 30 models, projects, exhibits, posters, computer programs and
 31 homework);
 - 32 ■ examinations (essay, multiple-choice and completion tests,
 33 oral tests and skill tests requiring demonstrations);
 - 34 ■ alternative methods (portfolios and performance assessment).
 35
- 36 2. The teacher will record a sufficient number of grades/marks to justify the
 37 marking-period grade/mark. A marking-period grade is not based solely on a
 38 single project. Passing grades on report cards indicate that the student is
 39 working within a range acceptable for the grade or subject, unless the subject
 40 is clearly identified as remedial.
 41
- 42 3. To receive a report card a student shall have been enrolled in school at least
 43 $\frac{1}{2}$ of the forty-five day grading period as established by the official school
 44 calendar. If a middle school student is enrolled for less than one-half ($\frac{1}{2}$) of
 45 the forty-five day grading period, a report card shall be issued, but a grade is
 46 not required. The report card needs to reflect the date of entry and
 47 attendance record. If a student withdraws, he shall be issued a grade on the
 48 withdrawal form as of the date of withdrawal. Amended 7/2/96 & 6/27/00
 49
- 50 4. Students are to receive grades in all subjects in which they have received
 51 instruction that grading period.
 52

1 5. Change of Grades

2
3 Once a grade has been entered into a report card or electronically entered
4 into a system for the preparation of report cards, then any and all grade
5 changes should be made as follows:

6
7 REQUEST BY TEACHER FOR GRADE CHANGE:

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

34

35 CHANGE OF GRADE WITHOUT TEACHER REQUEST:

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

- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.
- Should a change in grade be directed by the principal; after the student and parents(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

D. Description and Definition of Marks Amended 07-15-03

Schools shall adhere to the following evaluation plan for grading and reporting student progress. The same evaluation plan applies to Limited English Proficient (LEP).

Amended 6/15/99, 6/27/00, 6/19/01, & 07/01/02

1. In grades 6-8, the determination of individual nine weeks' grades may be computed by one of the following two systems. However, for the 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 understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum accommodations.

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

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

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

F. District/ State Assessment Programs Amended 07-15-03

All students must participate in all regular district and state assessments for accountability purposes (Florida Statute 1008.22, 1008.25(4)(a)). Each student in grades 6-8 must participate in the Spring SAT-10 testing for Reading Comprehension and Math Problem Solving subtests.

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

Adopted 6/19/01

- Home education students may take the FCAT only at the school for which they are zoned.

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- Home education students must abide by all the rules of the Student Code of Conduct while on any Osceola County school campus. Failure to do so will result in the removal of the student from the campus and loss of testing privileges.
 - Home instruction parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

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

1. LEP Students

The LEP Committee will review each ESOL student's progress to determine whether a accommodation is necessary. Test accommodations, based on the recommendations of the LEP Committee, may include: flexible setting, flexible scheduling, flexible timing, English/heritage language dictionary, and assistance in the heritage language.

2. Students with Disabilities

a. 504 Students Amended 07-01-04

Students with 504 plans may receive accommodations on both district and state assessments. The student's Section 504 Plan should address the accommodations that are regularly provided for classroom activities and assessment and should guide decisions on accommodations for specific test situations. However, allowable accommodations for statewide tests are limited to those listed in the State Board Rule and the state test administration manuals.

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

b. ESE Students

- ✓ Test accommodations during district/state testing will be implemented as specified in the student's IEP. Amended 07/01/05

H. 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

1 must be administered to those LEP students who have been exempted
 2 from a district and/or state assessment. Adopted 07/01/02
 3

4 **2. Students With Disabilities**

5
 6 **a. 504 Students**

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

10 **b. ESE Students**

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

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

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

28 **I. Annual Report in Local Newspaper Adopted 07-15-03**

29
 30 Beginning with the 2002-2003 school year, each district school board must
 31 annually publish in the local newspaper, and report in writing to the State
 32 Board of Education by September 1 of each year, the following information on
 33 the prior school year:

- 34 ▪ the district school board's policies and procedures on student
 35 retention and promotion;
- 36 ▪ by grade, the number and percentage of all students in grades 3
 37 through 10 performing at levels 1 and 2 on the reading portion of
 38 the FCAT;
- 39 ▪ by grade, the number and percentage of all students retained in
 40 grades 3 through 10;
- 41 ▪ information on the total number of students who were reported for
 42 good cause by each category of good cause as specified in FS
 43 1008.25 (6)(b);
- 44 ▪ any revisions to the district school board's policy on student
 45 retention and promotion from the prior year. FS 1008.25 (8)(b).
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**THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA**



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**2005-2006
HIGH SCHOOL
STUDENT PROGRESSION PLAN**

Grades 9-12

Effective July 01, 2005

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

SCHOOL BOARD MEMBERS

CHAIRMAN

Thomas E. Chalifoux, Jr.
Tom Greer
John McKay
David E. Stone
Jay Wheeler

SUPERINTENDENT

Blaine Muse

STUDENT PROGRESSION PLAN TASK FORCE

Melba Luciano, Assistant Superintendent
CURRICULUM AND INSTRUCTION

Angela Marino, Coordinator
John Boyd, Instructional Research and Evaluation Specialist
OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY
(407) 870-4056

HIGH SCHOOL CONTRIBUTORS

Annalee Meadows, Director of Secondary Programs
Tom Runnels, Director of Career and Technical Education
Dave Welty, Director of Community High School
Dan Parker, Principal, Harmony High School
George Sullivan, Principal, St. Cloud High School
Sonia Vazquez, Coordinator of Charter and Choice Schools

OTHER PROGRAMS CONTRIBUTORS

Penny Collins, Director of Exceptional Student Education
Daryla Bungo, Director of Student Services
Dalia Medina, Coordinator of Multicultural Education
Don L. Miller, Director of Special Programs
Beth Rattie, Director of Alternative Programs
Sonia Esposito, Coordinator of Charter and Choice Schools

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45			

1 **I. ENTRY AND ATTENDANCE REQUIREMENTS**

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

7
8 **A. Initial Entry Requirements**

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

12
13 **1. Evidence of Age** Amended 6/27/95, 07-15-03

14
15 Florida Statute 1003.21 requires that students enrolling in Florida public schools
16 must present evidence of their age. Evidence submitted shall be a valid birth
17 certificate, or other documentation of birth, as listed in Florida Statute 1003.21.

18
19
20 *If a passport or immigration document is used as evidence of age, it may not be
21 duplicated. Only a notation may be placed in the student's record. Adopted
22 6/27/00.

23
24 **Maximum Age Limit for Attendance**

- 25
26
- 27 ■ A person who has attained the age of eighteen (18) years on or before opening
28 of the school year shall not be enrolled in any regular senior high program unless
29 a Review Committee, composed of a guidance counselor, the principal, and the
30 Student Services Director, determines it is the most appropriate educational
31 placement. An enrolled student who is involved in a continuous high school
32 study program shall be exempt from this restriction. A student's continuous study
33 program shall not be extended beyond the end of the semester in which the
34 student reaches the age of twenty-one (21) years.
 - 35 ■ A student who attains the age of sixteen (16) years during the school year is not
36 subject to compulsory school attendance beyond the date upon which he/she
37 attains that age **if** the student files a formal declaration of intent to terminate
38 school enrollment with the district at the exit interview. The declaration must
39 acknowledge that terminating school enrollment is likely to reduce the student's
40 earning potential and must be signed by the exiting student and the
41 parent/guardian.
 - 42 ■ A child who attains the age of eighteen (18) years during the school year is not
43 subject to compulsory school attendance beyond the date which he/she attains
44 that age.
 - 45 ■ A student with a disability shall be considered to be "in a continuous study
46 program" when that student's Individual Education Plan (IEP) requires continued
47 services by the district. If a student with a disability graduates with a special
48 diploma, a certificate of completion, or a special certificate of completion, and has
49 not reached the age of 22, the student may, at his/her option, continue to receive
50 Free and Appropriate Public Education (FAPE) until that student's 22nd birthday
51
52

or until he/she earns a standard diploma whichever comes first. Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE requiring written prior notice.

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 student has no contagious or communicable disease which would warrant the student’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 student was previously enrolled in a Florida school.
- Parental objections on religious grounds are in writing.
-

b. Immunization

Amended 7/21/98 & 07-15-03

Each student 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 1003.22.

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 student 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** Amended 07-01-04

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

(1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2).

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

(3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of

the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- (a) Portfolio evaluation by the superintendent or designee;
- (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (e) Demonstrated proficiencies on the FCAT; or
- (f) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (3)(e) if required.

Auth: FS 1003.25(3); Imple: FS 1003.25(3)

2. Placement of Transfer Students – Grades 9-12

A student in grades 9-12 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.

