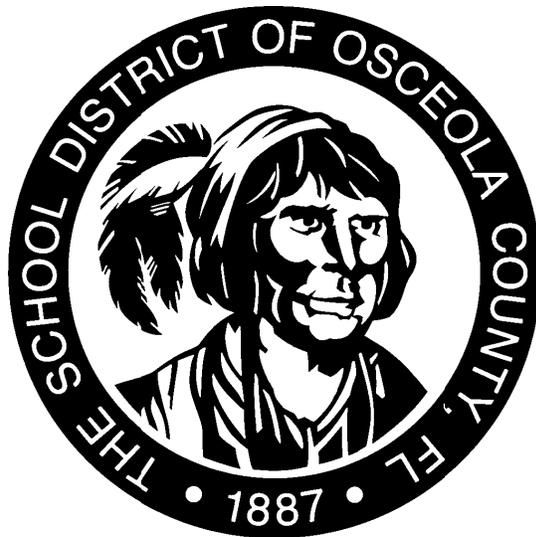


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**THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA**



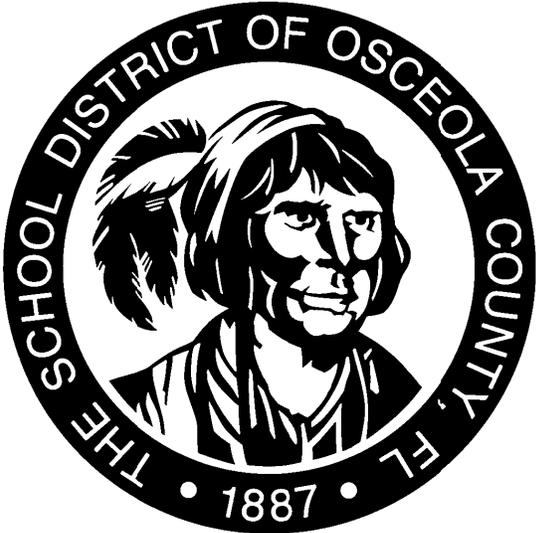
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**2007-2008 and 2008-2009
STUDENT PROGRESSION PLAN**

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



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**2007-2008 and 2008-2009
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN**

Grades K-5

Effective July 01, 2007

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

SCHOOL BOARD MEMBERS

CHAIRMAN

John McKay

Thomas E. Chalifoux, Jr.

Tom Greer

David E. Stone

Jay Wheeler

SUPERINTENDENT

Blaine Muse

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

2
3 All children who have attained the age of six (6) years or who will have attained the
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 06-27-06, 07-15-03

14
15 Florida Statute (FS) 1003.21 requires that students enrolling in Kindergarten or
16 the 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 06-
23 27-00

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

26
27 **a. Certificate of Physical Examination** Amended 06-30-92

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 06-27-06

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 **b. Immunization** Amended 07-21-98, 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, 06-27-00, 06-19-01, and 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, and 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 06-29-93 and 06-27-06, Revised 07-21-98

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

1 withdrawal from Osceola District Schools and required to register in the school in
 2 the assigned attendance zone or in the case of an out-of-district child, a school in
 3 the district of residence.

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

7
 8 **B. School Admissions**

9
 10 **1. Admission to Kindergarten**

11
 12 Children must attain the age of five (5) years on or before September 1 of the
 13 school year for which admission to kindergarten is sought. (Florida Statute
 14 1003.21) Amended 07-15-03

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

17
 18 Children must attain the age of six (6) years on or before September 1 of the
 19 school year for which admission to first grade is sought or at any time thereafter,
 20 provided the child has demonstrated a readiness to enter the first grade in
 21 accordance with rules adopted by the State Board of Education. (Florida Statute
 22 1003.21) Amended 07-15-03

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

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

34
 35 **C. Transfer Students**

36
 37 **1. General Transfer Information**

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

- 45 ▪ student's age,
- 46 ▪ a review of all existing school records and home education
- 47 records (e.g., student portfolio, annual evaluations),
- 48 ▪ a review of the previous educational program including, but not
- 49 limited to, time spent in a program and curriculum requirements
- 50 of the program,
- 51 ▪ a test on grade level or individual subject-area objectives or
- 52 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 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, FS; SBR 6A-6.311 and 6A.6341 and 1001.42 (5), FS

6. English Language Learner (ELL) Students

For a student identified as English Language Learner (ELL) 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-English Language Learner (ELL).
- 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 Amended 07-01-06

- 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) with a permanent assignment 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 **8. Home Education**

6
7 Students who are participating in a home instruction program in accordance with
8 FS 1002.41 may be admitted to public school on a part-time basis. Adopted 09-
9 17-96

- 10
- 11 ▪ Students in home education who wish to attend public school must meet
- 12 the same registration requirements as full-time students, and enroll for
- 13 and attend at least one (1) regularly scheduled class period at the zoned
- 14 school. Such students must register prior to the start of the semester
- 15 they will attend. Full-time students will be given priority in course
- 16 registration. Home-schooled students who are excluded from a
- 17 class/course at their zoned school due to space limitations may attend
- 18 another school if space in that class/course is available.

19 Adopted 09-17-96, Amended 06-19-01

- 20
- 21 ▪ The Board is not responsible for the transportation of students in a home
- 22 education program to or from the school. The school principal will
- 23 establish the time and place for arrival and departure of home education
- 24 students. Students who attend school on a part-time basis are subject to
- 25 all applicable rules and regulations pertaining to full-time students.
- 26 Adopted 09-17-96

27
28 Home education students are eligible to participate in interscholastic
29 extracurricular student activities. The school principal will establish guidelines for
30 participation pursuant to FS 1006.15, and these guidelines will be made available
31 to home education students choosing to participate in interscholastic
32 extracurricular activities. Adopted 07-02-96
33

34 **D. Attendance Guidelines**

35
36 School attendance is the direct responsibility of parent(s)/guardian(s) as required by
37 Florida Statute 1003.24. All students are expected to attend school regularly and to
38 be on time for classes in order to benefit from the instructional program and to
39 develop habits of punctuality, self-discipline, and responsibility. Amended 07-15-03
40

41 Notes or telephone calls from parent(s)/guardian(s) are required either before or after
42 an absence. It is the responsibility of the student to make up work missed because
43 of absences. Students receiving out-of-school suspension **must** be assigned
44 schoolwork that will cover content and skills taught during the duration of the
45 suspension. Amended 07-01-05
46

47 **1. Student Absences**

48
49 Non-attendance in a class shall be considered an absence unless the student is
50 participating in a school activity. Absences shall be classified as:
51
52

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 06-19-01
 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:

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

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

2. Student Withdrawals for Enrollment in Home Education Programs

Florida Statute 1002.41 permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Charter Schools and Educational Choices. Revised 7/23/91, Amended 07-21-98, 06-27-00, and 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, Amended 07-01-06)

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

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

1 **II. PROGRAM DESCRIPTION**

2

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

4

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 06-

20 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 ▪ The following areas of study are required for each student, K-5:
 - 27 language arts, mathematics, science/health, and social studies.
 - 28 ▪ Florida Statute 1003.42 requires elementary schools to provide
 - 29 instructional programs in character-development. Amended 07-15-03
 - 30 ▪ Additional courses of studies may include, but shall not be limited to:

- 31
- 32 ✓ Art
 - 33 ✓ Career Education
 - 34 ✓ Computers
 - 35 ✓ Developmental Physical Education
 - 36 ✓ Foreign Language
 - 37 ✓ Library Science
 - 38 ✓ Metric Education
 - 39 ✓ Music
 - 40 ✓ Safety
 - 41 ✓ School Police Liaison Program
 - 42 (Amended 06-27-00, 07-01-06)

43

44 In addition, FS 1003.42 requires that members of the instructional staff of the

45 public schools, subject to the rules of the State Board of Education and the

46 district school board, shall teach efficiently and faithfully, using the books and

47 materials required that meet the highest standards for professionalism and

48 historic accuracy, following the prescribed courses of study, and employing

49 approved methods of instruction, the following:

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1. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
2. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
3. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
4. Flag education, including proper flag display and flag salute.
5. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
6. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
7. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
8. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
9. The elementary principles of agriculture.
10. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
11. Kindness to animals.
12. The history of the state.
13. The conservation of natural resources.
14. Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.
15. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
16. The study of Hispanic contributions to the United States.
17. The study of women's contributions to the United States.

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- 18. The nature and importance of free enterprise to the United States economy.
- 19. A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
- 20. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

Amended 07-01-06

Student Performance - State K-20 Education Priorities Amended 07-15-03

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

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

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

B. Special Programs

- 1. **English Language Learner (ELL)** Revised 07-21-98 and 06-27-00
All students with limited English proficiency (ELL) must be appropriately identified in order to ensure the provision of appropriate services. Every student identified as ELL shall continue to receive appropriate instruction and funding as specified by the District ELL Plan, State Board Rules and Regulations, and Florida Statutes until such time as the student is reclassified as English proficient. Note: See the School District of Osceola County English Language Learner Plan 1999 for full explanation of services and model. Amended 06-27-00

Home Language Survey (HLS) and Identification Criteria
Revised 06-27-00

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

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

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

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

Every English Language Learner student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the ELL student is assigned to the program(s) shall be comparable to the time assigned to a non-ELL student under similar conditions. An updated ELL student’s class schedule must be maintained in the ELL Portfolio as part of the student permanent record. Adopted 06-27-00

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

Schools with fifteen (15) or more ELL students who speak the same home language 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 ELL students additional help in the basic content areas under the supervision of the basic subject area teacher. Adopted 06-27-00

2. Dropout Prevention Program (DOP)

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

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3. **Gifted Education**

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

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

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

4. **Students with Disabilities**

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

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

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

b. **Exceptional Education Students** Amended 07-01-06

Exceptionalities include: Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired, Deaf or Hard of Hearing, Visually Impaired, Physically Impaired with Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury, Emotional/Behavioral Disabilities (EBD), Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autism Spectrum Disorder (ASD), PreKindergarten Students with Developmental Delays (ages 3-6), PreKindergarten Students with Established Conditions (ages 0-2). Amended 7/23/91, 07-21-98, 06-27-00, and 07-01-05

ESE Curriculum

The curriculum for the elementary school Varying Exceptionalities, Emotional/Behavioral Disabilities (EBD), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate accommodations.

1 Direct Instruction, Reading Mastery and Precision Teaching are the
2 instructional approaches to be utilized to enhance curriculum acquisition.
3 Moderately and severely disabled students (Trainable Mentally
4 Handicapped, Profoundly Mentally Handicapped and Autism Spectrum
5 Disorder) will use a curriculum appropriate for the developmental level of
6 the students.

7 Adopted 06-30-92 and Amended 06-27-06, 07-21-98, 06-27-00, and 07-
8 01-05

9
10 For students with disabilities enrolled in ESE, their Individual Educational
11 Plans (IEP's) specify the appropriate curriculum and unique aspects of
12 their programs.

13
14 For the majority of these students, the general education standards and
15 benchmarks should be based on their curriculum.

16
17 For some students, modified standards and/or benchmarks in one or
18 more content areas may be more appropriate.

19
20 The IEP developed by the team specifies the level of service for specific
21 content areas. The IEP also addresses annual goals and short-term
22 objectives to meet the unique needs of the student as well as appropriate
23 classroom accommodations. Accommodations may be in the areas of
24 curriculum, instruction, and assessment. Accommodations listed on the
25 IEP must be implemented as indicated. Amended 07-01-05

26
27 **5. Home Instruction**

28 Florida Statute 1002.41 permits parents to choose to place their children in a
29 home instruction program in lieu of public school. The requirements of the
30 law will be monitored through Charter Schools and Educational Choices.
31 Amended 7/23/91, 07-21-98, 06-27-00, and 07-15-03

1 **III. PROMOTION**

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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, mathematics, and science, 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 **A. Student Performance Levels for Reading, Writing, Mathematics, and Science**
22 Amended 07-15-03

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

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

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

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

40
41 **1. Required Program of Study – Grades K-5**

42 Grades K-5 promotion should be based on successful progress as indicated
43 by report cards, District and State assessments, daily assignments, teacher
44 observation, satisfactory performance in the grade level curriculum, and other
45 data. Amended 06-15-99 and 06-27-00
46

1 **2. Teacher Judgment**

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

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

- 6 ▪ previous retentions,
- 7 ▪ level of text at which student is successful,
- 8 ▪ observations,
- 9 ▪ checklists,
- 10 ▪ student portfolios, or
- 11 ▪ current grades/marks.

12 **3. Possible Grade Level Assessments**

13 (Amended 07-01-04, 07-01-05, 07-01-06)

14 **Kindergarten Indicators**

15 A screening program for all kindergarten students will be administered yearly.
16 This screening should be done within the first 30 school days of each school
17 year. Results of this screening will identify students who will be considered
18 for further screening and psychological testing to determine if special
19 placement is indicated.