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

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

3
 4 Any student wishing to enroll in school who is not residing with his or her
 5 natural parent or legal guardian shall have the responsible adult with whom
 6 the student is living sign an Affidavit of Responsibility form available through
 7 Student Services at the District Office. The responsible adult shall present
 8 proof that he or she has parental consent or legal right to accept
 9 responsibility. Parental consent shall be notarized.

10
 11 **4. Student Custody**

12
 13 Any person or agency who has been given exclusive care, custody, or control
 14 over any student by order of any court having jurisdiction to enter such order,
 15 may provide a certified or otherwise authenticated copy of such order,
 16 Marriage Certificate, or other extraneous criteria not covered by specific rule,
 17 to the principal of the school in which each student is enrolled. The order
 18 shall be placed in the student's official records and thereafter such person or
 19 agency shall be recognized for all purposes as the sole parent or guardian of
 20 the student until such time as subsequent or additional orders changing such
 21 status are likewise provided.

22
 23 Implementation: 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198; 316.003
 24 (62); 1000.01, 1000.04, F.S.; SBR 6A-6.311 and 6A.6341 and 1001.42 (5),
 25 F.S.

26
 27 **5. Limited English Proficient (LEP) Students**

28
 29 For a student identified as Limited English Proficient (LEP) and transferring
 30 from a school in another country, placement must comply with appropriate
 31 procedures for students in the English for Speakers of Other Languages
 32 (ESOL) programs found in the ESOL Program Procedures.

33
 34 **Home Language Survey (HLS) Responses/Assessment Criteria**

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

47
 48 **6. Student with Disabilities**

49
 50 **a. 504 Students**

51 A transferring 504 student is a student who was previously enrolled in any
 52 other school or agency with an active 504 plan and who is enrolling in a

1 Florida school district. Upon notification that a transferring student is one
 2 with an active 504 Plan, the receiving school must review the existing 504
 3 Plan and must revise as needed.
 4

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

- 6 ■ A transferring ESE student is one who was previously enrolled as an
 7 ESE student in any other school or agency and who is enrolling in a
 8 Florida school district or in an educational program operated by the
 9 Exceptional Student Education Department through grants or
 10 contractual agreements.
 11
- 12 ■ An ESE student who is transferring from one Florida public school
 13 district to the School District of Osceola County who has a current
 14 Individual Education Plan including Gifted Students (IEP/GEP) will be
 15 placed in the appropriate educational program(s) consistent with the
 16 plan. The receiving school **must** review and may revise the current
 17 IEP/GEP as necessary.
 18
- 19 ■ An ESE student who is transferring from an out-of-state public school
 20 and has a current IEP as well as evaluation data necessary to
 21 determine that the student meets Florida's eligibility criteria for
 22 special programs will be placed immediately in the appropriate
 23 educational programs(s) with a permanent assignment. An ESE
 24 student who is transferring from an out-of-state public school and has
 25 ESE documentation will be placed immediately in the appropriate
 26 educational program(s) with a temporary assignment. In both cases,
 27 the receiving school **must** review the current IEP and may revise the
 28 document as necessary. Amended 07/01/05
 29

30 **7. Home Education**

31 Students who are participating in a home instruction program in accordance
 32 with FS 1002.41 may be admitted to public school on a part-time basis.
 33 Adopted 9/17/96
 34

- 35 ■ Students in home education who wish to attend public school must have
 36 met all criteria for a home education program during the entire semester
 37 immediately prior to the time of admission, meet the same registration
 38 requirements as full-time students, and enroll for and attend at least one
 39 (1) regularly scheduled class period at the zoned school. Such students
 40 must register prior to the start of the semester they will attend. Full-time
 41 students will be given priority in course registration. Home-schooled
 42 students who are excluded from a class/course at their zoned school due
 43 to space limitations may attend another school if space in that
 44 class/course is available. Adopted 9/17/96, Amended
 45 6/19/01
 46
- 47 ■ The Board is not responsible for the transportation of students in a home
 48 education program to or from the school. The school principal will
 49 establish the time and place for arrival and departure of home education
 50 students. Students who attend school on a part-time basis are subject to
 51 all applicable rules and regulations pertaining to full-time students.
 52 Adopted 9/17/96

- Home education students are eligible to participate in interscholastic extracurricular student activities. The school principal will establish guidelines for participation pursuant to Florida Statute 1006.15, and these guidelines will be made available to home education students choosing to participate in interscholastic extracurricular activities. Adopted 07/02/96

C. Attendance Guidelines

School attendance is the direct responsibility of parent(s)/guardian(s) as required by Florida Statute 1003.24. 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. Amended 07-15-03

Responsibility for Attendance

- Each parent of a child within the compulsory attendance age shall be responsible for such child's school attendance as required by Florida Statute 1003.24.
- Whenever a child of compulsory attendance age is absent without the permission of the person in charge of the school, the parent of the child shall report and explain the cause of such absence to the proper person at each school, as provided in Florida Statute 1003.21.
- 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.
- The Superintendent may delegate the enforcement of compulsory school attendance and child welfare to attendance personnel as provided in Florida Statute 1001.53.

Reporting Procedures

- It shall be the responsibility of the principal and the teacher to encourage regularity of attendance and punctuality, and to check student attendance as prescribed below.
- The principal shall be responsible for the administration of attendance rules and procedures and for the accurate reporting of attendance in the school under his direction. All officials, teachers and other employees shall keep records and shall prepare and submit all reports that may be required by law and State Board Regulation 6A-1.044.
- 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.

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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:

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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.

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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.”

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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

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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.

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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.

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b. Permitted Absences

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“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.

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

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Examples of situations warranting “permitted” absences include:

- attendance at an important public function,
- attendance at church meetings, or observances of religious holidays,
- travel with parents in urgent circumstances,
- attendance at non-school conventions or conferences,

- other situations with parental permission and the approval of the principal, or
- participation in a non-instructional activity.

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

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

c. Unexcused Absences Revised 9/7/99

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

- Upon each unexcused absence, the Principal or designee shall contact the student’s parent or guardian to determine the reason for the absence.
- If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student’s primary teacher shall report to the principal or designee that the student may be exhibiting a 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 984.151) Amended 07-15-03

2. Students with Disabilities

a. 504 Students Amended 07-01-04

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 committee must also determine a reasonable course of action, which may include the possible waiver of the attendance guidelines in determining grades, as well as consideration of a change of placement.

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

b. ESE Students

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

1 student be excused from attendance. A written excuse will not be required
 2 upon return to school and no adverse or prejudicial effects will result for any
 3 student availing her/himself of this provision. Students will be permitted to
 4 make up missed work according to school procedures.

5
 6 If questions arise regarding this rule, principals will grant the
 7 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the
 8 principal's decision to the Superintendent should a conflict arise.
 9

10 **D. Student Withdrawals**

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 12 A child who attains the age of sixteen (16) years during the school year shall not be
 13 required to attend school beyond his sixteenth (16) birthday if the student has a
 14 signed form declaring his intent to withdraw from school prior to completion of the
 15 educational program. The principal shall contact the parents or legal guardians of
 16 the student to discuss the educational impact of such decision and to suggest other
 17 appropriate alternative educational placements or programs. The student may only
 18 be withdrawn if the parents or legal guardians also sign the intent to withdraw form.
 19

20 **1. Student Withdrawals During the Last Two Weeks**

21 **of the School Year**

22
 23 The parent(s)/guardians(s) of a student who leaves school **during** the last
 24 two weeks of the school year must show evidence that the withdrawal is
 25 necessary and the student must successfully complete assigned class work.
 26 Principals are authorized to make arrangements for the administration of any
 27 tests if appropriate.
 28

29 Principals may waive the requirements for early withdrawal when
 30 unusual/extenuating circumstances require it.
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32 **2. Student Withdrawals for Enrollment in Home Education Programs**

33
 34 Florida Statute 1002.41 permits parents to choose to place their children in a
 35 home instruction program in lieu of public school. The requirements of the
 36 law will be monitored through Student Services. Revised 7/23/91, Amended
 37 7/21/98, 6/27/00, & 07-15-03
 38

39 To withdraw a student for enrollment in a home education program,
 40 parent(s)/guardian(s) must initiate the withdrawal process at the school and
 41 notify the Superintendent of Schools in writing of the intent to provide home
 42 education for the student.
 43

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

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 46 A child who is receiving services through Exceptional Student Education
 47 (ESE) shall not be withdrawn without prior parental notification, a staffing
 48 meeting with parents or guardians to discuss the educational impact of such
 49 a decision for the student to withdraw, and all requirements relative to due
 50 process have been completed. Amended 9/7/99
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In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or guardians of the student have been documented, and with the approval of the Director of Exceptional Student Education, the student may be withdrawn by the school. Adopted 9/7/99

4. Student Withdrawals -- Alternative Programs

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

1 classroom assignments and examinations. (For LEP students, see also
 2 below.) Students must also meet the attendance requirement as set forth in
 3 I.C. and III. G. of this Student Progression Plan. Amended 7/21/98,
 4 6/27/00, 07/01/02, 07-15-03, & 7/01/04

6 B. Special Programs

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

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

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

- 19 ▪ A student with all NO responses on the HLS is considered non-limited
 20 English proficient.
- 21 ▪ A student with any YES response is referred for English language
 22 proficiency assessment.
- 23 ▪ A student with a YES response to question #1 only is temporarily placed
 24 in non-ESOL classes until English language proficiency assessment is
 25 completed.
- 26 ▪ A student with a YES response to question #2 and/or #3 is temporarily
 27 placed in ESOL classes until English language proficiency assessment is
 28 completed.
- 29 ▪ The grade level appropriate Idea Oral Language Proficiency Test will be
 30 used to determine oral/aural English ability and is to be administered
 31 within the first 20 days after registration date.