20 Amended 06-29-93 and 06-27-00

- 21 ▪ Florida Kindergarten Readiness Screener (FLKRS)
- 22 ▪ Word Recognition Checklist
- 23 ▪ District-adopted mathematics program assessments
- 24 ▪ Diagnostic Assessments of Reading (DAR)
- 25 ▪ Early Reading Diagnostic Assessments (ERDA)
- 26 ▪ District Phonemic Awareness Inventory
- 27 ▪ Letter and word recognition check list
- 28 ▪ STAR Early Literacy Assessment
- 29 ▪ Diagnostic Reading Assessment (DRA)
- 30 ▪ Group Reading Assessment and Diagnostic Evaluation (GRADE)
- 31 ▪ Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

32 **First Grade Assessments**

- 33 ▪ Word Recognition Checklist
- 34 ▪ Reading Running Record(s)
- 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 ▪ DAR
- 41 ▪ ERDA
- 42 ▪ Diagnostic Reading Assessment (DRA)
- 43 ▪ GRADE
- 44 ▪ DIBELS

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Second Grade Assessments

- 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
- DRA
- GRADE
- DIBELS

Third Grade Assessments

- Reading Running Record(s)
- Osceola Writes (narrative and expository prompts)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9 or SAT-10
- STAR Reading test
- STAR Math test
- DAR
- ERDA
- DRA
- 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
- GRADE
- DIBELS

Fourth Grade Assessments

- Reading Running Record(s)
- Osceola Writes (narrative and expository prompts)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Writes
- FCAT-NRT Reading
- FCAT-NRT Mathematics
- GRADE
- DIBELS

Fifth Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Science
- 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 Autism Spectrum Disorder students shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and The Sunshine State Standards for Special Diploma or the access points for Sunshine State Standards at the Independent, Supportive, or Participatory level. Amended 06/28/94, 006-27-06, 007-21-98, and 07-01-05, and 07-01-06

B. STUDENT PERFORMANCE LEVEL CHARTS

See the following pages.

| GRADE K | 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 • 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 • ELL 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 | <i>Student Performance Level</i> | <i>DRA Guided Reading Levels</i> | <i>DIBELS²</i> | <i>Math & Science Class Performance</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 | Level 3-4 and above (90% accuracy) | (AA) Blue ² | Grade of "demonstrates consistently" | NO | NO | <i>Promote to next grade level</i> |
| | At Grade Level | Level 2 (90% accuracy) | (LR) Green ² | Grade of "learning and developing" | NO | NO | <i>Promote to next grade level</i> |
| | Below Grade Level, Minimally | Level 1 (90% accuracy) | (MR) Yellow ² | Grade of "area of concern" | YES | Requires a new PMP ¹ | <i>Write a PMP¹ if remediation is indicated or promote and closely monitor</i> |
| | | | | | NO | Write a PMP ¹ , and monitor closely | |
| | Below Grade Level, Considerably | Level A | (HR) Red ² | Grade of "area of concern" | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> |
| | | | | | NO | Must have a PMP ¹ | |
| Below Grade Level, Substantially | Unable to read Level A | (HR) Red ² | Grade of "area of concern" | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> | |
| | | | | NO | Must have an PMP ¹ | | |

¹ Progress Monitoring 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 • ELL 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 | <i>Student Performance Level</i> | <i>DRA Guided Reading Levels</i> | <i>GRADE</i> | <i>DIBELS²</i> | <i>Classroom form of Osceola Writes</i> | <i>Math and Science Class Performance</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 | Level 18 & above (90% accuracy) | Stanine 7, 8, 9 | (AA) Blue ² | 5.0, 5.5, 6.0 | Grade of "Outstanding" | NO | NO | <i>Promote to next grade level</i> |
| | 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 | <i>Promote to next grade level</i> |
| | 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 PMP ¹ | <i>Write a PMP¹ if remediation is indicated or promote and closely monitor</i> |
| | | | | | | | NO | Write a PMP 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 PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> |
| | | | | | | | NO | Must have a PMP ¹ | |
| Below Grade Level, Substantially | Level 4 & below (90% accuracy) | Stanine 1 | (HR) Red ² | 0 | Grade of "Needs Improvement" | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> | |
| | | | | | | NO | Must have an PMP ¹ | | |

¹ Progress Monitoring 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 • ELL 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 | DIBELS² | 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 & above (90% accuracy) | Stanine 7, 8, 9 | (AA) Blue ² | 5.0, 5.5, 6.0 | Grade of "Outstanding" | NO | NO | <i>Promote to next grade level</i> |
| | 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 | <i>Promote to next grade level</i> |
| | 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 PMP ¹ | <i>Write a PMP¹ if remediation is indicated or promote and closely monitor</i> |
| | | | | | | | NO | Write a PMP 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 PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> |
| | | | | | | | NO | Must have a PMP ¹ | |
| Below Grade Level, Substantially | Level 12 & below (90% accuracy) | Stanine 1 | (HR) Red ² | 0 | Grade of "Needs Improvement" | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> | |
| | | | | | | NO | Must have an PMP ¹ | | |

¹ Progress Monitoring Plan

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

| GRADE 3 | THE SCHOOL DISTRICT OF OSCEOLA COUNTY | | | | | | | | | |
|---|---|---------------------------|----------------------------------|--|--|-----------------------|----------------------------------|---|--|---|
| 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 • ELL Students - English Language Development • ESE - IEP performance goals and assessments • Soar to Success Program • Voyager Passport • Parent conference and consultation • Principal recommendation | <i>Student Performance Level</i> | <i>DRA Reading Levels</i> | <i>FCAT-SSS Reading and Math</i> | <i>FCAT-NRT Reading & Math; SAT-9/ SAT-10 Reading; GRADE</i> | <i>DIBELS (Oral Reading Fluency)²</i> | <i>Osceola Writes</i> | <i>Science Class Performance</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 | 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 PMP ¹ | <i>Write a PMP¹ if remediation is indicated or promote and closely monitor</i> |
| | Below Grade Level, Considerably | Level 30 | Achievement Level 1* | Stanine 2 | (HR) Red ² | 1.0, 1.5 | Grade of D | NO | Write a PMP ¹ , and monitor closely | |
| | Below Grade Level, Substantially | Level 24 | Achievement Level 1* | Stanine 1 | (HR) Red ² | 0 | Grade of F | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> |
| Below Grade Level, Substantially | Level 24 | Achievement Level 1* | Stanine 1 | (HR) Red ² | 0 | Grade of F | NO | Must have a PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> | |

¹ Progress Monitoring 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 • ELL Students - English Language Development • ESE - IEP performance goals and assessments • Soar to Success Program • Voyager Passport • Parent conference and consultation • Principal recommendation | <i>Student Performance Level</i> | <i>FCAT-SSS Reading and Math</i> | <i>FCAT-NRT Reading & Math or GRADE</i> | <i>DIBELS (Oral Reading Fluency)²</i> | <i>FCAT Writing or Osceola Writes</i> | <i>Science Class Performance</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 | (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 PMP ¹ | <i>Write a PMP¹ if remediation is indicated or promote and closely monitor</i> |
| | | | | | | | NO | Write a PMP 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 PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> |
| | | | | | | | NO | Must have a PMP ¹ | |
| Below Grade Level, Substantially | Achievement Level 1* | Stanine 1 | (HR) Red ² | 0 | Grade of F | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> | |
| | | | | | | NO | Must have an PMP ¹ | | |

¹ Progress Monitoring Plan
² DIBELS Criteria: AA = Above Average; LR = Low Risk; MR = Medium Risk; HR = High Risk

*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.

| 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 • ELL Students - English Language Development • ESE - IEP performance goals and assessments • Soar to Success Program • Voyager Passport • Parent conference and consultation • Principal recommendation | <i>Student Performance Level</i> | <i>FCAT-SSS Reading and Math; FCAT Science</i> | <i>FCAT-NRT Reading & Math or GRADE</i> | <i>DIBELS (Oral Reading Fluency)²</i> | <i>Osceola Writes</i> | <i>Science Class Performance</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 | (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 PMP ¹ | <i>Write a PMP¹ if remediation is indicated or promote and closely monitor</i> |
| | | | | | | | NO | Write a PMP 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 PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> |
| NO | | | | | | | Must have a PMP ¹ | | |
| Below Grade Level, Substantially | Achievement Level 1* | Stanine 1 | (HR) Red ² | 0 | Grade of F | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> | |
| | | | | | | NO | Must have an PMP ¹ | | |
| ¹ Progress Monitoring Plan ² DIBELS Criteria: AA = Above Average; LR = Low Risk; MR = Medium Risk; HR = High Risk *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. | | | | | | | | | |

1 **C. Promotion to a Higher Grade Level** Amended 07-01-06

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.

10 If an ELL student is involved, the ELL committee shall meet to document the student ELL
11 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 and 06-27-00

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

22 Amended 06-15-99

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

28
29 **D. Progress Monitoring Plan (PMP) Process** Amended 07-15-03, 07-01-06

30
31 Florida Statute 1008.25 (4)(b) requires that schools must develop, in consultation with the
32 student's parent(s), a School District of Osceola County Progress Monitoring Plan (PMP) for
33 students who do not meet district and state levels of proficiency in reading, writing,
34 mathematics, and/ or science. Each PMP must outline an intensive remedial program in the
35 area(s) of weakness designed to assist the student in meeting state and/or district
36 expectations for proficiency.

37
38 **The PMP must clearly identify the:**

- 39 1. specific, diagnosed academic needs to be remediated,
40 2. success-based intervention strategies to be used,
41 3. the intensive variety of remedial instruction to be provided, and
42 4. monitoring and reevaluation activities to be employed. FS 1008.25 (4)(b)

43
44 Each student who does **not** meet the levels of performance as determined by the district
45 **must** be provided with additional diagnostic assessments to determine the nature of the
46 student's difficulty and areas of academic need. FS 1008.25 (4)(a)

- 47
48 ■ Data from the additional assessments are to be used to formulate the student's
49 PMP.

50
51 Schools shall also provide for the frequent monitoring of the student's progress.
52 FS 1008.25(4)(b)

1
2 Any student who exhibits a substantial deficiency in reading, based upon locally
3 determined assessments, statewide assessments conducted in Kindergarten or
4 Grades 1, 2, or 3 must be given intensive reading instruction immediately
5 following the identification of the reading deficiency. FS 1008.25 (5)(a)
6

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15
- 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.

16 A student who is not meeting the school district or state requirements for
17 proficiency in reading and math shall be covered by one of the following plans to
18 target instruction and identify ways to improve his or her academic achievement:
19

- 20
21
22
23
24
25
26
27
1. A federally required student plan, such as an individual education plan, FS 1008.25 (4)(b)1;
 2. A schoolwide system of progress monitoring for all students, FS 1008.25 (4)(b)2; or
 3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3

28 The plan chosen must be designed to assist the student or the school in meeting
29 state and district expectations for proficiency. If the student has been identified
30 as having a deficiency in reading, the K-12 comprehensive reading plan required
31 by FS 1011.62 (8), shall include instructional and support services to be provided
32 to meet the desired levels of performance. District school boards may require
33 low performing students to attend remediation programs held before or after
34 regular school hours or during summer if transportation is provided. FS 1008.25
35 (4)(b)3
36

37 If the documented deficiency is not remediated according to the PMP, the student
38 may be retained. FS 1008.25 (4)(c)
39

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

- 41
42
43
44
45
46
47
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51
52
- 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 a PMP or comparable individual academic plan.

- Students whose performance is minimally below grade level may need a PMP.
- PMP's are required for kindergarten and first grade students who are performing below grade level.

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

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

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

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

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

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

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

English Language Learner students who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to an Progress Monitoring Plan/ ELL committee. This committee will develop a PMP for the student in accordance with the following guidelines and procedures: Adopted 06-27-00

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

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

29 **2. Gifted Students**

30 For a gifted student who is performing below grade level, it is appropriate to develop

31 a PMP. Accommodations and/or interventions are to be addressed through the

32 Gifted Educational Plan (GEP) process. Amended 07-01-05 and 07-01-06

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

34 **a. 504 Students** Amended 07-01-04 and 07-01-06

35 A PMP is to be written for a 504 student who is performing below grade level

36 in reading, writing, or mathematics.

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

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

39 A student who is not meeting the school district or state requirements for

40 proficiency in reading and math shall be covered by one of the following plans

41 to target instruction and identify ways to improve his or her academic

42 achievement:

- 43 1. A federally required student plan, such as an individual education plan,
- 44 FS 1008.25 (4)(b)1;
- 45 2. A schoolwide system of progress monitoring for all students, FS 1008.25
- 46 (4)(b)2; or
- 47
- 48
- 49
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- 51
- 52

1
2 3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3
3

4 If the student's federally required plan does not address the student's
5 deficiency in reading or mathematics as required by Florida law, then the
6 school must address these deficits in either a schoolwide progress monitoring
7 system or an individual progress-monitoring plan.
8

9 When an ESE student is determined to be performing below grade level in
10 reading, writing, or mathematics, the ESE/Regular Education Teacher should
11 write a PMP to address the student's educational needs. The PMP should be
12 developed with the involvement of the parent/ guardian.
13

14 **E. Remediation and Retention**

15 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-15-03, 07-01-04, and 07-01-06
16

17 Students in grades K-5 who are identified as being considerably or substantially below
18 grade level in reading, writing, mathematics, and/ or science (once science proficiency levels
19 are set by the State) **must** receive remediation or be retained with an intensive program that
20 is different from the previous year's program and takes into account the student's learning
21 style. However, students whose test scores and classroom performance indicate that they
22 are almost at grade level may be promoted with close monitoring or promoted with a PMP.
23

24 Students in Kindergarten or Grade 1, Grade 2, or Grade 3 who exhibit a substantial
25 deficiency in reading must be given intensive reading instruction. The student's reading
26 proficiency must be reassessed at the beginning of the next year, and intensive reading
27 instruction must continue until the reading deficiency is remedied. FS 1008.25(5)(a)
28

29 The following options are available for students who have not met the levels of performance
30 for student progression:
31

- 32 ▪ remediate before the beginning of the next school year and promote,
- 33 ▪ promote and remediate during the following year with more intensive intervention
34 and remediation strategies identified in the revised PMP,
- 35 ▪ retain and remediate using an alternative program of instructional delivery.
36

37 An appropriate placement, which differs from the present placement, must be considered for
38 a student who has been retained two or more years. FS 1008.25(2)(c)
39

40 The principal, upon written authority from the Superintendent, may promote a student who
41 has been previously retained if the principal determines that standards have been met and
42 the student will be able to benefit from instruction at the higher grade. If the placement
43 involves a new school, the assignment will occur at the time agreed upon by both the
44 sending and receiving principal. Amended 06-15-99
45

46 **Mandatory Retention**

47 No student may be assigned to a grade level based solely on age or other factors that
48 constitute social promotion. FS 1008.25 (6)(a) Adopted 06-19-01
49

50 Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher
51 on the statewide assessment test in reading for Grade 3 **must** be retained unless he or she

1 is exempt from mandatory retention for good cause. [See Exemption From Mandatory
2 Retention (Good Cause) in Grade 3.] FS 1008.25 (5)(b) Adopted 07-01-02
3

4 If a student transfers after the administration of the FCAT in Grade 3, it is up to the district to
5 assess the student's reading proficiency at the end of the year to determine if the student
6 needs to repeat Grade 3.
7

8 Retention decisions will not be made on a single test score. Adopted 06-19-01
9

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

11 Adopted 07-01-02, Amended 07-15-03, 07-01-04, and 07-01-06
12

13 1. **Good cause exemptions** shall be limited to the following:
14

- 15 • English Language Learner students who have had less than 2 years of
16 instruction in an English for Speakers of Other Languages program;
17
- 18 • Students with disabilities whose individual education plan indicates that
19 participation in the statewide assessment program is not appropriate, consistent
20 with the requirements of State Board of Education rule;
21
- 22 • Students who demonstrate an acceptable level of performance on an alternative
23 standardized reading assessment approved by the State Board of Education;
24
- 25 • Students who demonstrate, through a student portfolio, that the student is
26 reading on grade level as evidenced by demonstration of mastery of the
27 Sunshine State Standards in reading equal to at least a Level 2 performance on
28 the FCAT;
29
- 30 • Students with disabilities who participate in the FCAT and who have an individual
31 education plan or a Section 504 plan that reflects that the student has received
32 the intensive remediation in reading for more than 2 years but still demonstrates
33 a deficiency in reading and was previously retained in Kindergarten, Grade 1,
34 Grade 2, Grade 3; OR
35
- 36 • Students who have received the intensive remediation in reading for 2 or more
37 years but still demonstrate a deficiency in reading and who were previously
38 retained in Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years.
39 Intensive reading instruction for students so promoted must include an altered
40 instructional day based upon a PMP that includes specialized diagnostic
41 information and specific reading strategies for each student. The district school
42 board shall assist schools and teachers to implement reading strategies that
43 research has shown to be successful in improving reading among low performing
44 readers. FS 1008.25 (6)(b)1-6
45

46 2. **Requests for good cause exemptions** for students from the mandatory retention
47 requirement shall be made consistent with the following:
48

- 49 • Documentation through a Grade 3 portfolio shall be submitted from the student's
50 teacher to the school principal that indicates that the promotion of the student is
51 appropriate and is based upon the student's academic record. Amended 07-01-
52 05 and 07-01-06

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- The State Board of Education adopted the following student portfolio guidelines on January 21, 2003. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:
 - be selected by the student’s teacher;
 - be an accurate picture of the student’s ability and only include work that has been independently produced in the classroom;
 - include evidence that the benchmarks assessed by Grade 3 FCAT-SSS Reading have been met:
 - This evidence includes multiple-choice items and passages that are appropriately 60% literary text and 40% information text, and that are between 100-700 words with an average of 350 words.
 - Such evidence could include:
 - chapter or unit tests from the district’s/ school’s adopted core reading curriculum that are aligned with the Sunshine State Standards or
 - teacher-prepared assessments that are aligned with the Sunshine State Standards.
 - be an organized collection of evidence of the student’s mastery of the 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. FS 1008.25 (6)(c)2
 - Each school shall provide written notification to the parent of any Grade 3 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 PMP’s for all retained Grade 3 students who did not score above Level 1 on the FCAT Reading and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. FS 1008.25 (7)(b)1
 - A student portfolio will be completed for each retained Grade 3 student. FS 1008.25 (7)(b)1

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- Retained Grade 3 students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps. FS 1008.25 (7)(b)2
 - Retained Grade 3 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 Grade 3 students who scored Level 1 on the Reading FCAT and were retained. FS 1008.25 (7)(b)9
 - Retained Grade 3 students who can demonstrate that he or she is a successful independent reader, reading at or above grade level, and ready to be promoted to grade 4 may be promoted mid-year after careful evaluation by the principal. Evaluating any retained Grade 3 student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT as determined by the State Board. FS 1008.25 (7)(b)4

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

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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.