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

- 36
 37 ▪ Exceptional students (ESE) with any YES response shall be reviewed by
 38 a joint ESE/LEP committee to determine appropriate ESOL assessment
 39 and placement.
- 40 ▪ Pre-K students with any YES response are considered LEP until the
 41 English language assessment is administered in Kindergarten.
- 42 ▪ PEEP Pre-K students with any YES responses shall be reviewed by a
 43 joint ESE/LEP committee to determine ESOL status.

44
 45 Every Limited English Proficient student is entitled to equal access to all
 46 academic, categorical, and federal programs offered by the School District of
 47 Osceola County. The amount of time the LEP student is assigned to the
 48 program(s) shall be comparable to the time assigned to a non-LEP student
 49 under similar conditions. An updated LEP student's class schedule must be
 50 maintained in the LEP Portfolio as part of the student permanent record.
 51 Adopted 6/27/00

52

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

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

2. Dropout Prevention and Retention Program (DOP)

The academic program for a DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, and/or setting. The DOP Program employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students. High school Drop-Out Prevention programs are designed to meet the needs of high risk students and offer them special opportunities to earn credit towards graduation or promotion. Amended 6/19/01 & 07/01/02

High School students who meet the district's requirements for an approved dropout prevention program, an honors accelerated credit program, or a career and technical education program may be enrolled in modified courses to earn additional credits. (For LEP students, see above.) Amended 7/2/96 & 6/27/00

Challenger Learning Center - Grade Levels 9-12

Amended 6/30/92

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

A total of 24 credits must be earned for graduation. These credits are described below.

This is a competency-based program with students demonstrating mastery of the student performance standards. Elective credits for related work experience (OJT) in this program are earned on the same basis as in the regular day-school career and technical education programs.

Only students who have been withdrawn from school for a minimum of nine school weeks are eligible for placement in this program. Exceptions to this placement may be approved, based on extenuating circumstances, by a three-member committee of administrators and/or placement by the Superintendent or School Board. A cooperative effort between the

1 Instructional Department and Student Services will provide the guidance and
2 scheduling for student placement and follow-up. Students must agree to
3 attend a minimum of 15 hours per week of classroom instruction during the
4 regular school year. Amended
5 6/27/00 & 6/19/01
6

7 Students must:

- 8
- 9 ■ Earn twenty-four credits as stated above with a 1.5 GPA, for those
10 courses taken before 1996-97, Amended 6/15/99
- 11
- 12 ■ Maintain a grade point average of 2.0 on a 4.0 scale for all courses taken
13 beginning with the 1996-97 school year and thereafter.
14 Adopted 9/17/96, Amended 6/15/99 & 6/19/01
- 15
- 16 ■ Pass all necessary parts of the High School Competency Test or reach
17 the score on the Florida Comprehensive Assessment Test that will
18 exempt the student. Amended 6/15/99
- 19

20 An articulation meeting will be arranged for the students wishing to re-enter
21 the regular high school program. Amended 6/19/01
22

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

28 **3. Gifted Education**

29 For a high school student enrolled in the gifted program, a qualitatively
30 different curriculum consists of carefully planned, coordinated learning
31 experiences that extend beyond the basic curriculum to meet the specific
32 learning needs of the student.
33

34 High school students identified as Gifted have an Educational Plan (GEP)
35 that outlines goals and strengths, and provides direction for the instructional
36 program. The differentiated instructional program includes advanced-level
37 content, acceleration, and enrichment that incorporate the student's special
38 abilities and interests. Amended 07/01/02 & 07/01/05
39

1 4. **Students with Disabilities**

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3 a. **504 Students** Amended 07-01-04

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

14
15 b. **Exceptional Education Students**

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17 **Exceptionalities include:** Educable Mentally Handicapped, Trainable
18 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or
19 Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically
20 Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted,
21 Homebound or Hospitalized, Dual Sensory Impaired, and Autistic.
22 Amended 7/23/91, 7/21/98 6/27/00, & 07/01/05

23
24 **ESE Curriculum** Amended 07-15-03

25 The curriculum for the high school Varying Exceptionalities, Emotionally
26 Handicapped (EH), and Educable Mentally Handicapped shall be a
27 regular education curriculum that follows the Florida Sunshine State
28 Standards with appropriate accommodations. Direct Instruction,
29 Corrective Reading, and Precision Teaching, and functional language are
30 the instructional approaches to be utilized to enhance curriculum
31 acquisition. Moderately and severely disabled students (Trainable
32 Mentally Handicapped, Profoundly Mentally Handicapped) will use a
33 curriculum appropriate for the developmental level of the students.
34 Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.

35
36 For students with disabilities enrolled in ESE, their Individual Educational
37 Plans (IEP's) specify the appropriate services and unique aspects of their
38 programs.

39
40 For the majority of these students, their curriculum should be based on
41 the general education standards and benchmarks.

42
43 For some students, Sunshine State Standards for Special Diploma may
44 be more appropriate.

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

52

1 **C. Career and Technical Education Programs**
 2

3 The School District of Osceola County offers a variety of career and technical
 4 education programs at the high school level that help students prepare for high skill-
 5 high wage occupations and for postsecondary educational opportunities. It is
 6 essential that students, parents, teachers, guidance counselors and administrators
 7 be aware that most individual career and technical education courses do not stand
 8 alone but are part of a planned sequence of courses leading to occupational
 9 proficiency and program completion at the high school or postsecondary level. Not
 10 all career and technical education programs are offered at all high schools. Some
 11 are offered as career academies. Students are encouraged to complete an
 12 educational and career development plan before entering a career and technical
 13 education program or a career academy.
 14

15 **Career and Technical Education major areas:**

- 16 ▪ Agribusiness and Natural Resources Education
- 17 ▪ Business Technology Education
- 18 ▪ Diversified Education
- 19 ▪ Family and Consumer Sciences
- 20 ▪ Health Science Education
- 21 ▪ Industrial Education
- 22 ▪ Marketing Education
- 23 ▪ Public Service Occupations Education

24
 25 **1. Tech Prep**

26 The Orange, Osceola, and Valencia Tech Prep Consortium has developed
 27 many programs of study that provide a planned sequence of courses linked
 28 to postsecondary educational goals. The Tech Prep initiative offers students
 29 the opportunity to focus on career and technical education courses that will
 30 help train them for high skill-high wage occupations. At the same time, they
 31 can be earning Valencia Community College credit or Orange and Osceola
 32 County Tech Center's credit while they are attending high school.
 33

34 **2. Cooperative Education and On-the-Job Training (OJT) Revised 6/30/92**

35 The cooperative education method of instruction permits career and technical
 36 education students to earn high school credit. Cooperative education involves
 37 paid, supervised, concurrent employment that is directly related to the
 38 student's in-school training. The cooperative education method is available
 39 for junior and senior students. At-risk high school students in any grade may
 40 be enrolled in Work Experience. The coordinator must approve all
 41 cooperative education job sites. Students shall not be employed by members
 42 of the immediate family.
 43

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

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2 **D. Dual Enrollment**
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4 A student may enroll in one or more classes at the college level or in an accredited
5 career and technical education school while still attending high school. Credit may be
6 earned toward graduation as stated below. Auth: Rule 6A-10.0241, FAC
7

8 1. The request of a student to participate in this program must be in writing. The
9 signature of the guidance director and the principal shall constitute approval.
10 (For LEP students, see above). Amended 6/27/00
11

12 2. **Dual Enrollment -- Valencia Community College (VCC)**

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

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

- 27 • completed the tenth grade with a high school grade point average of
28 3.0 or above, **or** Amended 7/23/91
- 29 • be in an exceptional student education program with an individual
30 education plan which indicates the ability for advanced studies (i.e.
31 "gifted program" and International Baccalaureate Program). Amended
32 7/01/04
33

34 3. Students seeking dual enrollment in mathematics, English, or technical
35 education classes shall present evidence of successful completion of the
36 relevant section of the entry level examination for placement given by the
37 school, college, or university at which the student is seeking enrollment.
38

39 **E. Early Admission for Advanced Studies**
40

41 Students who meet the prerequisites of an early admission and advanced studies
42 program may be permitted to enroll as a full-time post-secondary student during their
43 senior year in high school. Such programs shall meet the following conditions:
44

- 45 1. Approval of the program by the School Board shall be obtained before the
46 end of the first month of the final year of high school or before the end of the
47 first semester if entry is expected during the second semester of the final year
48 of high school.
49
- 50 2. The student shall be accepted by a state accredited post-secondary school or
51 university after completion of three (3) full senior high school years, and a
52 minimum of eighteen (18) credits is earned.