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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 FS 1008.25 (6)(b)4.
 3. The teacher/s, principal and parent/guardian should meet and be in agreement as to the mid-year promotion.

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Decisions regarding student promotion, and retention and good cause placement are primarily the responsibility of the individual school's

1 professional staff. The final decision in regard to grade placement is the
2 responsibility of the principal.

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

- 6
7 4. If an ELL student is involved, the ELL committee shall meet to document the
8 student ELL plan change.

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

- 14
15 5. The student's cumulative record and report card must indicate, "mid-year
16 grade placement."

17
18 The parent notification letter of the mid-year promotion should be placed in
19 the student's cumulative folder.

20
21 **Mid-year promotion after November 1st of the School Year:**

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23 1. To be eligible for mid-year promotion, a student must demonstrate that he or
24 she:
- 25 ▪ is a successful and independent reader as demonstrated by reading at or
26 above grade level,
 - 27 ▪ has progressed sufficiently to master appropriate fourth grade reading
28 skills; and
 - 29 ▪ has met additional requirements, as satisfactory achievement in the other
30 curriculum areas as evidenced by the grade of "C" or above on the district
31 progress report and/or report card in the core curriculum subjects of
32 mathematics, writing, science and social studies.
- 33
34 2. The student must have completed one of the following:
- 35
36 ▪ Successful completion of the Grade 3 portfolio to demonstrate mastery of
37 the Grade 3 Reading Sunshine State Standards for Promotion to Grade 4
38 as outlined by the State Board of Education in compliance with FS
39 1008.25 (6)(b)4. In addition, there must be evidence that the student
40 scored at or above grade level in reading comprehension consistent with
41 the month of promotion to fourth grade. To accomplish this it would be
42 necessary to administer the Grade 4 Group Reading Assessment and
43 Diagnostic Evaluation (GRADE) test to provide the on-grade level
44 evidence. (For example, if the test is given in December, the child must
45 score 4.5 grade equivalent in reading comprehension.)
 - 46
47 ▪ Successful completion of the Grade 3 and Grade 4 portfolios to
48 demonstrate mastery of the Grade 3 Reading Sunshine State Standards
49 for Promotion to Grade 4 as outlined by the State Board of Education in
50 compliance with FS 1008.25 (6)(b)4.
- 51

3. The PMP 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: FS 1008.25 (7)(b)4.

4. The mid-year promotion must be a joint agreement with the teacher, principal, parent and the Superintendent. FS 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.

If an ELL student is involved, the ELL committee shall meet to document the student ELL 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.

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

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

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

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

G. Attendance for Promotion Grades K-5

1. Students, to include ELL students, who miss more than fifteen (15) days per semester will **not** be promoted except as follows:

- 1 ▪ If medical evidence is presented to the principal from a competent medical
2 authority to excuse absences in excess of fifteen (15) days.
3
4 ▪ Extenuating circumstances as determined by the principal based on
5 recommendations of teachers, counselors, or Student Services workers.
6
7 2. School activities shall not be counted as absences. Assigned work shall be turned in
8 on the day indicated by the teacher.
9

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

11 **1. ELL Students** Amended 06-27-00

- 12 ▪ An ELL student may be retained when there is lack of academic progress in
13 grade level concepts.
14 ▪ The ELL committee shall meet to document the evidence indicating lack of
15 academic progress and to recommend retention. The parent/guardian shall be
16 invited to attend.
17 ▪ The teacher(s) must show extensive documentation of the ESOL strategies used
18 to provide the student with understandable instruction.
19 ▪ The reason for retention **must not imply** the student needs an extra year to
20 learn English or that the under-performance is due to the child's limited English
21 proficiency.
22

23 **2. Students with Disabilities**

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

25 A student with a 504 Plan must meet the district levels of performance.
26

27 **b. ESE Students** Amended 07-21-98, 07-01-05, and 07-01-06

28 A student enrolled in ESE **must** meet either the Sunshine State Standards or
29 the Sunshine State Standards for Special Diploma for Science, and Social
30 Studies at the Independent, Supported, or Participatory level.
31

32 (1) ESE students will follow new Sunshine State Standards and Access
33 Points for Language Arts, Math, and Reading. These new standards will
34 also be developed for Science, and Social Studies.
35

36 (2) The Sunshine State Standards include access points at 3 levels that
37 represent levels of complexity: Independent, Supported, and
38 Participatory.
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40 (3) Students may function at different levels of complexity based on
41 individual needs and Individual Education Plan team decisions. The
42 access points will be measured by the Florida Alternate Assessment.
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1 **I. Remediation Programs** Amended 07-15-03 and 07-01-06

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3 **1. Program Description**

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

10
11 Remedial and supplemental instructional resources must be allocated as follows:
12 First, to students who are deficient in reading by the end of grade 3, and second to
13 students who fail meet performance levels required for promotion. FS 1008.25(3)

14
15 The PMP must include one or more of the following instructional intervention
16 strategies:

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

25
26 **2. K-5 Continuous Progress Program**

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

- 32 ▪ teacher recommendation,
- 33 ▪ participation necessary to maintain continuous academic
34 progress,
- 35 ▪ score within Achievement Level 1 or 2 on FCAT-SSS,
- 36 ▪ score in the lowest quartile of the FCAT-SSS,
- 37 ▪ score below the 25th percentile on SAT-9 or FCAT-NRT, **or**
- 38 ▪ in the case of a student with disabilities enrolled in ESE,
39 recommendation of the IEP team. Adopted 07-01-02

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41 **3. READ Initiative** (Adopted 07-01-04, Amended 07-01-05 and 07-01-06)

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

- 46 • Grade 3 students who failed to meet standards for promotion to Grade
47 4
- 48 • Each K-3 student who is assessed as exhibiting a reading deficiency.

49
50 The READ Initiative must:

- 51 • be provided to all K-3 students at risk of retention as identified by the
52 Dynamic Indicators of Basic Literacy Skills (DIBELS), Florida School

1 Readiness Screening (FLKRS), Early Reading Diagnostic
 2 Assessment (ERDA), Diagnostic Assessments of Reading (DAR),
 3 and/or Group Reading Assessment and Diagnostic Evaluation
 4 (GRADE) that measures phonemic awareness, phonics, fluency,
 5 vocabulary and comprehension.

- 6 • be provided during regular school hours in addition to the regular
 7 reading instruction.
- 8 • provide a curriculum in core academic subjects to assist the student in
 9 maintaining or meeting proficiency levels for the appropriate grade in
 10 all academic subjects.
- 11 • provide a state-identified reading curriculum (Scott Foresman
 12 Reading) that has been reviewed by the Florida Center for Reading
 13 Research (FCRR) and meets, at a minimum, the following
 14 specifications:
 - 15 1. assists students with a reading deficiency in developing
 16 the ability to read at grade level
 - 17 2. provides skill development in phonemic awareness,
 18 phonics, fluency, vocabulary and comprehension
 - 19 3. provides scientifically based and reliable assessment
 - 20 4. provides initial and ongoing analysis of each student's
 21 reading progress
 - 22 5. is implemented during regular school hours.
 - 23 6. provides a curriculum in core academic subjects to assist
 24 the student in maintaining or meeting proficiency levels for
 25 the appropriate grade in all academic subjects. FS
 26 1008.25 (7)(c)

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

- 28 1. The state requires that all students K-5 have a 90-minute reading
 29 block that includes initial instruction and differentiated instruction (ii).
 30 Scott Foresman Reading is the district's core reading program.
 31 Research-based supplemental materials should be used to reinforce
 32 the initial instruction and provide differentiated instruction.
- 33 2. Extra time for immediate intensive intervention (iii) must be provided
 34 for students who are having difficulty. Suggested materials –
 35 Research-based materials that teach the areas of deficits as
 36 determined by a diagnostic test: Soar to Success, Quick Reads,
 37 Elements of Vocabulary, Elements of Fluency, Making Words,
 38 Earobics Literacy Launch, Leap Pad materials, Phonics and Word
 39 Study, Sequential Systematic Phonics.
- 40 3. Screening, progress monitoring, and diagnostic assessments must be
 41 used in order to guide instruction.
- 42 4. Screening – DIBELS, Scott Foresman Placement Test, FCAT
- 43 5. Progress Monitoring – DIBELS, Scott Foresman Chapter tests
- 44 6. Diagnostic – DRA, DAR, ERDA, GRADE
- 45 7. The teacher-student ratio is the same as other students.
- 46 8. A PMP) should be written for any child that is not on grade level.
 47 When determination is made that a child is not on grade level, no
 48 matter what time of year, a PMP should be written that is driven by a
 49 diagnostic assessment.

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9. Students in Grade 3 who score Level 1 on the FCAT reading test must be offered the opportunity to attend a Summer Reading Camp.

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

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

Tier 3 Students – Students Retained Twice in Grade 3

Intensive Acceleration Class

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

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

All categories of English Language Learner (ELL) students in grades K-5 , including English Language Learner (ELL) 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 ELL Plan.
- The specific academic or language maintenance needs of the student must be listed in the student's individual ELL Plan.
- The student's ELL Plan will serve as the summer school ELL 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 06-27-00, Amended 07-01-06

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

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

1 **IV. REPORTING STUDENT PROGRESS**

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

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

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

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

- 20
- 21 ▪ That his or her child has been identified as having a substantial
deficiency in reading and state the exact nature of the difficulty
 - 22 ▪ A description of the current services that are provided to the child
 - 23 ▪ A description of the proposed supplemental instructional services
24 and supports that will be provided to the child that are designed to
25 remediate the identified area of reading deficiency.
 - 26 ▪ That if the child's reading deficiency is not remediated by the end
27 of Grade 3, the child must be retained unless he or she is exempt
28 from mandatory retention for good cause.
 - 29 ▪ Strategies for parents to use in helping their child succeed in
30 reading proficiency.
 - 31 ▪ That the FCAT is not the sole determiner of promotion.
 - 32 ▪ That additional evaluations, portfolio reviews, and assessments
33 are available.
 - 34 ▪ And the District's specific criteria and policies for mid-year
35 promotion.

36
37 **B. Report Cards** Amended 07-15-03

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

- 40
- 41 ▪ the student's academic performance in each class or course in
42 grades 1-12 (based upon examinations as well as written
43 papers, class participation and other academic performance
44 criteria);
 - 45 ▪ the student's conduct and behavior; and
 - the student's attendance, including absences and tardiness.

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- 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.

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11 CHANGE OF GRADE WITHOUT TEACHER REQUEST:

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- 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.

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38 Grade change documentation, including grade change forms, notices, and

39 other relevant documents, shall be retained in the student's cumulative

40 record.

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6. Dual Language Considerations -- Language Arts and Reading Classes

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

D. Description and Definition of Marks Amended 07-15-03 and 07-01-06

Schools shall adhere to the following evaluation plan for grading and reporting student progress. The same evaluation plan applies to English Language Learner (ELL).

Amended 06-15-99, 06-27-00, and 06-19-01

Kindergarten

| | |
|---|----------------------------------|
| O | Outstanding/ Exceeds Expectation |
| S | Successfully Meeting Standards |
| N | Not Demonstrating Consistently |
| U | Unsatisfactory/ Needs Attention |

Grades 1-5

Effective July 1, 2006, Grades 1-5 will be given corresponding letter grades in subject areas of reading, language arts, science, social studies, and mathematics using the scale below: Amended 06-19-01 and 07-01-06

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

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

| | |
|---|---------------------------------|
| O | Outstanding |
| S | Satisfactory |
| N | Not Demonstrating Consistently |
| U | Unsatisfactory/ Needs Attention |

F. Guidelines for Grading and Reporting Academic Progress of ELL Students

Revised 06-27-00

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

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

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

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

F. District/ State Assessment Programs Amended 07-15-03 and 07-01-06

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 1-5 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:

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- 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.

Adopted 06-19-01

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

1. ELL Students

The ELL Committee will review each ESOL student's progress to determine whether an accommodation is necessary. Test accommodations, based on the recommendations of the ELL 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.

Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Allowable accommodations are those that have been used by the student in classroom instruction. Such accommodations may include:

1 presentation, responding, scheduling, setting, and/or assistive
2 devices.