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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.

12 **F. College Course Credit**

13 Any passing grades received in courses from a college may be accepted toward
14 requirements for graduation from Osceola County. Three (3) college semester hours
15 shall be considered equivalent to one-half (1/2) high school credit unless otherwise
16 indicated by the Articulation Coordinating Committee and approved by the State
17 Board of Education. Amended 7/01/04

18
19 **G. Credit from Correspondence**

20 Credit from Correspondence from a university will be acceptable so long as the
21 course code number of the course taken corresponds to acceptable high school
22 course code numbers. It shall be the responsibility of the student to provide
23 verification of successful completion from the university to the high school.

24
25 **H. Community Service Credit**

26 To earn one-half elective credit for the completion of non-paid voluntary community
27 or school service work, a student must:

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- 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.

34
35 **I. Course Substitutions**

Amended 6/29/93, 6/15/99, & 07-15-03

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37 Course substitutions are to be made on a curriculum equivalency basis only. A
38 course, which has been used to substitute in one subject area, may not be used to
39 substitute for any other subject area.

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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 1011.62 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. 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.

- 1 3. Participation in an interscholastic sport at the junior varsity or varsity level for
2 two full seasons shall satisfy the one credit physical education requirement if
3 the student makes a “C” or better on a competency test on personal fitness
4 developed by the Florida Department of Education. This is a waiver of the
5 course requirement only; the student must still earn 24 credits to graduate.
6 Credit will not be awarded for participation in interscholastic sports.

7
8 **J. Grade 8 Dual Enrollment for High School Credit**

9 Eighth (8) grade students may enroll in an approved course designated as a 9th -
10 12th grade course by the current course code directory, and will be classified as a
11 high school student for the period of time involved. Students earning credit through
12 such high school courses will be credited with meeting the requirements designated
13 in the district Student Progression plan as required for promotion for the appropriate
14 pre-ninth grade course(s). In order to receive high school credit, the student must
15 earn a final grade of an “A” or “B.” Amended 7/29/97 & 6/27/00

16
17 **K. Home Instruction**

18 Florida Statute 1002.41 permits parents to choose to place their children in a home
19 instruction program in lieu of public school. The requirements of the law will be
20 monitored through Student Services. Revised 7/23/91, Amended 7/21/98, 6/27/00,
21 07/01/02, & 07-15-03

22
23 Florida Statute 1002.41 also states that it is the responsibility of the parent to provide
24 a written evaluation of the home-schooled student’s progress. With respect to the
25 awarding of high school credit, the Superintendent agrees to the following
26 stipulations: Revised 9/17/96, Amended 7/21/98

- 27
28 1. The student must present to the school principal a listing of the specific
29 courses for which credit is requested. Credits earned through institutions
30 affiliated with the following accrediting agencies will be accepted at face value
31 as long as those courses can be aligned with the Florida Course Code
32 Directory:

- 33 • The Southern Association of Colleges and Schools
- 34 • The Middle States Association of Colleges and Schools
- 35 • The New England Association of Colleges and Schools
- 36 • The North Central Association of Colleges and Schools
- 37 • The Northwest Association of Colleges and Schools
- 38 • The Western Association of Colleges and Schools

39
40 Such affiliation must be validated through appropriate documentation, which
41 will remain on file in the Office of Student Services.

- 42
43
44 2. Credits earned from a non-accredited institution may be granted under the
45 following conditions: Revised 7/21/98

- 46 • Courses can be aligned with the Florida Course Code Directory.
- 47 • Student must produce a portfolio for the course in which student is
48 requesting credit which has been reviewed by a Florida certified teacher
49 in that subject area.

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- The student must pass a comprehensive subject level examination with a minimum score of 60%. Amended 7/01/04
 - ✓ In cases where there is no corresponding subject level examination, the student must pass an appropriate high school level final examination with a minimum score of 60%. The final examination must be prepared by a Florida certified teacher currently employed by the Osceola County School Board and teaching said course at the high school level.
 - ✓ It will be the responsibility of the student’s parents or guardians to procure, schedule, and locate qualified teachers to conduct evaluations for home-schooled courses for which credit is requested.
 - ✓ Examinations for the purpose of earning credit may be attempted two (2) times. Failure to pass an examination for a second time will require the student to enroll in his home-zoned school and to complete the course for which credit was requested.
 - ✓ A student enrolling in an Osceola County high school from home education cannot transfer earned credits in excess of the number of credits that student could normally earn per year in the student’s home-zoned school.
 - ✓ The School District of Osceola County is not authorized to provide regular high school diplomas to students who complete a high school course of study as a home education student. In order to earn a regular high school diploma from the District, the student must be enrolled as a full-time student for the entire semester prior to the expected date of graduation and have successfully completed all other graduation requirements as outlined in school Board policy.

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

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

1 **III. GRADE LEVEL CLASSIFICATION, Amended 7/01/04**

2
3 **A. General Requirements – Grades 9-12**

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

7
8 1. A student must have earned 5 credits (6 credits, 4X4 schedule) to be
9 classified as a sophomore. Amended 6/15/99, 6/27/00, & 07/01/02

10
11 2. A student must have earned 11 credits (14 credits, 4X4 schedule) to be
12 classified as a junior. Amended 6/15/99, 6/27/00, & 07/01/02

13
14 3. A student must have earned 18 credits (22 credits, 4X4 schedule) to be
15 classified as a senior. Amended 6/15/99, 6/27/00, & 07/01/02

16
17 4. Students who transfer into Osceola County from public schools shall be
18 classified according to their grade placement at the school from which they
19 transfer. Thereafter they will follow classification as set up by Osceola
20 County except for those students who transfer as seniors.

21
22 5. In order to receive a diploma from an Osceola County high school, all
23 students who attend school in Florida as ninth or tenth graders will be
24 required to earn one half credit in Life Management Skills and beginning with
25 the 1999-2000 ninth grade class, one credit in physical education, which will
26 include one-half credit in Personal Fitness.

27 Amended 7/23/91, 7/21/98, & 6/19/01

28
29 6. All **transfer students** will be expected to attempt to earn a minimum of three
30 (3) credits per semester in the year of their transfer; however, no requirement
31 for specific course work will be retroactive except as stated above.

32
33 The requirements of the School Board shall not be retroactive for students
34 transferring in their senior year provided the student has met all requirements
35 of the school, school district, or state from which he/she is transferring (6A-
36 1.095). Adopted 6/30/92, Amended 6/27/95, & 7/01/04

37
38 Students will be limited to the transfer of no more than four high school
39 credits earned prior to entry into the ninth grade. Such credits must have
40 been earned at the seventh and eighth grade levels and follow this Student
41 Progression Plan. Adopted 6/30/92; Amended 6/27/95 & 7/21/98

42
43 Work or credits from state or regionally accredited SACS/ CITA public or
44 private schools or institutions shall be accepted at face value, subject to
45 validation if deemed necessary. Amended 07/01/02

46
47 7. Students may be promoted to the next grade at the end of the first semester
48 of a school year provided they have earned the following number of credits:
49 Adopted 7/23/91, Amended 6/15/99, 6/27/00, & 07/01/02

- 50
- 51 • Sophomore - 8 credits (10 credits, 4X4 schedule)
- 52

- 1 • Junior - 14 credits (18 credits, 4X4 schedule)
- 2
- 3 • Senior - 21 credits (26 credits, 4X4 schedule)
- 4

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

- 8
- 9 • Graduate at the end of the first semester. (Students will receive their
10 diplomas and be permitted to participate in graduation ceremonies at the
11 end of the second semester.)
- 12
- 13 • Participate in the dual enrollment program at Valencia Community
14 College or at Technical Education Center Osceola (TECO), if they qualify.
15 Amended 6/27/00
- 16
- 17 • Remain at the high school to pursue advanced academic studies and/or a
18 career and technical education program.
- 19

20 **B. Student Performance Levels for Reading, Writing, Mathematics, and Science,**
21 Amended 07-15-03

22
23 Florida Statute 1008.25 requires that the district define specific levels of performance
24 in reading, writing, mathematics, and science for each grade level. These levels of
25 performance will be used to identify students who **must** receive remediation or be
26 retained within an intensive program that is different from the previous year's
27 program and takes into account the student's learning style.