3
4 The need for any unique accommodations for use on state
5 assessments not outlined above must be approved by the
6 Commissioner of Education. Amended 07-01-05 and 07-01-06
7

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

10
11 **1. ELL Students**

12
13 An ELL student whose Home Language Survey (HLS) date precedes a
14 district/state testing date by less than one year may be exempted
15 individually by specific action of the ELL Committee. **It is strongly**
16 **recommended all be tested.** A district-approved alternate assessment
17 must be administered to those ELL students who have been exempted
18 from a district and/or state assessment. Adopted 07-01-02
19

20 **2. Students With Disabilities**

21
22 **a. 504 Students**

23 Students with 504 plans may not be exempted from state
24 assessments.
25

26 **b. ESE Students**

27 The IEP committee determines whether a student with a disability
28 participates in state and district assessments. The decision to
29 exclude any student with a disability must be documented by the IEP
30 team by answering "yes" to all of the following questions:

- 31 •
- 32 • Is the student unable to master the grade-level Sunshine
33 State Standards, even with appropriate and allowable course
34 accommodations?
- 35 • Is the student's demonstrated cognitive ability the primary
36 reason for the inability to master grade-level standards?
- 37 • Is the student participating in a modified or functional
38 curriculum based on competencies in the Sunshine State
39 Standards for Special Diploma or Access Points for all
40 academic areas?
- 41 • Does the student require extensive direct instruction in
42 functional academics and vocational competencies as well
43 as domestic, community living and leisure activities?
- 44 • Does the student have deficits in adaptive behavior, as
45 demonstrated by the inability to function effectively and
46 independently in everyday living skills (interpersonal and
47 social interactions) across a variety of settings?
48

49 Students who are excluded from state and district assessments will be
50 assessed through the Florida Alternate Assessment.
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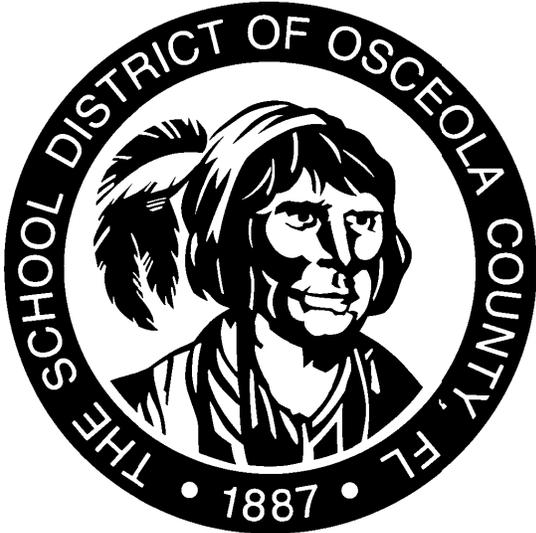
I. Annual Report in Local Newspaper Adopted 07-15-03, Amended 07-01-06

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 provisions of the law relating to public school student progression and 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 Grade 3 students who were promoted 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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**2007-2008 and 2008-2009
MIDDLE SCHOOL
STUDENT PROGRESSION PLAN**

Grades 6-8

Effective July 01, 2007

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

SCHOOL BOARD MEMBERS

CHAIRMAN

John McKay

Thomas E. Chalifoux, Jr.

Tom Greer

David E. Stone

Jay Wheeler

SUPERINTENDENT

Blaine Muse

STUDENT PROGRESSION PLAN TASK FORCE

Melba Luciano, Assistant Superintendent

CURRICULUM AND INSTRUCTION

Angela Marino, Director

John Boyd, Instructional Research and Evaluation Specialist

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Beth Rattie, Director of Alternative Programs

Tom Runnels, Director of Career and Technical Education

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

2
3 All children who have attained the age of six (6) years or who will have attained the
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 06-27-95, 07-15-03

14
15 Florida Statute (FS) 1003.21 requires that students enrolling in Florida public
16 schools must present evidence of their age. Evidence submitted shall be a valid
17 birth certificate, or other documentation of birth, as listed in FS 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 06-
22 27-00

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

26
27 **a. Certificate of Physical Examination** Amended 06-30-92

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 06-27-95

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 **b. Immunization** Amended 07-21-98, 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 FS 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, 06-27-00, 06-19-01, and 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 06-29-93 and 06-27-95, Revised 07-21-98

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. Transfer Students

1. General Transfer Information

The school principal or designee will determine placement of a student who transfers from other countries, counties, states, private schools or from a home education program. If a student transfers from a school or program other than a

regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

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

2. Placement of Transfer Students – Grades 6-8

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

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

Grades will be transferred as follows:

| | |
|-----|-----|
| A = | 100 |
| B = | 89 |
| C = | 79 |
| D = | 69 |
| F = | 59 |

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

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

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

4. Student Custody

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

1 the student until such time as subsequent or additional orders changing such
 2 status are likewise provided.

3
 4 Implementation: FS 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198;
 5 316.003 (62); 1000.01, 1000.04; SBR 6A-6.311 and 6A.6341 and 1001.42 (5)

6. English Language Learner (ELL) Students

7
 8
 9 For a student identified as English Language Learner (ELL) and transferring
 10 from a school in another country, placement must comply with appropriate
 11 procedures for students in the English for Speakers of Other Languages
 12 (ESOL) programs found in the ESOL Program Procedures.

Home Language Survey (HLS) Responses/ Assessment Criteria

- 13
- 14
- 15 ▪ A student with all NO responses on the HLS is considered non-English
 16 Language Learner (ELL).
- 17 ▪ A student with any YES response is referred for additional English
 18 language proficiency assessment.
- 19 ▪ A student with a YES response to question #1 only is **temporarily** placed
 20 in general education classes until English proficiency assessment occurs.
- 21 ▪ A student with more than one YES response is temporarily placed in
 22 basic ESOL classes until English language proficiency assessment
 23 occurs.
- 24 ▪ The state-approved age-appropriate IDEA Language Proficiency Test is
 25 used to assess oral/aural English ability and is to be administered within
 26 the first 20 days after the registration date.
- 27

6. Student with Disabilities

a. 504 Students

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

b. Exceptional Student Education (ESE) Students

- 35
- 36
- 37
- 38 ▪ A transferring ESE student is one who was previously enrolled as an
 39 ESE student in any other school or agency and who is enrolling in a
 40 Florida school district or in an educational program operated by the
 41 Exceptional Student Education Department through grants or
 42 contractual agreements.
- 43
- 44 ▪ An ESE student who is transferring from one Florida public school
 45 district to the School District of Osceola County who has a current
 46 Individual Education Plan including Gifted Students (IEP/GEP) will be
 47 placed in the appropriate educational program(s) with a permanent
 48 assignment consistent with the plan. The receiving school **must**
 49 review and may revise the current IEP/GEP as necessary. Amended
 50 07-01-06
- 51

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7. Home Education

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

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Adopted 09-17-96, Amended 06-19-01

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C. Attendance Guidelines

School attendance is the direct responsibility of parent(s)/guardian(s) as required by FS 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:

a. Excused Absences

Absences shall be excused for the following reasons:

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

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

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

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

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

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. Amended 07-01-06

b. Permitted Absences

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

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

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

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

1 appeal to the School Board. The School Board may provide a
 2 hearing officer, who may be an employee of the School Board, in
 3 lieu of a School Board hearing, who shall hear the case and make
 4 a recommendation for final action to the School Board. If the
 5 School Board's final determination is that the strategies of the
 6 child study team are appropriate, and the parent, guardian, or
 7 other person in charge of the child still refuses to cooperate, the
 8 Superintendent may seek criminal prosecution for noncompliance
 9 with compulsory school attendance.

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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.

1 **3. Hospital/Homebound Program**

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

5
6 **4. Student Absences for Religious Reasons**

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

15
16 If questions arise regarding this rule, principals will grant the
17 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the
18 principal's decision to the Superintendent should a conflict arise.

19
20 **D. Student Withdrawals**

21
22 **1. Student Withdrawals During the Last Two Weeks**
23 **of the School Year**

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

30
31 Principals may waive the requirements for early withdrawal when
32 unusual/extenuating circumstances require it.

33
34 **2. Student Withdrawals for Enrollment in Home Education Programs**

35
36 FS 1002.41 permits parents to choose to place their children in a home
37 instruction program in lieu of public school. The requirements of the law will
38 be monitored through Charter Schools and Educational Choices. Revised
39 7/23/91, Amended 07-21-98, 06-27-00, and 07-15-03

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

45
46 **3. Student Withdrawals, Exceptional Student Education (ESE)**
47 (Adopted 07-01-05 and 07-01-06)

48
49 A child who is receiving services through Exceptional Student Education
50 (ESE) shall not be administratively withdrawn without prior parental
51 notification, a staffing meeting with parents or guardians to discuss the

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educational impact of such a decision for the student to withdraw, and all requirements relative to due process have been completed.

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

1 **II. PROGRAM DESCRIPTION**

2

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

4

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 09-17-96, Amended

20 06-15-99

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 In addition, FS 1003.42 requires that members of the instructional staff of the

27 public schools, subject to the rules of the State Board of Education and the

28 district school board, shall teach efficiently and faithfully, using the books and

29 materials required that meet the highest standards for professionalism and

30 historic accuracy, following the prescribed courses of study, and employing

31 approved methods of instruction, the following:

- 32
- 33 1. The history and content of the Declaration of Independence, including
 - 34 national sovereignty, natural law, self-evident truth, equality of all
 - 35 persons, limited government, popular sovereignty, and inalienable rights
 - 36 of life, liberty, and property, and how they form the philosophical
 - 37 foundation of our government.
 - 38 2. The history, meaning, significance, and effect of the provisions of the
 - 39 Constitution of the United States and amendments thereto, with emphasis
 - 40 on each of the 10 amendments that make up the Bill of Rights and how
 - 41 the constitution provides the structure of our government.
 - 42 3. The arguments in support of adopting our republican form of government,
 - 43 as they are embodied in the most important of the Federalist Papers.
 - 44 4. Flag education, including proper flag display and flag salute.
 - 45 5. The elements of civil government, including the primary functions of and
 - 46 interrelationships between the Federal Government, the state, and its
 - 47 counties, municipalities, school districts, and special districts.
 - 48 6. The history of the United States, including the period of discovery, early
 - 49 colonies, the War for Independence, the Civil War, the expansion of the
 - 50 United States to its present boundaries, the world wars, and the civil
 - 51 rights movement to the present. American history shall be viewed as

- 1 factual, not as constructed, shall be viewed as knowable, teachable, and
2 testable, and shall be defined as the creation of a new nation based
3 largely on the universal principles stated in the Declaration of
4 Independence.
- 5 7. The history of the Holocaust (1933-1945), the systematic, planned
6 annihilation of European Jews and other groups by Nazi Germany, a
7 watershed event in the history of humanity, to be taught in a manner that
8 leads to an investigation of human behavior, an understanding of the
9 ramifications of prejudice, racism, and stereotyping, and an examination
10 of what it means to be a responsible and respectful person, for the
11 purposes of encouraging tolerance of diversity in a pluralistic society and
12 for nurturing and protecting democratic values and institutions.
- 13 8. The history of African Americans, including the history of African peoples
14 before the political conflicts that led to the development of slavery, the
15 passage to America, the enslavement experience, abolition, and the
16 contributions of African Americans to society.
- 17 9. The elementary principles of agriculture.
- 18 10. The true effects of all alcoholic and intoxicating liquors and beverages
19 and narcotics upon the human body and mind.
- 20 11. Kindness to animals.
- 21 12. The history of the state.
- 22 13. The conservation of natural resources.
- 23 14. Comprehensive health education that addresses concepts of community
24 health; consumer health; environmental health; family life, including an
25 awareness of the benefits of sexual abstinence as the expected standard
26 and the consequences of teenage pregnancy; mental and emotional
27 health; injury prevention and safety; nutrition; personal health; prevention
28 and control of disease; and substance use and abuse.
- 29 15. Such additional materials, subjects, courses, or fields in such grades as
30 are prescribed by law or by rules of the State Board of Education and the
31 district school board in fulfilling the requirements of law.
- 32 16. The study of Hispanic contributions to the United States.
- 33 17. The study of women's contributions to the United States.
- 34 18. The nature and importance of free enterprise to the United States
35 economy.
- 36 19. A character-development program in the elementary schools, similar to
37 Character First or Character Counts, which is secular in nature.
38 Beginning in school year 2004-2005, the character-development program
39 shall be required in kindergarten through grade 12. Each district school
40 board shall develop or adopt a curriculum for the character-development
41 program that shall be submitted to the department for approval. The
42 character-development curriculum shall stress the qualities of patriotism;
43 responsibility; citizenship; kindness; respect for authority, life, liberty, and
44 personal property; honesty; charity; self-control; racial, ethnic, and
45 religious tolerance; and cooperation.
- 46 20. In order to encourage patriotism, the sacrifices that veterans have made
47 in serving our country and protecting democratic values worldwide. Such
48 instruction must occur on or before Veterans' Day and Memorial Day.
49 Members of the instructional staff are encouraged to use the assistance
50 of local veterans when practicable.

Amended 07-01-06

1. General Academic Requirements

The following areas of study are required for each student, grades 6-8:
Amended 06-15-99, 06-27-00, and 07-01-02

Grade 6

| | |
|--------------------------------------|--------|
| Language Arts | 1 year |
| Mathematics | 1 year |
| Life Science | 1 year |
| Geography: Africa, Oceania, and Asia | 1 year |
| Electives as offered by each school | |

Grade 7

| | |
|-------------------------------------|--------|
| Language Arts | 1 year |
| Mathematics | 1 year |
| Earth and Space Science | 1 year |
| Geography: Europe and the Americas | 1 year |
| Electives as offered by each school | |

Grade 8

| | |
|--|--------|
| Language Arts | 1 year |
| Mathematics | 1 year |
| Physical Science | 1 year |
| United States History, including Florida History | 1 year |
| Electives as offered by each school | |

2. Electives

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

| | |
|--------------------------------|------------------|
| Art | Band |
| Career and 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.

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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

Amended 06-30-92, 06-29-93, 07-21-98, 06-15-99, 06-19-01, 07-01-02, and 07-01-06

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:

- 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 academic credits and two vocational elective 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.

Student Performance - State K-20 Education Priorities

Amended 07-15-03

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

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

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

B. Special Programs

1. English Language Learner (ELL)

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

All students with limited English proficiency (ELL) must be appropriately identified in order to ensure the provision of appropriate services. Every student identified as ELL shall continue to receive appropriate instruction and funding as specified by the District ELL Plan, State Board Rules and Regulations, and Florida Statutes until such time as the student is reclassified

1 as English proficient. Note: See the School District of Osceola County
2 English Language Learner Plan 1999 for full explanation of services and
3 model. Amended 06-27-00
4

5 **Home Language Survey (HLS) and Identification Criteria**

6 Amended 06-27-00
7

- 8 ▪ A student with all NO responses on the HLS is considered non-
9 English Language Learner.
- 10 ▪ A student with any YES response is referred for English language
11 proficiency assessment.
- 12 ▪ A student with a YES response to question #1 only is temporarily
13 placed in non-ESOL classes until English language proficiency
14 assessment is completed.
- 15 ▪ A student with a YES response to question #2 and/or #3 is
16 temporarily placed in ESOL classes until English language
17 proficiency assessment is completed.
- 18 ▪ The grade level appropriate Idea Oral Language Proficiency Test
19 will be used to determine oral/aural English ability and is to be
20 administered within the first 20 days after registration date.
21

22 Students in Grades 4-12 found to be fluent English speaking will be given a
23 nationally-normed, standardized reading and writing test, within 20 days of
24 the oral/aural test for further assessment of their English ability.
25

- 26 ▪ Exceptional students (ESE) with any YES response shall be
27 reviewed by a joint ESE/ELL committee to determine appropriate
28 ESOL assessment and placement.
- 29 ▪ Pre-K students with any YES response are considered ELL until
30 the English language assessment is administered in Kindergarten.
- 31 ▪ PEEP Pre-K students with any YES responses shall be reviewed
32 by a joint ESE/ELL committee to determine ESOL status.
33

34 Every English Language Learner student is entitled to equal access to all
35 academic, categorical, and federal programs offered by the School District of
36 Osceola County. The amount of time the ELL student is assigned to the
37 program(s) shall be comparable to the time assigned to a non-ELL student
38 under similar conditions. An updated ELL student's class schedule must be
39 maintained in the ELL Portfolio as part of the student permanent record.
40 Adopted 06-27-00
41

42 English Language Learner students are taught by subject area teachers
43 following the corresponding district curriculum. The instructional personnel
44 provide appropriate and individualized instruction to students through the use
45 of ESOL teaching strategies, appropriate instructional materials, curriculum
46 accommodations, and testing accommodations. The ESOL accommodations
47 are documented in the teacher's lesson plans as evidence that
48 understandable instruction is being provided. Adopted 06-27-00
49

50 Schools with fifteen (15) or more ELL students who speak the same home
51 language must have at least one bilingual teacher assistant or bilingual
52 teacher proficient in English and the home language of the students. The

1 ESOL teacher assistant's (or bilingual teacher's) primary assignment is to
 2 offer the ELL students additional help in the basic content areas under the
 3 supervision of the basic subject area teacher. Adopted 06-27-00
 4

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

6 The academic program for a DOP student may differ from traditional
 7 education programs and schools in scheduling, administrative structure,
 8 philosophy, curriculum, and/or setting. The DOP Program employs
 9 alternative teaching methodologies, curricula, learning activities, or diagnostic
 10 and assessment procedures in order to meet the needs, interests, and talents
 11 of eligible students.
 12

13 **3. Gifted Education**

14 For a middle school student enrolled in the gifted program, a qualitatively
 15 different curriculum consists of carefully planned, coordinated learning
 16 experiences that extend beyond the basic curriculum to meet the specific
 17 learning needs of the student.
 18

19 Middle school students identified as Gifted have an Educational Plan (GEP)
 20 that outlines goals and strengths, and provides direction for the instructional
 21 program. The differentiated instructional program includes advanced-level
 22 content, acceleration, and enrichment that incorporate the student's special
 23 abilities and interests. Amended 07-01-02 and 07-01-05
 24

25 **4. Students with Disabilities**

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

27 Any alteration to the delivery of instruction of student assignments for a
 28 504 student is the decision of the Section 504 Committee and must be
 29 addressed in the 504 Plan. The individual student's Section 504 Plan
 30 documents the instructional accommodations required to ensure the
 31 student an equal opportunity to master the general education curriculum.
 32 Parent(s)/guardian(s) of a Section 504 student must be given the
 33 opportunity to provide input on decisions made by the Section 504
 34 Committee regarding any alteration to the delivery of instruction of their
 35 Section 504 student. Parent(s)/guardian(s) of a 504 student must be
 36 notified of any changes to the student's Section 504 Plan.
 37
 38

39 **b. Exceptional Education Students**

40
 41 **Exceptionalities include:** Educable Mentally Handicapped, Trainable
 42 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or
 43 Language Impaired, Deaf or Hard of Hearing, Visually Impaired,
 44 Physically Impaired with Other Health Impaired, Physically Impaired with
 45 Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury,
 46 Emotional/Behavioral Disabilities (EBD), Specific Learning Disabled,
 47 Gifted, Homebound or Hospitalized, Dual Sensory Impaired, and Autism
 48 Spectrum Disorder (ASD). Amended 7/23/91, 07-21-98, 06-27-00, 07-
 49 01-05, and 07-01-06
 50
 51

ESE Curriculum

The curriculum for the middle school Varying Exceptionalities, Emotional/Behavioral Disabilities (EBD), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate accommodations. Direct Instruction, Corrective Reading, and Precision Teaching are the instructional approaches to be utilized to enhance curriculum acquisition. Moderately and severely disabled students (Trainable Mentally Handicapped, Profoundly Mentally Handicapped, and Autism Spectrum Disorder) will use a curriculum appropriate for the developmental level of the students.

Adopted 06-30-92 and Amended 06-27-95, 07-21-98, 06-27-00, 07-01-05, and 07-01-06.

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

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

For some students, Sunshine State Standards for Special Diploma or Access Points for Sunshine State Standards at the Independent, Supportive, or Participatory Levels may be appropriate.

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

5. Home Instruction

FS 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 Charter Schools and Educational Choices. Revised 7/23/91, Amended 07-21-98, 06-27-00, 07-01-02, and 07-15-03

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, mathematics, and science, 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 06-27-00, 07-01-02, 08-20-02, 07-15-03, and 07-01-06

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 (e.g., a semester
39 course), each nine weeks shall count 50% of the final grade. The total will be
40 divided by two (2).
 - 41 • If a semester exam is given, each nine weeks' grade and final exam grade
42 shall count 20% of the final grade, and the total shall be divided by five (5).
- 43

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

- 46
47
- 48 • If the decimal is equal to or greater than 0.5, then the number is rounded up
49 to the nearest whole number.
 - 50 • If the decimal is less than 0.5, then the number is rounded down to the
51 nearest whole number.
- 52

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

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

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

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

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

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

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

1. Required Program of Study – Grades 6-8

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

2. Teacher Judgment

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

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

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

3. Possible Grade-Level Assessments**Sixth Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- Stanford 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

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Promotion of ESE Students

Promotion of ESE students enrolled in Exceptional Student Education programs for Trainable Mentally Handicapped, Profoundly Mentally Handicapped and some students with Autism Spectrum Disorder shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and The Sunshine State Standards for Special Diploma or the access points for Sunshine State Standards at the Independent, Supportive, or Participatory levels. Amended 6/28/94, 06-27-95, 07-21-98, 07-01-05, and 07-01-06

C. STUDENT PERFORMANCE LEVEL CHART

See the following page.

| GRADES 6-8 | THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS, AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION | | | | | | |
|---|--|--|------------------------------------|---------------------|---|--|---|
| Classroom Performance | Factors to Consider in End-of-Year Decision-Making | | | | | Decisions for Next Year | |
| <ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • ELL Students - English Language Development • ESE - IEP performance goals and assessments • Parent conference and consultation • Principal recommendation | <i>Student Performance Level</i> | <i>FCAT-SSS Reading and Math; (FCAT Science, Grade 8 only)</i> | <i>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 PMP ¹ | <i>Write a PMP¹ if remediation is indicated or promote and closely monitor</i> |
| | | | | | NO | Write a PMP ¹ , and monitor closely | |
| | Below Grade Level, Considerably | Achievement Level 1* | Stanine 2 | 1.0, 1.5 | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> |
| | | | | | NO | Must have a PMP ¹ | |
| Below Grade Level, Substantially | Achievement Level 1* | Stanine 1 | 0 | YES | Requires a new PMP ¹ | <i>Retain with PMP¹ or Promote with PMP¹</i> | |
| | | | | NO | Must have a PMP ¹ | | |

¹ Progress Monitoring Plan

- *To demonstrate annual learning gains, Grade 6 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **134** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **96** DSS points in FCAT-SSS Math.
- *To demonstrate annual learning gains, Grade 7 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **111** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **79** DSS points in FCAT-SSS Math.
- *To demonstrate annual learning gains, Grade 8 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **93** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **65** DSS points in FCAT-SSS Math.

1 **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. If an ELL student is involved, the ELL committee shall meet to
10 document the student ELL plan change. Amended 07-01-06

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

15
16 The principal has the responsibility for making such an assignment, but a student will not be
17 accelerated without parental consent. Amended 6/30/91 and 06-27-00

18
19 The student's cumulative record, report card, and permanent record must indicate,
20 "accelerated grade placement" and the name of the principal who made the placement.

21 Amended 06-15-99

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

27
28 **E. Progress Monitoring Plan (PMP) Process**

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

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

37
38 **The Progress Monitoring Plan must clearly identify the:**

- 39 1. specific, diagnosed academic needs to be remediated,
- 40 2. success-based intervention strategies to be used, and
- 41 3. the intensive variety of remedial instruction to be provided, and
- 42 4. monitoring and reevaluation activities to be employed. FS 1008.25 (4)(b)

43
44 Each student who does **not** meet the levels of performance as determined by the district
45 **must** be provided with additional diagnostic assessments to determine the nature of the
46 student's difficulty and areas of academic need. FS 1008.25 (4)(a)

47

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

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

- 17
- 18 1. A federally required student plan, such as an individual education plan, FS 1008.25
- 19 (4)(b)1;
- 20
- 21 2. A schoolwide system of progress monitoring for all students, FS 1008.25 (4)(b)2; or
- 22
- 23 3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3

24
25 The plan chosen must be designed to assist the student or the school in meeting state
26 and district expectations for proficiency. If the student has been identified as having a
27 deficiency in reading, the K-12 comprehensive reading plan required by FS 1011.62 (8),
28 shall include instructional and support services to be provided to meet the desired levels
29 of performance. District school boards may require low performing students to attend
30 remediation programs held before or after regular school hours or during summer if
31 transportation is provided. FS 1008.25 (4)(b)3

32
33 If the documented deficiency is not remediated according to the PMP, the student may be
34 retained. FS 1008.25 (4)(c)

35
36 **Diagnostic assessments may include, but are not limited to:**

- 37 ▪ teacher assessment
- 38 ▪ text/placement tests
- 39 ▪ reading running records
- 40 ▪ diagnostic software
- 41 ▪ STAR Reading
- 42 ▪ STAR Math.

43
44 **Intensive instruction is usually associated with the following:**

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

1
2 Students in Grades 6-8 whose performance in reading, writing, mathematics, and/ or
3 science requires remediation **must** have a PMP or comparable individual academic plan.

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

6
7 An existing PMP is to be **closed** at the conclusion of the school year.

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

12
13 If a student is to continue remediation during the following year, he or she is to receive a
14 **new PMP**.

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

19
20 Students who do not meet minimum performance expectations for the statewide
21 assessment tests in reading, writing, mathematics, and/ or science must continue remedial
22 instruction until expectations are met.

23 24 **1. ELL Students – Progress Monitoring Plan Process**

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

26
27 English Language Learner students who are unable to demonstrate mastery in
28 academic subject areas as described in the Student Progression Plan will be referred
29 to a Progress Monitoring Plan/ELL committee. This committee will develop an PMP
30 for the student in accordance with the following guidelines and procedures:
31 Adopted 06-27-00

- 32 ▪ The reason for the academic under-performance of an ELL student must **not**
33 imply that he/ she needs an extra year to learn English or that it is due to the
34 student's lack of English proficiency.
- 35 ▪ Establish lack of academic progress in reading, writing, mathematics, and/ or
36 science using a composite of indicators that includes, but is not limited to: grade
37 level checklist, pre-tests and post-tests, alternative assessment results, previous
38 academic records, diagnostic assessment in the home language, and any other
39 appropriate indicator of academic progress.
- 40 ▪ The first PMP/ ELL committee meeting develops an PMP that includes a list of
41 intensive remedial instructional strategies designed to assist the ELL student
42 (NOTE: ESOL accommodations are not considered remedial strategies).
- 43 ▪ The second PMP committee meeting, with ESOL representation, is held within
44 18 weeks to review the effectiveness of the remedial strategies. If the ELL
45 student does not make satisfactory progress, the curriculum may be suspended
46 and intense remedial instruction in reading and/or mathematics is provided based
47 on the student's deficiencies.

- 1 ▪ If the ELL student still has not made satisfactory progress after implementing the
- 2 PMP for at least 27 weeks, the ELL committee may recommend retention unless
- 3 conditions exist such that retention would be more adverse for the student than
- 4 promotion.
- 5
- 6 ▪ The ELL Committee may exempt ELL students from the retention provision. The
- 7 ELL student may be recommended for promotion based on at least three (3)
- 8 good cause considerations such as educational background, academic ability in
- 9 home/native language, number of years in the U.S., current academic progress
- 10 corresponding to the language arts through ESOL manual, acculturation to new
- 11 culture, home support, age appropriateness, and mobility.
- 12

13 **2. Gifted Students**

14 For a gifted student who is performing below grade level, it is appropriate to develop

15 a PMP. Accommodations and/or interventions are to be addressed through the

16 Gifted Educational Plan (GEP) process. Amended 07-01-05 and 07-01-06

17

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

19

20 **a. 504 Students** Amended 07-01-04 and 07-01-06

21 A PMP is to be written for a 504 student who is performing below grade level

22 in reading, writing, or mathematics.

23

24 **b. ESE Students – Progress Monitoring Plan Process** Amended 07-01-06

25

26 A student who is not meeting the school district or state requirements for

27 proficiency in reading and math shall be covered by one of the following plans

28 to target instruction and identify ways to improve his or her academic

29 achievement:

- 30
- 31 1. A federally required student plan, such as an individual education plan,
- 32 FS 1008.25 (4)(b)1;
- 33
- 34 2. A schoolwide system of progress monitoring for all students, FS 1008.25
- 35 (4)(b)2; or
- 36
- 37 3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3

38

39 If the student’s federally required plan does not address the student’s

40 deficiency in reading or mathematics as required by Florida law, then the

41 school must address these deficits in either a schoolwide progress monitoring

42 system or an individual progress-monitoring plan.

43

44 When an ESE student is determined to be performing below grade level in

45 reading, writing, or mathematics, ESE/Regular Education Teacher should

46 write a PMP to address the student’s educational needs. The PMP should

47 be developed with the involvement of the parent/guardian.

48

49

50

51

1 **F. Middle School Success Plan** Adopted 07-01-04, 07-01-06

2
3 Per FS 1008.25, beginning with the 2004-2005 school year, each principal of a school with
4 Grades 6, 7, or 8 shall designate a certified staff member at the school to develop and
5 administer a personalized middle school success plan for each entering sixth grade student
6 who scored below Level 3 in reading on the most recently administered FCAT.

7
8 Each student's success plan must be:

- 9
- 10 • incorporated in the student's PMP.
 - 11 • developed in collaboration with the student and his or her parent,
 - 12 • implemented until the student completes the eighth grade or scores at Level 3 or
13 above in reading on the FCAT, and
 - 14 • included as part of:
 - 15 ▪ a progress report or report card,
 - 16 ▪ a general orientation at the beginning of the school year, or
 - 17 ▪ an electronic mail or other written correspondence.

18 Each student's success plan must:

- 19
- 20 • identify educational goals and intermediate benchmarks for the student in the core
21 curriculum areas;
 - 22 • be based upon academic performance data and the identification of the student's
23 strengths and weaknesses;
 - 24 • include academic intervention strategies with frequent progress monitoring;
 - 25 • provide innovative methods to promote the student's advancement which may
26 include:
 - 27 ▪ flexible scheduling,
 - 28 ▪ tutoring,
 - 29 ▪ focus on core curricula,
 - 30 ▪ online instruction,
 - 31 ▪ an alternative learning environment, and
 - 32 ▪ other interventions that have been shown to accelerate the learning process.

33 **G. Remediation and Retention**

34 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-01-02, 07-15-03, and 07-01-06

- 35
- 36 ▪ **No student may be assigned to a grade level based solely on age or other factors**
37 **that constitute social promotion.** FS 1008.25 (6)(a), Adopted 06-19-01
 - 38
 - 39 ▪ **Retention decisions will not be made on a single test score.** Adopted 06-19-01
 - 40
 - 41 ▪ Students in Grades 6-8 who are identified as being considerably or substantially below
42 grade level in reading, writing, mathematics, and/or science (once science proficiency
43 levels are set by the State) **must** receive remediation or be retained with an intensive
44 program that is different from the previous year's program and takes into account the
45 student's learning style. However, students whose test scores and classroom
46 performance indicate that they are almost at grade level may be promoted with close
47 monitoring or promoted with a PMP.
 - 48
 - 49

- 1 ▪ The following options are available for students who have not met the levels of
2 performance for student progression:
- 3 • remediate before the beginning of the next school year and promote,
 - 4 • promote and remediate during the following year with more intensive intervention
5 and remediation strategies identified in the revised PMP,
 - 6 • retain and remediate using an alternative program of instructional delivery.