28
29 In compliance with School Board's Objective (Improve accepted measures of
30 success annually) and Florida Statute 1008.25, students will be identified as
31 performing at one of three levels which indicates a student's achievement:

- 32 ▪ above grade level,
- 33 ▪ at grade level, or
- 34 ▪ below grade level.
- 35

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

39
40 **1. Required Program of Study – Grades 9-12**

41 A student's grade level classification should be based on standardized test
42 results, daily assignments, teacher observation, teacher made tests,
43 satisfactory attainment of the student performance standards in the
44 curriculum frameworks and other objective information. If the achievement
45 level is not met, the teacher shall utilize deficiency/progress reports to
46 communicate with the parent during the grading period. Notices to
47 parent/guardian of LEP students must be provided in the primary language,
48 whenever feasible. Amended 6/27/00 7/01/02, & 7/01/04

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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 Assessments**

- District-adopted program assessments
- Stanford Diagnostic Reading Test (SDRT)
- 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 credits. Credits are earned through the successful completion of the Sunshine State Standards or Sunshine State Standards for Special Diploma at the Independent, Supportive, or Participatory Level Amended 6/28/94, 6/27/95, 7/21/98, & 07-15-03

C. STUDENT PERFORMANCE LEVEL CHART

See following page.

GRADES 9-12	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION						
Classroom Performance	Factors to Consider in End-of-Year Decision-Making					Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Parent conference and consultation • Principal recommendation 	<i>Student Performance Level</i>	<i>FCAT-SSS Reading and Math</i>	<i>FCAT-NRT Reading & Math</i>	<i>FCAT Writing</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	
	Above Grade Level	Achievement Level 4, 5	Stanine 7, 8, 9	5.0, 5.5, 6.0	NO	NO	
	At Grade Level	Achievement Level 3	Stanine 4, 5, 6	3.5, 4.0, 4.5	NO	NO	
	Below Grade Level, Minimally	Achievement Level 2*	Stanine 3	2.0, 2.5, 3.0	YES	Requires a new AIP ¹	
					NO	Write an AIP ¹ , and monitor closely	
	Below Grade Level, Considerably	Achievement Level 1*	Stanine 2	1.0, 1.5	YES	Requires a new AIP ¹	
					NO	Must have an AIP ¹	
	Below Grade Level, Substantially	Achievement Level 1*	Stanine 1	0	YES	Requires a new AIP ¹	
					NO	Must have an AIP ¹	
	<p>1 Academic Improvement Plan</p> <ul style="list-style-type: none"> • *To demonstrate annual learning gains, Grade 9 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 78 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 55 DSS points in FCAT-SSS Math. • *To demonstrate annual learning gains, Grade 10 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 78 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 49 DSS points in FCAT-SSS Math. 						

D. Academic Improvement Plan (AIP) Process Amended 7-15-03, 7/01/04

As required by Florida Statute 1008.25 (4)(b), schools must develop in consultation with student's parent(s), a School District of Osceola County Academic Improvement Plan (AIP) for students who do not meet district and state levels of proficiency in reading, writing, mathematics, and science. (Science will be added upon completion by the State.)

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

Each Academic Improvement Plan must outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency.

The Academic Improvement Plan must clearly identify the:

1. specific, diagnosed academic needs to be remediated,
2. success-based intervention strategies to be used,
3. the how, when, how often, by whom, and how long intensive remedial instruction is to be provided, and
4. monitoring and reevaluation activities to be employed.

1. Steps for Implementing the AIP

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

- Data from the additional assessments are to be used to formulate the student's AIP.
- Schools shall also provide for the frequent monitoring of the student's progress. FS 1008.25(4)(b).
- Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics, and/or science upon completion of science proficiency levels by the State, FS 1008.25(4)(b).
- If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

Diagnostic assessments may include, but are not limited to:

- teacher assessment
- text/placement tests
- diagnostic software
- Stanford Diagnostic

Intensive instruction is usually associated with the following:

- 1 ▪ diagnostic/ prescription
- 2 ▪ targeted to specific skill development
- 3 ▪ variety of opportunities for repetitions (repeated exposure)
- 4 ▪ smaller chunks of text or content
- 5 ▪ guided and independent practice
- 6 ▪ skill development and practice integrated into all activities
- 7 ▪ frequent monitoring
- 8 ▪ criterion-based evaluation of success

9
10 Students in grades 9-12 whose performance in reading, writing, mathematics,
11 and/ or science requires remediation **must** have an AIP or comparable
12 individual academic plan.

- 13 ▪ Students whose performance is minimally below grade level may
14 need an AIP.
- 15 ▪ AIP's are required for Grades 9-12 students who are performing
16 below grade level.

17
18 An existing AIP is to be **closed** at the conclusion of the school year.

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

24
25 If a student is to continue remediation during the following year, he or she is
26 to receive a **new AIP**.

- 27 ▪ The new AIP is to be developed through the collaboration of the
28 receiving teacher(s) and the parent(s)/guardian(s) and approved by
29 the principal.
- 30 ▪ Recommendations of the sending teacher(s) are to be reviewed as
31 part of the AIP progress.

32
33 Students who do not meet minimum performance expectations for the
34 statewide assessment tests in reading, writing, mathematics, and/ or science
35 must continue remedial instruction until expectations are met.

36 37 **2. LEP Students – Academic Improvement Plan Process**

38 Amended 07-15-03

39
40 Limited English Proficient students who are unable to demonstrate mastery in
41 academic subject areas as described in the Student Progression Plan will be
42 referred to an Academic Improvement Plan/LEP committee. This committee
43 will develop an academic improvement plan for the student in accordance
44 with the following guidelines and procedures: Adopted
45 6/27/00

- 46
47 ▪ The reason for the academic under-performance of an LEP student must
48 **not** imply that he/she needs an extra year to learn English or that it is due
49 to the student's lack of English proficiency.
- 50
51 ▪ Establish lack of academic progress in reading, writing, mathematics, and
52 science 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 accommodations 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.

3. Gifted Students Amended 07-15-03

For a gifted student who is performing below grade level, it is appropriate to develop an AIP. Accommodations and/or interventions are to be addressed through the Gifted Educational Plan (GEP) process.

4. Students with Disabilities – Academic Improvement Plan Process Amended 07-15-03

a. 504 Students Amended 07-01-04

An AIP is to be written for a 504 student who is performing below grade level in reading, writing, or mathematics.

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 ESE/Regular Education Teacher should

1 write an AIP to address the student's educational needs. The AIP should be
2 developed with the involvement of the parent/guardian.

3
4 The IEP Committee should also be convened to address the appropriate
5 accommodations for the student to access the general education curriculum.
6 ESE students for whom the Sunshine State Standards for Special Diploma
7 are appropriate do not require an AIP but will follow the goals and objectives
8 written on the IEP.
9

10 E. Remediation and Retention

11 Amended 7/21/98, 6/15/99, 6/27/00, 6/19/01, 07/01/02, 07-15-03, & 7/01/04
12

- 13 ■ **No student may be assigned to a grade level based solely on age or other**
14 **factors that constitute social promotion.** FS 1008.25 (6)(a), Adopted 6/19/01
15
- 16 ■ **Retention decisions will not be made on a single test score.** Adopted
17 6/19/01
18
 - 19 • Students in grades 9-12 who are identified as being considerably or
20 substantially below grade level in reading, writing, mathematics, and/or
21 science (once science proficiency levels are set by the State) **must**
22 receive remediation and require an AIP.
- 23
- 24 ■ The principal, upon written authority from the Superintendent, may promote a
25 student who has been previously retained if the principal determines that
26 standards have been met, and the student will be able to benefit from instruction
27 at the higher grade. If the placement involves a new school, the assignment will
28 occur at the time agreed upon by both the sending and receiving principal.
29 Amended 6/15/99 & 07/01/02
30
- 31 ■ Eighth grade students who are placed in the ninth grade will be enrolled in a
32 mandatory remediation program.
33
- 34 ■ Eighth grade students promoted to the ninth grade may take courses during the
35 regular summer school for acceleration.
36

37 F. Attendance for Credit, Grades 9-12

38 Amended 6/30/92, 7/21/98, 6/15/99, 6/27/00, 07/01/02, & 07-15-03
39

- 40 • In order to receive full semester credit, a student must be enrolled in any school
41 a minimum of forty-five school days.
- 42 • Students who enroll in school or class late shall be allowed to make up the class
43 work.
44
- 45 • Students, to include LEP students, who would otherwise receive a passing
46 grade, but who have accumulated absences of more than ten (10) single periods
47 of instruction or five (5) block periods of instruction (1 block unit equals 2 single
48 periods) per semester will not receive credit for the course except as follows:
49
 - 50 ➤ Attain a passing score (60% or better) on a comprehensive subject
51 level examination to be given within ten (10) teacher workdays of the
52 end of the semester in which the student was enrolled in the class.