7
8 An appropriate placement, which differs from the present placement, must be considered for
9 a student who has been retained two or more years, FS 1008.25(2)(b).

- 10
11 ▪ Students classified as retained after the summer programs will be eligible for such
12 appropriate placement. Recommendation for placement is to be determined on an
13 individual basis considering:
- 14 • Teacher recommendations
 - 15 • Parent recommendations
 - 16 • Test scores -- FCAT-SSS, FCAT-NRT, SAT-9
 - 17 • Child study assessment
 - 18 • ELL committee recommendation for ELL students.
- 19
20 ▪ The principal, upon written authority from the Superintendent, may promote a student
21 who has been previously retained if the principal determines that standards have been
22 met and the student will be able to benefit from instruction at the higher grade. If the
23 placement involves a new school, the assignment will occur at the time agreed upon by
24 both the sending and receiving principal. Amended 06-15-99
- 25
26 ▪ Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory
27 remediation program.
- 28
29 ▪ Eighth grade students promoted to the ninth grade may take courses during the regular
30 summer school for acceleration.

31
32 **H. Attendance for Promotion Grades 6-8** Amended 06-30-92, 07-02-96, and 06-27-00

- 33
34 1. Students, to include ELL students, who miss more than ten (10) days per semester
35 (2 days per semester during the summer school) will **not** be promoted except as
36 follows:
- 37
 - 38 ▪ If medical evidence is presented to the principal from a competent medical
39 authority to excuse absences in excess of ten (10) days.
 - 40
 - 41 ▪ Extenuating circumstances as determined by the principal based on
42 recommendations of teachers, counselors, or Student Services workers.
 - 43
- 44 2. School activities shall not be counted as absences. Assigned work shall be turned in
45 on the day indicated by the teacher.
- 46
47 3. Eighth grade students enrolled in high school courses for credit shall be subject to
48 the same attendance requirements as high school students for those courses only.
49 Amended 07-01-02
- 50
51

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

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.

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

Authorization: FS 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

I. Retention – Special Program Considerations**1. ELL Students**

Revised 06-27-00

- An ELL student may be retained when there is lack of academic progress in grade level concepts.
- The ELL 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

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

b. ESE Students

A student enrolled in ESE **must** meet either the Sunshine State Standards, the Sunshine State Standards for Special Diploma or the access points for Sunshine State Standards at the Independent, Supported, or Participatory level. Amended 07-21-98, 07-01-05, and 07-01-06

J. Remediation Programs Amended 07-15-03 and 07-01-06

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

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

- tutoring
- classroom organization
- instructional alternatives
- assignment alternatives-adaptations
- ESE referral
- before/ after school instruction
- summer school
- other (see FS 1008.25).

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

Amended 07-02-96

K. Summer School

1. ELL Students

All categories of English Language Learner (ELL) students in grades K-5 , including English Language Learner (ELL) 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 ELL Plan.
- The specific academic or language maintenance needs of the student must be listed in the student's individual ELL Plan.
- The student's ELL Plan will serve as the summer school ELL Plan.

2. ESE Students Adopted 06-27-00, Amended 07-01-06

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.

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

17
18 **B. Report Cards** Amended 07-15-03

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

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

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

- 31 ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,
32 6-8, and 9-12) as the primary means of reporting student progress.
33
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 07-29-97 and 06-25-99
37
38 ▪ Report cards shall be issued for all students, 6-8, at the close of each grading
39 period. Amended 06-30-92
40
41 ▪ Progress Reports may be issued at the end of the extended year programs and
42 services, i.e., summer school, Saturday school, before and after school
43 programs. Adopted 06-27-00
44
45

- 1 ▪ Parents are to be notified in writing midway in a nine week grading period or at
2 any time during a grading period when it is apparent that the student may not
3 pass or is performing unsatisfactorily in any course or grade level. The county
4 Deficiency/Progress Report and/or approved electronic Progress Report form will
5 be used for this notification.
6 Amended 06-15-99 and 06-27-00
7
- 8 ▪ Report cards for English Language Learner (ELL) students must be in the
9 primary language of the parent/guardian, whenever feasible. These primary
10 language report cards are to be attached to the English report card. Adopted 06-
11 27-00
12
- 13 ▪ An Exceptional Student Education (ESE) report card may be used for students
14 identified as Profoundly Mentally Handicapped, Trainable Mentally Handicapped,
15 and Autistic Spectrum Disorder at the discretion of the school principal.
16 Amended 07-01-05 and 07-01-06
17

18 **C. General Rules of Marking**

19 **Report Card Grades** (Amended 07-01-04):

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

1 grade on the withdrawal form as of the date of withdrawal. Amended 07-02-
2 96, 06-27-00, and 07-01-06
3

4 4. Students are to receive grades in all subjects in which they have received
5 instruction that grading period.
6

7 5. Change of Grades
8

9 Once a grade has been entered into a report card or electronically entered
10 into a system for the preparation of report cards, then any and all grade
11 changes should be made as follows:
12

13 REQUEST BY TEACHER FOR GRADE CHANGE:
14

- 15 • If the teacher who has made, entered or reported the grade feels it
16 necessary to change the grade, he or she must submit a request in
17 writing to the principal for a grade change.
18
- 19 • Whether the basis for the change is a mistake at the time of entry, or
20 reconsideration of the assessment materials and evaluative sources, the
21 teacher shall demonstrate in the writing the rationale, basis and support
22 for the grade as intended to be entered on the change.
23
- 24 • The principal shall consider the request made by the teacher, and meet
25 with the teacher as the principal deems necessary, and determine
26 whether to make the change as requested.
27
- 28 • The principal shall determine the request in writing and provide a written
29 explanation as to the basis for the determination to the requesting
30 teacher.
31
- 32 • Following the direction of the principal, the grade may be changed or left
33 unchanged. Only if directed by the written notification of the principal,
34 may the teacher entered grade be changed.
35
- 36 • Should a change in grade be directed after the student and parent(s)/ or
37 parent(s) have been first notified of the grade, then the grade change
38 shall be made on an official notification form to the parents, which shall
39 contain the reasons and methodology for the change.
40

41 CHANGE OF GRADE WITHOUT TEACHER REQUEST:
42

- 43 • If a Principal considers changing a report card grade made, entered, or
44 reported by a teacher, he or she must report in writing to the teacher that
45 he or she is considering a student report card grade change.
46
- 47 • The teacher will be afforded an opportunity in writing to present the
48 rationale, basis, and explanation for the grade as was entered.
49
- 50 • The principal shall consider the teacher's written support in making the
51 grade.
52

- 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 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.

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

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 English Language Learner (ELL).

Amended 06-15-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-06

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

Grades 6-12 Percentage Value Definition

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

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

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

- If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest whole number.
- If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.

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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 06-30-92

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

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

15 Revised 06-27-00

16
17 The course grade and academic progress of ELL students will be based on the
18 results of teacher observation, alternative assessments, and modified tests used to
19 assess the understandable instruction provided through the use of ESOL teaching
20 strategies, appropriate instructional materials, and curriculum accommodations.
21

22 If there is a continued pattern of failure in classroom performance and assessments,
23 the ELL committee shall meet to review the reasons for the student's lack of
24 progress. The reason(s) documented for the academic under-performance of an
25 ELL student **cannot imply** that he/she needs an extra year to learn English or that it
26 is due to the student's lack of English proficiency.
27

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

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

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

43
44 All students must participate in all regular district and state assessments for
45 accountability purposes [FS 1008.22, 1008.25 (4)(a)]. Each student in grades 6-8
46 must participate in the Spring SAT-10 testing for Reading Comprehension and Math
47 Problem Solving subtests.
48

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

51 Adopted 06-19-01

- 1 ▪ Home education students may take the FCAT only at the school for which
- 2 they are zoned.
- 3
- 4 ▪ Home education students must abide by all the rules of the Student Code
- 5 of Conduct while on any Osceola County school campus. Failure to do
- 6 so will result in the removal of the student from the campus and loss of
- 7 testing privileges.
- 8
- 9 ▪ Home instruction parents must notify the appropriate school(s) of their
- 10 intention to participate in testing at least two weeks in advance of the
- 11 scheduled assessment.

12

13 **G. Accommodations of District/ State Assessments for**

14 **Special Program Students**

15

16 **1. ELL Students**

17

18 The ELL Committee will review each ESOL student's progress to

19 determine whether a accommodation is necessary. Test

20 accommodations, based on the recommendations of the ELL

21 Committee, may include: flexible setting, flexible scheduling, flexible

22 timing, English/heritage language dictionary, and assistance in the

23 heritage language.

24

25 **2. Students with Disabilities**

26

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

28 Students with 504 plans may receive accommodations on both district

29 and state assessments. The student's Section 504 Plan should

30 address the accommodations that are regularly provided for

31 classroom activities and assessment and should guide decisions on

32 accommodations for specific test situations. However, allowable

33 accommodations for statewide tests are limited to those listed in the

34 State Board Rule and the state test administration manuals.

35

36

37 Accommodations may include: flexible setting, flexible scheduling,

38 flexible timing, flexible responding, flexible presentation, and/ or

39 flexible format.

40

41 **b. ESE Students**

42 Test accommodations during district/state testing will be implemented

43 as specified in the student's IEP.

44

45 Statewide assessment accommodations may be used only if they do

46 not alter the underlying content that is being measured by the

47 assessment or negatively affect the assessment's reliability or validity.

48 Allowable accommodations are those that have been used by the

49 student in classroom instruction. Such accommodations may include:

50 presentation, responding, scheduling, setting, and/or assistive

51 devices.

52

The need for any unique accommodations for use on state assessments not outlined above must be approved by the Commissioner of Education.

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

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

1. ELL Students

An ELL 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 ELL Committee. **It is strongly recommended all be tested.** A district-approved alternate assessment must be administered to those ELL students who have been exempted from a district and/or state assessment. Adopted 07-01-02

2. Students With Disabilities

a. 504 Students

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

b. ESE Students

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented by the IEP team answering “yes” to all of the following questions:

- Is the student unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course accommodations?
- Is the student’s demonstrated cognitive ability the primary reason for the inability to master grade-level standards?
- Is the student participating in a modified or functional curriculum based on competencies in the Sunshine State Standards for Special Diploma or Access Points for all academic areas?
- Does the student require extensive direct instruction in functional academics and vocational competencies as well as domestic, community living and leisure activities?
- Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

Students who are excluded from state and district assessment will be assessed through the Florida Alternate Assessment.

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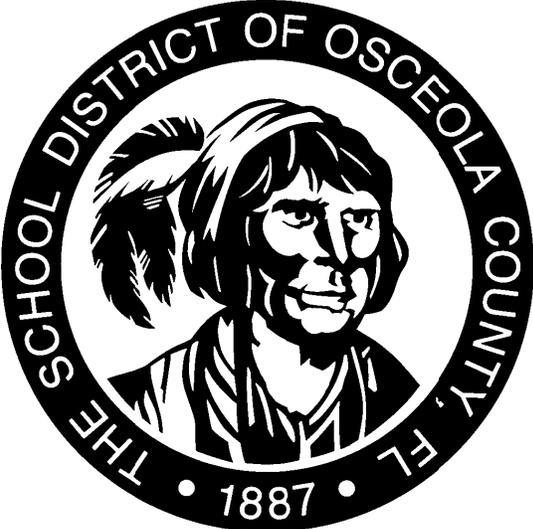
I. Annual Report in Local Newspaper Adopted 07-15-03, Amended 07-01-06

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 provisions of the law relating to public school student progression and 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 Grade 3 students who were promoted 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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**2007-2008 and 2008-2009
HIGH SCHOOL
STUDENT PROGRESSION PLAN**

Grades 9-12

Effective July 01, 2007

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

SCHOOL BOARD MEMBERS

CHAIRMAN

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

SUPERINTENDENT

Blaine Muse

STUDENT PROGRESSION PLAN TASK FORCE

Melba Luciano, Assistant Superintendent

CURRICULUM AND INSTRUCTION

Angela Marino, Director

John Boyd, Instructional Research and Evaluation Specialist

OFFICE OF RESEARCH, EVALUATION, and ACCOUNTABILITY
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Laura Rhinehart, Principal, Professional And Technical High School

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Penny Collins, Director of Exceptional Student Education

Sonia Vazquez Esposito, Director of Charter Schools and Educational Choices

Dalia Medina, Director of Multicultural Education

Don L. Miller, Director of Special Programs

Beth Rattie, Director of Alternative Programs

Tom Runnels, Director of Career and Technical Education

Dave Welty, Director of Adult Learning Center of Osceola County

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

2
3 All children who have attained the age of six (6) years or who will have attained the
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 06-27-95, 07-15-03

14
15 Florida Statute (FS) 1003.21 requires that students enrolling in Florida public
16 schools must present evidence of their age. Evidence submitted shall be a valid
17 birth certificate, or other documentation of birth, as listed in Florida Statute
18 1003.21.

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 06-
22 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

1 or until he/she earns a standard diploma whichever comes first. Graduation with
 2 a standard diploma, regardless of age, constitutes cessation of FAPE requiring
 3 written prior notice.
 4

5 **2. Health Requirements**

7 **a. Certificate of Physical Examination** Amended 06-30-92

8
 9 A certificate of a physical examination within the twelve-month period
 10 immediately preceding enrollment shall be presented before a child is
 11 allowed to attend classes. The certificate shall be signed by a licensed
 12 practicing physician, or an Advanced Registered Nurse Practitioner certifying
 13 that the student has no contagious or communicable disease which would
 14 warrant the student's exclusion from public schools. A Physician's Assistant
 15 operating under the supervision of Osceola County Public Health Director
 16 may also sign the certificate. Amended 06-27-95
 17

18 Students, other than children of military personnel, transferring from a foreign
 19 country must possess an examination certificate issued within the United
 20 States.
 21

22 **Exceptions:**

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

26 **b. Immunization**

27 Amended 07-21-98 and 07-15-03
 28

29 Each student who is otherwise entitled to admittance to an Osceola County
 30 School, shall be required to present a certificate of immunization on a Florida
 31 form, showing that the student has received inoculations for those
 32 communicable diseases for which immunization is required by the Division of
 33 Health, and Florida Statute 1003.22.
 34

35 Students who have not received the required immunizations as stipulated by
 36 state law and who have not received a statutory exemption will be temporarily
 37 excluded from school until such immunizations have been administered.
 38

Adopted 09-07-99

40 **Required Immunizations:**

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

45 Amended 09-07-99, 06-27-00, 06-19-01, and 07-01-02
 46

47 **Grades 9-12**

48 All required immunizations and Hepatitis B (series of 3) and
 49 Tetanus/Diphtheria (TD) booster Amended 07-01-02
 50
 51

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 06-29-93 and 06-27-95, Revised 07-21-98

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. Transfer Students**1. General Transfer Information** Amended 07-01-04 and 07-01-06

The school principal or designee will determine placement of a student who transfers from other countries, counties, states, private schools or from a home education program.

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, when available, and shall be accepted at face value subject to validation if required by the receiving school's accreditation. All out of state credits will be accepted as regular level credits unless specifically designated otherwise. If validation of the official transcript is deemed necessary, or if the student is unable to obtain an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection B.1.(2). However, schools shall make every appropriate effort to assist the student in obtaining an official transcript.

(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

1 average of 2.0 at the end of the first grading period. Students who do not
 2 meet this requirement shall have credits validated using the Alternative
 3 Validation Procedure, as outlined in subsection (3).
 4

5 (3) Alternative Validation Procedure. If validation based on performance as
 6 described above is not satisfactory, then any one of the following alternatives
 7 shall be used for validation purposes as determined by the teacher, principal,
 8 and parent:

- 9 (a) Portfolio evaluation by the superintendent or designee;
- 10 (b) Written recommendation by a Florida certified teacher
 11 selected by the parent and approved by the principal;
- 12 (c) Demonstrated performance in courses taken through dual
 13 enrollment or at other public or private accredited schools;
- 14 (d) Demonstrated proficiencies on nationally-normed
 15 standardized subject area assessments;
- 16 (e) Demonstrated proficiencies on the FCAT; or
- 17 (f) Written review of the criteria utilized for a given subject
 18 provided by the former school. Students must be provided at
 19 least ninety (90) days from date of transfer to prepare for
 20 assessments outlined in paragraphs (3)(d) and (3)(e) if
 21 required.
 22

23 Auth: FS 1003.25(3); Imple: FS 1003.25(3)
 24

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

26 Amended 07-01-06
 27

28 A student in grades 9-12 who transfers from any other public school in the
 29 United States or a foreign country is placed in comparable classes and all
 30 records from the previous school are accepted.
 31

- 32 ▪ Students who transfer into Osceola County from public schools shall be
 33 classified according to their grade placement at the school from which
 34 they transfer. If a student is unable to obtain an official transcript after
 35 receiving assistance from the school, students may be placed at an
 36 appropriate sequential course level and may validate their placement
 37 through performance during the first grading period as outlined in
 38 subsection B.1.(2). Thereafter they will follow classification as set up by
 39 Osceola County except for those students who transfer as seniors.
 40
- 41 ▪ The requirements of the School Board shall not be retroactive for transfer
 42 students provided the student has met all requirements of the school,
 43 school district, or state from which he/she is transferring (6A-1.095).
 44 However, in order to receive a diploma from a Florida school, the student
 45 must take and pass the FCAT sections required by state law.
 46 Adopted 06-30-92, Amended 06-27-95 and 07-01-06
 47
- 48 ▪ In the year of their transfer, all transfer students will be expected to
 49 attempt to earn a minimum of: three (3) credits per semester at a school
 50 with a six period schedule; three and one-half (3 ½) credits per semester
 51 at a school with a seven period schedule; and four (4) credits per
 52 semester at a school with a four-by-four (4x4) block schedule. However,

no requirement for specific course work will be retroactive except as stated above.

- 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
- Graduation with a diploma from any school system in the United States or any other country, regardless of age, fulfills a student’s compulsory public education required by state law.
- Schools may inform parents and students that transferring from a school with a six period schedule to a school with a different schedule, or vice versa, may delay graduation and/ or result in lower grades or loss of credits.

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

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

4. Student Custody

Any person or agency who has been given exclusive care, custody, or control over any student by order of any court having jurisdiction to enter such order, may provide a certified or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous criteria not covered by specific rule, to the principal of the school in which each student is enrolled. The order shall be placed in the student’s official records and thereafter such person or 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, FS; SBR 6A-6.311 and 6A.6341 and 1001.42 (5), FS

5. English Language Learner (ELL) Students

For a student identified as English Language Learner (ELL) 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-English Language Learner (ELL).

- 1 ▪ A student with any YES response is referred for additional English
- 2 language proficiency assessment.
- 3 ▪ A student with a YES response to question #1 only is **temporarily** placed
- 4 in general education classes until English proficiency assessment occurs.
- 5 ▪ A student with more than one YES response is temporarily placed in
- 6 basic ESOL classes until English language proficiency assessment
- 7 occurs.
- 8 ▪ The state-approved age-appropriate IDEA Language Proficiency Test is
- 9 used to assess oral/aural English ability and is to be administered within
- 10 the first 20 days after the registration date.

11 6. **Student with Disabilities**

12 a. **504 Students**

13 A transferring 504 student is a student who was previously enrolled in any

14 other school or agency with an active 504 plan and who is enrolling in a

15 Florida school district. Upon notification that a transferring student is one

16 with an active 504 Plan, the receiving school must review the existing 504

17 Plan and must revise as needed.

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

- 19 ▪ A transferring ESE student is one who was previously enrolled as an
- 20 ESE student in any other school or agency and who is enrolling in a
- 21 Florida school district or in an educational program operated by the
- 22 Exceptional Student Education Department through grants or
- 23 contractual agreements.
- 24 ▪ An ESE student who is transferring from one Florida public school
- 25 district to the School District of Osceola County who has a current
- 26 Individual Education Plan including Gifted Students (IEP/GEP) will be
- 27 placed in the appropriate educational program(s) with a permanent
- 28 assignment consistent with the plan. The receiving school **must**
- 29 review and may revise the current IEP/GEP as necessary. Amended
- 30 07-01-06
- 31 ▪ An ESE student who is transferring from an out-of-state public school
- 32 and has a current IEP as well as evaluation data necessary to
- 33 determine that the student meets Florida's eligibility criteria for
- 34 special programs will be placed immediately in the appropriate
- 35 educational programs(s) with a permanent assignment. An ESE
- 36 student who is transferring from an out-of-state public school and has
- 37 ESE documentation will be placed immediately in the appropriate
- 38 educational program(s) with a temporary assignment. In both cases,
- 39 the receiving school **must** review the current IEP and may revise the
- 40 document as necessary. Amended 007-01-05

41 7. **Home Education**

42 Students who are participating in a home instruction program in accordance

43 with FS 1002.41 may be admitted to public school on a part-time basis.

44 Adopted 09-17-96

- 1 ▪ Students in home education who wish to attend public school must meet

2 the same registration requirements as full-time students, and enroll for

3 and attend at least one (1) regularly scheduled class period at the zoned

4 school. Such students must register prior to the start of the semester

5 they will attend. Full-time students will be given priority in course

6 registration. Home-schooled students who are excluded from a

7 class/course at their zoned school due to space limitations may attend

8 another school if space in that class/course is available.

9 Adopted 09-17-96, Amended 06-19-01

- 10

11 ▪ The Board is not responsible for the transportation of students in a home

12 education program to or from the school. The school principal will

13 establish the time and place for arrival and departure of home education

14 students. Students who attend school on a part-time basis are subject to

15 all applicable rules and regulations pertaining to full-time students.

16 Adopted 09-17-96

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18 ▪ Home education students are eligible to participate in interscholastic

19 extracurricular student activities. The school principal will establish

20 guidelines for participation pursuant to Florida Statute 1006.15, and

21 these guidelines will be made available to home education students

22 choosing to participate in interscholastic extracurricular activities.

23 Adopted 07/02/96

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25 **C. Attendance Guidelines**

26

27 School attendance is the direct responsibility of parent(s)/guardian(s) as required by

28 Florida Statute 1003.24. All students are expected to attend school regularly and to

29 be on time for classes in order to benefit from the instructional program and to

30 develop habits of punctuality, self-discipline, and responsibility. Amended 07-15-03

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32 **Responsibility for Attendance**

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34 ▪ Each parent of a child within the compulsory attendance age shall be

35 responsible for such child's school attendance as required by Florida Statute

36 1003.24.
- 37

38 ▪ Whenever a child of compulsory attendance age is absent without the

39 permission of the person in charge of the school, the parent of the child shall

40 report and explain the cause of such absence to the proper person at each

41 school, as provided in Florida Statute 1003.21.
- 42

43 ▪ Notes or telephone calls from parent(s)/guardian(s) are required either before

44 or after an absence. It is the responsibility of the student to make up work

45 missed because of absences. Students receiving out-of-school suspension

46 **must** be assigned schoolwork that will cover content and skills taught during

47 the duration of the suspension.
- 48

49 ▪ The Superintendent may delegate the enforcement of compulsory school

50 attendance and child welfare to attendance personnel as provided in Florida

51 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.

1. Student Absences

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

a. Excused Absences Amended 07-01-06

Absences shall be excused for the following reasons:

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

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

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

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

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

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.

Students whose absences have been approved as "excused" or "permitted", and who complete the make-up assignments as required by school policy,

1 shall receive grades for the periods of such absences in the same manner as
 2 if not absent from school. Each school shall establish procedures to ensure
 3 good attendance in each grading period.
 4

5 Authorization: FS 1001.41; Implementation: FS 1003.21 and Chapter 75-130,
 6 Laws of Florida; FS 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53,
 7 1011.61, 1003.26, and SBR 6A-1.451
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9 **b. Permitted Absences**

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 11 “Permitted” absences may be granted. Only the principal shall have the
 12 authority to grant “permitted” absences and then only after he or she has
 13 considered the merits of each case. It shall be the principal’s responsibility to
 14 give to the parents a copy of the School Board rules pertaining to permitted
 15 absences.
 16

17 Arrangements for make-up work shall be made in advance with the instructor
 18 of classes to be missed. The student shall assume complete responsibility
 19 for the make-up work. The teachers shall cooperate by making assignments,
 20 grading materials, and recording grades. The teacher shall set a timeline for
 21 receiving the student’s work for credit, and this timeline will not exceed twice
 22 the number of days of absence.
 23

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

- 25 ▪ attendance at an important public function,
- 26 ▪ attendance at church meetings, or observances of religious
 27 holidays,
- 28 ▪ travel with parents in urgent circumstances,
- 29 ▪ attendance at non-school conventions or conferences,
- 30 ▪ other situations with parental permission and the approval of the
 31 principal, or
- 32 ▪ participation in a non-instructional activity.
 33

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

- 35 ▪ meet the academic requirements as set forth by the School Board,
- 36 ▪ make arrangements, in advance, with the teacher for missing
 37 classes, and
- 38 ▪ accept the responsibility for making up time and work.
 39

40 **c. Unexcused Absences** Amended 09-07-99 and 07-01-06

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 42 All absences other than “excused” or “permitted” shall be deemed
 43 “unexcused,” and a failing grade may be recorded for the period of the
 44 “unexcused” absence, **except** when students who are suspended from
 45 school during grade period exams or semester exams, such students shall be
 46 allowed to make up these exams.
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- 48 ▪ Upon each unexcused absence, the Principal or designee shall
 49 contact the student’s parent or guardian to determine the reason
 50 for the absence.
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- 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 or attendance committee to determine if early patterns of truancy are developing. If the child study team or attendance committee 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.

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

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The child study team or attendance committee 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.

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- If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the School Board. If the School Board's final determination is that the strategies of the child study team or attendance committee 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.

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- 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

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2. Students with Disabilities

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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

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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.

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

D. Student Withdrawals

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

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

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

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

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 Charter Schools and Educational Choices. Revised 07-23-91, Amended 07-21-98, 06-27-00, and 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 -- Exceptional Student Education (ESE)

A child who is receiving services through Exceptional Student Education (ESE) shall not be administratively withdrawn without prior parental notification, a staffing meeting with parents or guardians to discuss the educational impact of such a decision for the student to withdraw, and all requirements relative to due process have been completed. Amended 09-07-99 and 07-01-06

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 09-07-99

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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.

stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

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

Amended 07-01-06

Student Performance - State K-20 Education Priorities

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

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

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

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

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

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

2. Student Performance Standards

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

Students must show mastery of the performance standards before credit for course is awarded. Upon successful completion of the course, with at least sixty percent (60%) proficiency, students will have demonstrated mastery. Student mastery will be assessed through the use of teacher observation, classroom assignments, and examinations. (For ELL students, see also below.) Students must also meet the attendance requirement as set forth in I.C. and III.G. of this Student Progression Plan. Amended 07-21-98, 06-27-00, 07-01-02, 07-15-03, and 07-01-04

B. Special Programs

1. English Language Learner (ELL) Revised 07-21-98 and 06-27-00

All students with limited English proficiency (ELL) must be appropriately identified in order to ensure the provision of appropriate services. Every student identified as ELL shall continue to receive appropriate instruction and funding as specified by the District ELL Plan, State Board Rules and Regulations, and Florida Statutes until such time as the student is reclassified as English proficient. Note: See the School District of Osceola County English Language Learner Plan 1999 for full explanation of services and model. Amended 06-27-00

Home Language Survey (HLS) and Identification Criteria Revised 06-27-00

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

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

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

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

Every English Language Learner student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the ELL student is assigned to the program(s) shall be comparable to the time assigned to a non-ELL student under similar conditions. An updated ELL student’s class schedule must be maintained in the ELL Portfolio as part of the student permanent record. Adopted 06-27-00

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

Schools with fifteen (15) or more ELL students who speak the same home language 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 ELL students additional help in the basic content areas under the supervision of the basic subject area teacher. Adopted 06-27-00

2. Dropout Prevention and Retention Programs (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 DOP programs are designed to meet the needs of high risk students and offer them special opportunities to earn credit towards graduation or promotion. Amended 06-19-01 and 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 ELL students, see above.)

Amended 07-02-96 and 06-27-00

District drop out prevention programs include, but not limited to: Endeavor, Project COPE, Project Future, Vision, Challenger Learning Center, and the GED Exit Option. Students enrolled in district drop out prevention programs will receive a high school diploma if they fulfill the minimum state graduation requirements and may also participate in senior activities at their home-zoned schools unless they are enrolled in a behavior-based program in lieu of expulsion. Amended 07-01-06

Challenger Learning Center - Grade Levels 9-12

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

This is a program specifically designed for high school dropouts and potential 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 ELL students, see above.) Amended 06-27-00 and 07-01-06

A total of 24 credits must be earned for graduation. These credits are described in subsection IV.

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. Students must attend a minimum of 15 hours.

An articulation meeting will be arranged for the students wishing to re-enter the regular high school program. Amended 06-19-01

Although these programs are designed to provide students with a non-traditional school setting in order to meet individual needs, the school district Code of Student Conduct is in effect and School Board Rules governing student conduct shall be followed.