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- Students, to include LEP students, who have accumulated more than two (2) days of absences per semester during **summer school**, will not receive credit.
Adopted 6/27/00
 - Students in the **summer Jump Start program** who have accumulated more than 2 days of absences for the summer session will not receive credit.
Adopted 6/19/01
 - Students, to include LEP students, with excessive absences who fail the comprehensive examination but would receive a passing grade for the semester, may appeal the loss of credit. A district committee will consider the appeal based on documented, conditions. Amended 6/27/00
 - School activities shall not be counted as absences. Assigned work shall be turned in on the date indicated by the teacher.

Grading of Make-up Work

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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.

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

G. Retention – Special Program Considerations

1. LEP Students

Revised 6/27/00

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- 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.

2. Students with Disabilities

a. 504 Students Amended 07-01-04

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

fail to master needed skills in the summer school will continue in the program during the fall semester. Amended 6/15/99 & 07/01/02

I. 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.

2. ESE Students

The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team. Services are recommended when the data collected over the course of the school year, including before and after scheduled breaks in instruction, indicate a significant regression in life skills. These are skills that cannot be recouped within a reasonable amount of time without ESY services. ESY services may include direct or indirect special education services, related services, or some combination of these. Adopted 6/27/00, Amended 07-15-03

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. GRADUATION REQUIREMENTS

Amended 6/30/92, 7/29/97, & 07-15-03

To graduate from high school a student must meet all the requirements of this plan, demonstrate mastery of the Student Performance Standards (FS 1001.03, 1010.305), and meet all requirements established by the Florida Department of Education and the School Board of Osceola County.

A. Course Credit Requirements, Amended 7/01/04

Beginning with the 2003-2004 school year, all students scheduled to graduate in 2004 and thereafter may select one of the three graduation options listed below.

FLORIDA HIGH SCHOOL GRADUATION OPTIONS			
Courses	General Requirements (4-Year)	Standard College Preparatory Program (3-Year)	Career Preparatory Program (3-Year)
English	4 credits (major concentration in composition & literature)	4 credits (major concentration in composition & literature)	4 credits (major concentration in composition & literature)
Mathematics	3 credits (one of which must be Algebra I or its equivalent)	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits (one of which must be Algebra I or its equivalent)
Science	3 credits (two of which must have a laboratory component)	3 credits in natural science (two of which must have a laboratory component)	3 credits in natural science (two of which must have a laboratory component)
Social Studies	1 credit World History, 1 credit American History, ½ credit American Government, and ½ credit Economics	1 credit World History, 1 credit American History, ½ credit American Government, and ½ credit Economics	1 credit World History, 1 credit American History, ½ credit American Government, and ½ credit Economics
Foreign Language	NOT required for high school graduation; required for admission into state universities	2 credits or demonstrated proficiency in same second language	NONE
Career Preparatory Program ONLY			3 credits in a single vocational/ career education program, OR 3 credits career/ technical education dual enrollment courses, OR 5 credits in vocational/ career education courses

Practical/ Performing Fine Arts	1 credit practical arts career education or exploratory career education OR 1 credit performing fine arts OR ½ credit in practical arts and ½ credit in performing fine arts		
Life Management Skills	½ credit		
Physical Education	1 credit (including ½ credit of Personal Fitness and ½ credit physical education elective)		
Electives	8 ½ credits	3 credits	3 credits
TOTAL	24 credits	18 credits (six of which must be honors level or equivalent)	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT-SSS Reading and Math	Earn Level 3 or above scores on the Grade 10 FCAT-SSS Reading and Math and 3.0 or higher on FCAT Writing	Earn Level 3 or above scores on the Grade 10 FCAT-SSS Reading and Math and 3.0 or higher on FCAT Writing
Grade Point Average Requirements (GPA)	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale AND earn at least a 3.0 in each course	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale AND earn at least a 2.0 in each course

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- Students who selected the accelerated option before July 1, 2004, are grandfathered in under the original state requirements.
- Credit requirements above the 24 required for the four-year graduation option are in place for those students who attend high schools in which the four-year (not including summer school) credit earning potential is greater. Guidelines are available at individual high schools. Adopted 6/15/99, Amended 6/19/01 & 7/01/04
- Florida Statute 1003.43 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.
- 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

1 credit toward the overall 24-credit state requirement for graduation. Amended
2 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
 - 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.
 - 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, guidance counselor, and the parent. Adopted 7/29/04

Amended 7/21/98, 6/27/00, & 7/01/04

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 Statute 1003.43. 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. 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 (Adopted 7/29/97, Amended 6/27/00, 6/19/01, & 7/01/04):
 - **Grade Forgiveness Policy**
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. Any course grade not replaced according to the district grade forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation (Florida Statute 1003.43) Adopted 7/29/97, 1/16/01, & 7/01/04

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3. 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

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C. Florida Comprehensive Assessment Test (FCAT) Requirement

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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.

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1. ESE Students

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The Individual Education Plan (IEP) team may waive the FCAT as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot accurately be measured by the statewide assessment test. This provision applies to seniors beginning with the class of 2003.

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Students eligible for consideration are those students with disabilities who

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- are currently seniors in high school who have an IEP and for whom the FCAT is the graduation test.
 - have met the state's graduation requirement of 24 credits/courses and 2.0 cumulative GPA, and any other district requirements for graduation with a standard diploma.
 - have taken the Grade 10 FCAT with allowable accommodations at least twice but have not attained a passing score (The student must participate in the March administration of the FCAT during his/her senior year).
 - have participated in intensive remediation for FCAT Reading and for FCAT Mathematics, if passing scores were not earned.
 - have demonstrated mastery of the Grade 10 Sunshine State Standards (e.g., have earned a grade of C or better in core English and /or math classes).
 - For whom the IEP team determines that the FCAT cannot accurately measure the student's abilities taking into consideration allowable accommodations.

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Amended 6/15/99, 6/27/00, 07-15-03, & 07/01/05

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D. Student Standards for Participation in Extracurricular Student Activities Revised 6/29/93

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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

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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).

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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.
 - 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, Amended 7/01/04
 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 Florida Statute 1002.41.
 - 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

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- 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 Student Progression Plan for Osceola County.
- The principal or his designee may suspend a student from participation in an activity for Level I - Level III offenses as outlined in the Osceola County School District Code of Student Conduct. Amended 7/01/04
- 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 1001.41, Implementation: FS 1006.21

E. Graduation Requirements for ESE Students Amended 07-15-03

SBR 6A-6.0312 provides that accommodations to basic and career and technical education 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. Accommodations to Basic Courses

Accommodations for basic courses shall not include modifications to the curriculum frameworks or Sunshine State Standards. When modifying I career and technical education 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 & 07/01/05

Accommodations may include any of the following:

- The instructional time may be increased or decreased.

- 1 ▪ Instructional methodology may be varied.
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- 3 ▪ Special communications systems may be used by the teacher or student.
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- 5 ▪ Classroom and district test administration procedures and other
- 6 evaluation procedures may be modified to accommodate the student's
- 7 handicap.
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9 2. **Regular Diploma**

- 11 • Requirements

12 To meet the requirements for a regular high school diploma, an
 13 exceptional student shall take academic courses in the mainstream in
 14 accordance with the student's Individual Education Plan. Students who
 15 are classified as Deaf or Hard of Hearing, or Emotionally Handicapped
 16 may complete any basic or career and technical education course
 17 applicable to a regular diploma if the course is taught by the exceptional
 18 student teacher and if the course content, standards, and student
 19 outcome and other requirements are equivalent to that of the regular
 20 education course. Exceptional students may have regular academic
 21 course accommodations as outlined above. Amended 7/23/91, 7/21/98 &
 22 6/27/00

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24 Any students classified as Educable Mentally Handicapped, Trainable
 25 Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard
 26 of Hearing, Language Impaired, Specific Learning Disabled, Physically
 27 Impaired, Visually Impaired, Autistic or Emotionally Handicapped may be
 28 awarded a regular diploma if they meet the requirements established
 29 below. Amended 6/27/95, 8/6/96, 7/21/98 & 6/27/00

- 31 • Course Requirements

- 32 • Cumulative Grade Point Average (GPA) Requirements

- 33 • Florida Comprehensive Assessment Test (FCAT) Requirements

- 34 • Attendance

35 Meet attendance requirements.

- 36
- 37 • Curriculum

38 The curricular approach for high school Varying Exceptionalities,
 39 Emotionally Handicapped and Educable Mentally Handicapped shall be a
 40 regular education curriculum that follows the Florida Sunshine State
 41 Standards with appropriate accommodations. The Strategies for
 42 Learning Curriculum and Resource Guide, Direct Instruction, and
 43 Precision Teaching are the instructional approaches to be utilized to
 44 enhance curriculum acquisition. Adopted 7/21/97

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2 **3. Special Diploma Option 1**

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

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5 • Requirements

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

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12 ○ Complete course requirements as outlined below:

13 Language Arts	- Three (3) credits
14 Mathematics	- Three (3) credits
15 Social Studies	- Two (2) credits
16 Science	- One (1) credit
17 Physical Education	- One (1) credit
18 Life Management Skills	- One Half (1/2) credit
19 Employability Skills	- One Half (1/2) credit

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21 Electives - Eleven (11) credits
22 (Career and Technical Education courses, Practical Arts, OJT,
23 etc.)

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

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27 ○ Course requirements can be modified only by specific permission
28 from the Director of Exceptional Student Education.

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30 ○ Courses designed for students functioning at supported or
31 participatory levels may be substituted for the courses outlined above
32 as determined by the IEP committee.

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34 ○ Students must have a 2.0 Grade Point Average (GPA) calculated from
35 the courses outlined above to be eligible for a special diploma.

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37 • Attendance

38 Meet attendance requirements.

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40 • Curriculum

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

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46 • Beginning with the 2000-2001 ninth (9th) grade class, a student must
47 demonstrate competency in the Sunshine State Standards for Special
48 Diploma at the expected levels of functionality as identified by the IEP
49 team.

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51 • Any exceptional student excluding students classified as Visually
52 Impaired or Speech Impaired only who has acquired appropriate credits

and GPA for a regular high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP Team) can be issued a Special Diploma Option 1.

- Note: Students classified as Visually Impaired or Speech Impaired only 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

- Students shall be at least sixteen (16) years of age to be considered for this option, and shall be at least eighteen (18) years of age to graduate.
- Complete course requirements as outlined below:

Language Arts	- Two (2) credits
Mathematics	- Two (2) credits
Electives	- Seven (7) credits
(Career and Technical Education courses, Practical Arts, OJT, etc.)	
Total: 11 Credits (4 required, 7 elective)	
- Age and course requirements can be modified only by specific permission from the Director of Exceptional Student Education.
- Students must have a 2.0 Grade Point Average (GPA) calculated from the course requirements outlined above to be eligible for a special diploma.
- The student shall satisfactorily demonstrate employment and community competencies while employed full-time at least 25 hours per week in a community based job and paid at least minimum wage for a minimum of one semester, unless the student is placed in supported competitive employment. In this case, the student must be employed for at least 20 hours per week, for the equivalent of one semester.
- The student's individual education plan shall include a transition plan containing annual goals and short-term objectives related to the employment and community competencies. Amended 6/27/95
- A training plan shall be developed and signed by the student, parent, teacher, and employer. The plan shall identify the job specific employment and related community competencies, the criteria for

determining and certifying mastery of the competencies, the work schedule and the minimum number of hours to be worked per week, a description of the supervision to be provided by the school district staff, and any special considerations. **Amended 6/27/95**

- Attendance
Meet attendance requirements.

- Curriculum Amended 7/21/98

The curricular approach for high school exceptional students shall follow the Florida Sunshine State Standards for Special Diploma. Moderately and severely disabled students will use a curriculum appropriate to the development level of the student. **Amended 6/27/95**

- Beginning with the 2000-01 ninth (9th) grade class, a student must demonstrate competency in the Sunshine State Standards for Special Diploma at the expected levels of functionality as identified by the IEP team.
- Adopted 6/27/00
- Note: Students classified as Visually Impaired or Speech Impaired only are not eligible for a special diploma at this time.

5. Certificate of Completion Adopted 6/27/95
Any exceptional student who has acquired appropriate credits and GPA for a high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP team can 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, Language Impaired, 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 the Sunshine State Standards for Special Diploma, 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, Grade Point Average (GPA), 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 during his or her senior year and determined eligible for a special diploma shall be

1 eligible to graduate based upon the requirements of the school district from
2 which he or she is transferring. Amended 07/01/05
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4 **9. Extended School Year Services** Adopted 6/27/00

5 The determination of Extended School Year (ESY) services is a decision of
6 the Individual Educational Planning team. ESY services may include direct or
7 indirect special education services, related services, or some combination of
8 these.
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10 **F. Types of Diplomas** Adopted 9/17/96, Amended 6/15/99, 6/27/00, & 07-15-03
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12 Students in Osceola County Schools may earn the following types of diplomas:
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14 **1. Regular Diploma**

15 A Regular Diploma shall be issued to students who meet the conditions set
16 forth in this Student Progression Plan section IV, except for those students
17 who successfully enroll in and complete the GED Exit Option Program. This
18 must include passing the High School Competency Test (HSCT) or achieving
19 an acceptable score on the Florida Comprehensive Assessment Test
20 (FCAT). For those ESE students for whom the IEP committee has approved
21 an FCAT waiver, achieving an acceptable score on the FCAT will be waived.
22 Amended 7/23/91 & 6/27/00
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24 **2. Regular Diploma -- GED Exit Option**

25 A Regular Diploma-GED Exit Option shall be issued to students who meet
26 the conditions set forth in the Student Progression Plan. Adopted
27 6/27/00
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29 • Requirements

30 To meet the requirements for a regular high school diploma under the
31 GED Exit Option, a student shall:

- 32 ▪ Meet the program eligibility criteria and be enrolled in a Dropout
33 Program, Teenage Parent, Department of Juvenile Justice, or
34 Second Chance School Program;
- 35 ▪ Be currently enrolled in a high school or alternative program;
- 36 ▪ Be a minimum of 16 years of age;
- 37 ▪ Demonstrate a 9.0 or above reading level as measured by a state-
38 approved assessment instrument, pass the HSCT or FCAT, or
39 demonstrate successful completion by the end of the
40 programmatic year, and
- 41 ▪ NOT be eligible to graduate before the date of the class with
42 whom a student enters kindergarten.
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44 • Attendance

45 Meet attendance requirement
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47 • Curriculum

48 Students must be enrolled in a minimum of six courses throughout the
49 academic year. The courses must include the following:
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- 51 ▪ Applied Communications
- 52 ▪ Economics/American Government

- Algebra, Algebra 1A, or Applied Math 1
- Any combination of a secondary or postsecondary technology or a career and technical education 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 FCAT. Amended 7/01/04
- 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 1 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, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled, Emotionally Handicapped, Physically Handicapped whose ability to communicate orally or in writing is seriously impaired. Students must also master the Sunshine State Standards for Special Diploma.

Any exceptional student excluding Visually Impaired or Speech Impaired only who has acquired appropriate credit for a regular high school diploma and GPA and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP team, can be issued a Special Diploma Option I.

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 for Special Diploma at the expected levels of functionality as identified by the IEP team.

Adopted 6/27/00

- Option 2 Adopted 7/21/98

A Special Diploma Option 2 shall be awarded to any exceptional student, excluding Visually Impaired or Speech Impaired only, 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 at least 25 hours per week in a community based job earning minimum wage or more for a minimum of one semester unless the student is placed in supported competitive employment. In such cases the student must be employed at least 20 hours per week 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.

Amended 6/27/00

4. Certificate of Completion Amended 7/23/91

A Certificate of Completion can be issued to all students who acquire appropriate credits and GPA for a regular high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP team.

5. Special Certificate of Completion

A Special Certificate of Completion can be issued to an eligible exceptional education student who meets the requirements for a special diploma, but is unable to meet the Sunshine State Standards for Special Diploma.

6. GED

Amended 7/23/91, 9/17/96, 7/29/97, & 07-15-03

Students or residents who are eighteen (18) years old or older may apply to take the GED exam.

Under the following extraordinary circumstances, 16- and 17-year-old students may be admitted into the GED program:

- a. Court ordered
- b. Economically disadvantaged (must meet federal income guidelines)
- c. Previously or currently enrolled in an Alternative Program
- d. Pregnancy
- e. Teen parent
- f. Medical, mental, or physical condition which interferes with regular school attendance
- g. Home school validation
- h. Incarcerated
- i. Probationers Educational Growth program client
- j. Thirteenth year student not meeting graduation requirements
- k. Legally emancipated minor
- l. Twelfth grade option student

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 Student 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.

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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

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H. Award, Certificate, and Scholarship Criteria
Revised 6/29/93 & Amended 7/29/97 & 7/21/98

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1. **Florida Bright Futures Scholarship Program** Amended 7-15-03, 7/01/04
Florida Bright Futures Scholarship Program (FS 1009.531) 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

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- Complete a Bright Futures Scholarship Program Student Authorization Form by spring graduation.
 - Be a Florida resident and a US citizen or eligible non-citizen.
 - 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.

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2. **Florida Academic Scholars Award** Amended 07-15-03

The Florida Academic Scholars Award is designed to encourage and to recognize outstanding performance and academic achievement by high school students (FS 1009.534). In order to qualify for the Florida Academic Scholars Award, a student must:

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- 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.

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- Have attended a home education program according to FS 1003.21 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 Medallion Scholars Award Amended 07-15-03, 7-01-04

To be eligible for Florida Medallion Scholars Award (FS 1009.535), 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.
- Have 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 Amended 7-15-03, 7/01/04

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 1009.536 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:

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- Complete three vocational credits in a sequential program of studies, or
An equivalent dual enrollment course/program; Adopted 7/29/97
 - From a weighted 3.0 GPA (based on the Statewide Scholarship Weighting System) using the core 15 credits required for graduation.
 - 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:
 - SAT: Verbal 440, Math 440 or
 - ACT: Reading 17, English 18, Math 19 or
 - CPT: Reading 83, Sentence 83, Algebra 72.

1 **V. REPORTING STUDENT PROGRESS**

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

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

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

18
19 **B. Report Cards** Amended 07-15-03

20 Florida Statute 1003.33(1) requires that district report cards for all secondary
21 school students must clearly grade or mark:

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

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

- 32 ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,
33 6-8, 9-12) as the primary means of reporting student progress.
- 34 ▪ With the approval of the Superintendent and the School Board, schools may
35 develop additional or supplementary instruments, which may be used in
36 conjunction with the standard report card. Amended 7/29/97 & 6/25/99
- 37 ▪ Report cards shall be issued for all students, 9-12, at the close of each grading
38 period. Amended 6/30/92
- 39 ▪ Parents are to be notified in writing at any time during a grading period when it is
40 apparent that the student may not pass or is performing unsatisfactorily in any
41 course or grade level. The county Deficiency/Progress Report and/or approved
42 electronic Progress Report form will be used for this notification.
43 Amended 6/15/99 & 6/27/00
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1 8. To receive a report card a student shall have been enrolled in school at least
 2 ½ of the forty-five day grading period as established by the official school
 3 calendar. If an elementary student is enrolled for less than one-half (1/2) of
 4 the forty-five day grading period, a report card shall be issued, but a grade is
 5 not required. The report card needs to reflect the date of entry and
 6 attendance record. If a student withdraws, he shall be issued a grade on the
 7 withdrawal form as of the date of withdrawal. Amended 7/2/96 & 6/27/00
 8

9 9. Students are to receive grades in all subjects in which they have received
 10 instruction that grading period.
 11

12 10. Change of Grades
 13

14 Once a grade has been entered into a report card or electronically entered
 15 into a system for the preparation of report cards, then any and all grade
 16 changes should be made as follows:
 17

18 REQUEST BY TEACHER FOR GRADE CHANGE:
 19

- 20 • If the teacher who has made, entered or reported the grade feels it
 21 necessary to change the grade, he or she must submit a request in
 22 writing to the principal for a grade change.
 23
- 24 • Whether the basis for the change is a mistake at the time of entry, or
 25 reconsideration of the assessment materials and evaluative sources, the
 26 teacher shall demonstrate in the writing the rationale, basis and support
 27 for the grade as intended to be entered on the change.
 28
- 29 • The principal shall consider the request made by the teacher, and meet
 30 with the teacher as the principal deems necessary, and determine
 31 whether to make the change as requested.
 32
- 33 • The principal shall determine the request in writing and provide a written
 34 explanation to the teacher as to the basis for the determination to the
 35 requesting teacher.
 36
- 37 • Following the direction of the principal, the grade may be changed or left
 38 unchanged. Only if directed by the written notification of the principal, may
 39 the teacher entered grade be changed.
 40
- 41 • Should a change in grade be directed after the student and parent(s)/ or
 42 parent(s) have been first notified of the grade, then the grade change
 43 shall be made on official notification to the parents, which shall contain
 44 the reasons and methodology for the change.
 45

46 CHANGE OF GRADE WITHOUT TEACHER REQUEST:
 47

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

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

1 corresponding letter grade as determined by the above grading scale. To
 2 determine the final grade, the numerical grades are averaged together, as
 3 outlined two paragraphs above, and numerical average will be converted to
 4 the corresponding letter grade from the grading scale, and reported on the
 5 report card. Amended 7/2/96
 6

- 7 16. If an "I" (incomplete) is recorded on a report card, the requirements for which
 8 the incomplete was assigned must be satisfied within two weeks of the
 9 issuance of report cards or the "I" becomes "F." At the teacher's discretion a
 10 longer period of time may be allowed for make up work. Amended 7/23/91 &
 11 6/27/00
 12

13 D. Description and Definition of Marks

14 Schools shall adhere to the following evaluation plan for grading and reporting
 15 student progress. (For LEP, see below.) Amended 6/15/99, 6/27/00, & 6/19/01
 16

17 1. Grades 6-12 Percent Point Value Definition

18 Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades
 19 using the scale below: Amended 6/19/01
 20
 21

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

22 2. Pacer Point Scale for Determining Class Rank and Valedictorian/ 23 Salutatorian

24 All high schools will utilize a Pacer Scale for honors courses as a means to
 25 determine senior class rank and valedictorian/salutatorian selections. These
 26 determinations will be made at the end of the eighth semester and will include
 27 all high school courses taken. Pacer Points will be assigned based upon the
 28 Grading Scale adopted by the School Board. High schools will assign the
 29 Pacer Points to dual enrollment college courses and to all level 3 courses as
 30 defined in the Course Code Directory except level 3 courses in physical
 31 education. Pacer Points will **not** be used when determining the 2.0 grade
 32 point average required for graduation, or the final grade point average.
 33 Adopted 7/29/97, Amended 6/15/99, 6/27/00 & 6/19/01
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1
2 **E. Guidelines for Grading and Reporting**
3 **Academic Progress of LEP Students**

Revised 6/27/00

4
5 The course grade and academic progress of LEP students will be based on the
6 results of teacher observation, alternative assessments, and modified tests used to
7 assess the understandable instruction provided through the use of ESOL teaching
8 strategies, appropriate instructional materials, and curriculum accommodations.
9

10 If there is a continued pattern of failure in classroom performance and assessments,
11 the LEP committee shall meet to review the reasons for the student's lack of
12 progress. The reason(s) documented for the academic under-performance of an
13 LEP student **cannot imply** that he/she needs an extra year to learn English or that it
14 is due to the student's lack of English proficiency.
15

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

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

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

31
32 All students must participate in all regular district and state assessments for
33 accountability purposes (FS 1008.22, 1008.25(4)(a)).
34

35 Parents are to be advised of their child's performance on all standardized tests
36 administered as part of the countywide testing program.
37

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

40 Adopted 6/19/01

- 41 ▪ Home education students may take the FCAT only at the school for which they
42 are zoned.
- 43 ▪ Home education students must abide by all the rules of the Student Code of
44 Conduct while on any Osceola County school campus. Failure to do so will result
45 in the removal of the student from the campus and loss of testing privileges.
- 46 ▪ Home instruction parents must notify the appropriate school(s) of their intention
47 to participate in testing at least two weeks in advance of the scheduled
48
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1 **G. Accommodations of District/ State Assessments for**
 2 **Special Program Students**

3
 4 **1. LEP Students**

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

12
 13 **2. Students with Disabilities**

14
 15 **a. 504 Students** Amended 07-01-04

16 Students with 504 plans may receive accommodations on both district
 17 and state assessments. The student's Section 504 Plan should
 18 address the accommodations that are regularly provided for
 19 classroom activities and assessment and should guide decisions on
 20 accommodations for specific test situations. However, allowable
 21 accommodations for statewide tests are limited to those listed in the
 22 State Board Rule and the state test administration manuals.

23
 24 Accommodations may include: flexible setting, flexible scheduling,
 25 flexible timing, flexible responding, flexible presentation, and/ or
 26 flexible format.

27
 28 **b. ESE Students** Amended 07/15/03, 07/01/05

- 29 ✓ Test accommodations during district/state testing
 30 will be implemented as specified in the student's
 31 IEP.

32
 33 **H. Exemptions from District/ State Assessments for**
 34 **Special Program Students**

35
 36 **1. LEP Students**

37
 38 An LEP student whose Home Language Survey (HLS) date precedes a
 39 district/state testing date by less than one year may be exempted
 40 individually by specific action of the LEP Committee. **It is strongly**
 41 **recommended all be tested.** A district-approved alternate assessment
 42 must be administered to those LEP students who have been exempted
 43 from a district and/or state assessment. Adopted 07/01/02

44
 45 **2. Students With Disabilities**

46
 47 **a. 504 Students**

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

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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.

I. Annual Report in Local Newspaper Adopted 07-15-03

Beginning with the 2002-2003 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- the district school board's policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT;
- by grade, the number and percentage of all students retained in grades 3 through 10;
- information on the total number of students who were reported for good cause by each category of good cause as specified in FS 1008.25 (6)(b);
- any revisions to the district school board's policy on student retention and promotion from the prior year. FS 1008.25 (8)(b).