3. Gifted Education

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

High school students identified as Gifted have an Educational Plan (GEP) that outlines goals and strengths, and provides direction for the instructional program. The differentiated instructional program includes advanced-level

1 content, acceleration, and enrichment that incorporate the student's special
2 abilities and interests. Amended 07-01-02 and 007-01-05
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4 **4. Students with Disabilities**

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

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

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20 **Exceptionalities include:** Educable Mentally Handicapped, Trainable
21 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or
22 Language Impaired, Deaf or Hard of Hearing, Visually Impaired,
23 Physically Impaired with Other Health Impaired, Physically Impaired with
24 Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury,
25 Emotional/Behavioral Disabilities (EBD), Specific Learning Disabled,
26 Gifted, Homebound or Hospitalized, Dual Sensory Impaired, and Autism
27 Spectrum Disorder (ASD). Amended 07-23-91, 07-21-98 06-27-00, 007-
28 01-05, and 07-01-06
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30 **ESE Curriculum** Amended 07-15-03

31 The curriculum for the high school Varying Exceptionalities Physically
32 Impaired with Other Health Impaired, Physically Impaired with
33 Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury,
34 Emotional/Behavioral Disabilities (EBD), and Educable Mentally
35 Handicapped shall be a regular education curriculum that follows the
36 Florida Sunshine State Standards with appropriate accommodations.
37 Direct Instruction, Corrective Reading, and Precision Teaching, and
38 functional language are the instructional approaches to be utilized to
39 enhance curriculum acquisition. Moderately and severely disabled
40 students (Trainable Mentally Handicapped, Profoundly Mentally
41 Handicapped, and Autism Spectrum Disorder) will use a curriculum
42 appropriate for the developmental level of the students.
43 Adopted 06-30-92 and Amended 06-27-95, 07-21-98, 06-27-00, and 07-
44 01-06
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46 For students with disabilities enrolled in ESE, their Individual Educational
47 Plans (IEP's) specify the appropriate services and unique aspects of their
48 programs.
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50 For the majority of these students, their curriculum should be based on
51 the general education standards and benchmarks.
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1 For some students, Sunshine State Standards for Special Diploma or
 2 access points for Sunshine State Standards at the Independent
 3 Supportive or Participatory levels may be more appropriate.
 4

5 The IEP developed by the team specifies the level of services for specific
 6 content areas. The IEP addresses annual goals and short-term
 7 objectives to meet the unique needs of the student as well as appropriate
 8 classroom accommodations. Accommodations may be in the areas of
 9 curriculum, instruction, and assessment. Accommodations listed on the
 10 IEP must be implemented as indicated. Amended 007-01-05 and 07-01-
 11 06
 12

13 **C. Career and Technical Education Programs**

14
 15 The School District of Osceola County offers a variety of career and technical
 16 education programs at the high school level that help students prepare for high skill-
 17 high wage occupations and for postsecondary educational opportunities. It is
 18 essential that students, parents, teachers, guidance counselors, and administrators
 19 be aware that most individual career and technical education courses do not stand
 20 alone but are part of a planned sequence of courses leading to occupational
 21 proficiency and program completion at the high school or postsecondary level. Not
 22 all career and technical education programs are offered at all high schools. Some
 23 are offered as career academies. Students are encouraged to complete an
 24 educational and career development plan before entering a career and technical
 25 education program or a career academy.
 26

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

- 28 ■ Agribusiness and Natural Resources Education
- 29 ■ Business Technology Education
- 30 ■ Diversified Education
- 31 ■ Family and Consumer Sciences
- 32 ■ Health Science Education
- 33 ■ Industrial Education
- 34 ■ Marketing Education
- 35 ■ Public Service Occupations Education

36 37 **1. Tech Prep**

38 The Orange, Osceola, and Valencia Tech Prep Consortium has developed
 39 many programs of study that provide a planned sequence of courses linked
 40 to postsecondary educational goals. The Tech Prep initiative offers students
 41 the opportunity to focus on career and technical education courses that will
 42 help train them for high skill-high wage occupations. At the same time, they
 43 can be earning Valencia Community College credit or Orange and Osceola
 44 County Tech Center's credit while they are attending high school.
 45

46 **2. Cooperative Education and On-the-Job Training (OJT) Revised 06-30-92**

47 The cooperative education method of instruction permits career and technical
 48 education students to earn high school credit. Cooperative education
 49 involves paid, supervised, concurrent employment that is directly related to
 50 the student's in-school training. The cooperative education method is
 51 available for junior and senior students. At-risk high school students in any
 52 grade may be enrolled in Work Experience. The coordinator must approve all

1 cooperative education job sites. Students shall not be employed by members
2 of the immediate family.

3
4 Cooperative education is **not** a program but a method of instruction used in
5 several career and technical education programs. Students who complete a
6 career and technical education program using the cooperative method are
7 coded on the final class reports as completers of the that program.

8 Amended 07-01-02

9
10 **D. Dual Enrollment**

11
12 A student may enroll in one or more classes at the college level or in an accredited
13 career and technical education school while still attending high school. Credit may
14 be earned toward graduation as stated below. Auth: Rule 6A-10.0241, FAC

15
16 1. The request of a student to participate in this program must be in writing. The
17 signature of the guidance director and the principal shall constitute approval.
18 (For ELL students, see above). Amended 06-27-00

19
20 2. **Dual Enrollment -- Valencia Community College (VCC)**

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

30
31 No fees shall be assessed for high school students enrolled in these co-
32 sponsored courses. Students who enroll in co-sponsored classes shall have
33 either:

- 34
35 • completed the tenth grade with a high school unweighted grade point
36 average of 3.0 or above, **or** Amended 07-23-91 and 07-01-
37 06
38 • be in an exceptional student education program with an individual
39 education plan which indicates the ability for advanced studies (i.e.
40 “gifted program” and International Baccalaureate Program). Amended
41 07-01-04

42
43 3. Students seeking dual enrollment in mathematics, English, or technical
44 education classes shall present evidence of successful completion of the
45 relevant section of the entry level examination for placement given by the
46 school, college, or university at which the student is seeking enrollment.

47
48 **E. Early Admission for Advanced Studies**

49
50 Students who meet the prerequisites of an early admission and advanced studies
51 program may be permitted to enroll as a full-time post-secondary student during their
52 senior year in high school. Such programs shall meet the following conditions:

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1. Approval of the program by the School Board shall be obtained before the end of the first month of the final year of high school or before the end of the first semester if entry is expected during the second semester of the final year of high school.
 2. The student shall be accepted by a state accredited post-secondary school or university after completion of three (3) full senior high school years, and a minimum of eighteen (18) credits is earned.
 3. The student shall maintain at least an overall "C" average.
 4. Any senior enrolled in college courses full-time may re-enter a high school within the district as a full-time student at the end of the high school semester.
 5. Any credit earned at the accredited post secondary level may be substituted for a required high school credit in the same discipline. Successful completion of a 3-hour college course will equal 1/2 high school credit.

F. College Course Credit

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

G. Credit from Correspondence

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

H. Credit from Florida Virtual School (FLVS) Amended 07-01-06

Credits earned from FLVS are public high school credits for students enrolled in any Florida public high school or registered home instruction program.

- Students who earn all credits required by state law for graduation through a combination of FLVS courses and regular public school courses shall receive a diploma from the school in which they were last enrolled. (See subsection IV.)
- Registered home instruction students who are not enrolled in a public high school but have earned all credits required by state law for graduation through FLVS courses shall receive a diploma through their home-zoned school. (See subsection IV.)

1
2 **L. Home Instruction**
3

4 Florida Statute 1002.41 permits parents to choose to place their children in a home
5 instruction program in lieu of public school. The requirements of the law will be
6 monitored through Charter Schools and Educational Choices. Revised 07-23-91,
7 Amended 07-21-98, 06-27-00, 07-01-02, and 07-15-03
8

9 Florida Statute 1002.41 also states that it is the responsibility of the parent to provide
10 a written evaluation of the home-schooled student's progress. With respect to the
11 awarding of high school credit, the Superintendent agrees to the following
12 stipulations: Revised 09-17-96, Amended 07-21-98
13

14 1. The student must present to the school principal a listing of the specific
15 courses for which credit is requested. Credits earned through institutions
16 affiliated with the following accrediting agencies will be accepted at face value
17 as long as those courses can be aligned with the Florida Course Code
18 Directory:
19

- 20 • The Southern Association of Colleges and Schools
- 21 • The Middle States Association of Colleges and Schools
- 22 • The New England Association of Colleges and Schools
- 23 • The North Central Association of Colleges and Schools
- 24 • The Northwest Association of Colleges and Schools
- 25 • The Western Association of Colleges and Schools

26
27 Such affiliation must be validated through appropriate documentation, which
28 will remain on file with Charter Schools and Educational Choices.
29

30 2. Credits earned from a non-accredited institution may be granted under the
31 following conditions: Revised 07-21-98
32

- 33 • Courses can be aligned with the Florida Course Code Directory.
- 34
- 35 • Student must produce a portfolio for the course in which student is
36 requesting credit which has been reviewed by a Florida certified teacher
37 in that subject area.
- 38
- 39 • The student must pass a comprehensive subject level examination with a
40 minimum score of 60%. Amended 07-01-04
 - 41 ✓ In cases where there is no corresponding subject level
 - 42 examination, the student must pass an appropriate high school
 - 43 level final examination with a minimum score of 60%. The final
 - 44 examination must be prepared by a Florida certified teacher
 - 45 currently employed by the Osceola County School Board and
 - 46 teaching said course at the high school level.
 - 47
 - 48 ✓ It will be the responsibility of the student's parents or guardians to
 - 49 procure, schedule, and locate qualified teachers to conduct
 - 50 evaluations for home-schooled courses for which credit is
 - 51 requested.
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- ✓ Examinations for the purpose of earning credit may be attempted two (2) times. Failure to pass an examination for a second time will require the student to enroll in his home-zoned school and 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 for Home Instruction students to earn a regular high school diploma from the District, the student must be enrolled as a full-time student for the entire semester prior to the expected date of graduation and have successfully completed all other graduation requirements as outlined in school Board policy. Amended 07-01-06

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 09-17-96

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

1 **III. GRADE LEVEL CLASSIFICATION, Amended 07-01-04**

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. Grade classification, however, is based upon student
6 achievement of academic course credits, and is not automatic.

7
8 Decisions regarding a student's grade classification are primarily the responsibility of the
9 individual school's professional staff. The final decision in regard to grade classification is
10 the responsibility of the principal.

11 **A. General Requirements – Grades 9-12**

12 A student, including an ELL student, will be placed in accordance with the number of
13 credits earned by the beginning of the school year. Amended 06-27-00

- 14
15
16
17 1. A student must have earned 5 credits in a 6 period schedule school (6 credits
18 in a 7 period or 4X4 schedule school) to be classified as a sophomore.
19 Amended 06-15-99, 06-27-00, 07-01-02, and 07-01-06
- 20
21 2. A student must have earned 11 credits in a 6 period schedule school (13
22 credits in a 7 period schedule school; 14 credits in a 4X4 schedule school) to
23 be classified as a junior. Amended 06-15-99, 06-27-00, 07-01-02, and
24 07-01-06
- 25
26 3. A student must have earned 18 credits in a 6 period schedule school (21
27 credits in a 7 period schedule school; 22 credits in a 4X4 schedule school) to
28 be classified as a senior. Amended 06-15-99, 06-27-00, 07-01-02, and
29 07-01-06
- 30
31 4. Students who transfer into Osceola County from public schools shall be
32 classified according to their grade placement at the school from which they
33 transfer. Thereafter they will follow classification as set up by Osceola
34 County except for those students who transfer as seniors.
- 35
36 5. All **transfer students** will be expected to attempt to earn a minimum of three
37 (3) credits per semester in the year of their transfer; however, no requirement
38 for specific course work will be retroactive except as stated above.

39
40 The requirements of the School Board shall not be retroactive for students
41 transferring in their senior year provided the student has met all requirements
42 of the school, school district, or state from which he/she is transferring (6A-
43 1.095). Adopted 06-30-92, Amended 06-27-95, and 07-01-04

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

- 1 6. Students may be promoted to the next grade at the end of the first semester
 2 of a school year provided they have earned the following number of credits:
 3
 4 • Sophomore - 7 credits in a 6 period schedule school (8½ credits in a 7
 5 period schedule school; 9 credits in a 4X4 schedule school)
 6
 7 • Junior - 14 credits in a 6 period schedule school (16½ credits in a 7
 8 period schedule school; 18 credits in a 4X4 schedule school)
 9
 10 • Senior - 21 credits in a 6 period schedule school (24½ credits in a 7
 11 period schedule school; 26 credits in a 4X4 schedule school)
 12

13 Adopted 07-23-91, Amended 06-15-99, 06-27-00, 07-01-02, and 07-01-06

- 14
 15 7. Seniors who have earned 24 credits (28 credits in a 7 period schedule
 16 school; 30 credits in a 4X4 schedule school) by the end of the first semester
 17 in a given school year may pursue one of the following options:
 18 Adopted 07-23-91, Amended 07-01-06

- 19
 20 • Graduate at the end of the first semester. (Students will receive their
 21 diplomas and be permitted to participate in graduation ceremonies at the
 22 end of the second semester.)
 23
 24 • Participate in the dual enrollment program at Valencia Community
 25 College or at Technical Education Center Osceola (TECO), if they qualify.
 26 Amended 06-27-00
 27
 28 • Remain at the high school to pursue advanced academic studies and/or a
 29 career and technical education program.
 30

| Student Classification Timelines by School Schedule Type | | | | |
|---|-----------------|-----------------------|-----------------|------------------|
| Classification | Timeline | Schedule Types | | |
| | | 6 Period | 7 Period | 4x4 Block |
| Sophomore | August | 5 | 6 | 6 |
| | January | 7 | 8½ | 9 |
| | May | 11 | 13 | 14 |
| Junior | August | 11 | 13 | 14 |
| | January | 14 | 16½ | 18 |
| | May | 18 | 21 | 22 |
| Senior | August | 18 | 21 | 22 |
| | January | 21 | 24½ | 26 |
| | May | 24 | 28 | 30 |

31
 32

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

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

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

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

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

20
 21 **1. Required Program of Study – Grades 9-12**

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

30
 31 **2. Teacher Judgment**

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

35
 36 **Teacher judgment factors may include, but are not limited to:**

- 37 ▪ previous retentions,
- 38 ▪ level of text at which student is successful,
- 39 ▪ observations,
- 40 ▪ checklists,
- 41 ▪ student portfolios, or
- 42 ▪ current grades/marks.

43
 44 **3. Possible Assessments**

- 45 ▪ District-adopted program assessments
- 46 ▪ Stanford Diagnostic Reading Test (SDRT)
- 47 ▪ FCAT-SSS Reading
- 48 ▪ FCAT-SSS Mathematics
- 49 ▪ FCAT-NRT Reading
- 50 ▪ FCAT-NRT Mathematics
- 51 ▪ FCAT Writing
- 52 ▪ FCAT Science (upon completion by the State)

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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 access points to the Sunshine State Standards at the Independent, Supportive, or Participatory Level Amended 06-28-94, 06-27-95, 07-21-98, 07-15-03, and 07-01-06

C. STUDENT PERFORMANCE LEVEL CHART

See following page.

| GRADES 9-12 | THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS, AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION | | | | | |
|---|---|---|------------------------------------|---------------------|---|--|
| Classroom Performance | Factors to Consider in End-of-Year Decision-Making | | | | | Decisions for Next Year |
| <ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • ELL Students - English Language Development • ESE - IEP performance goals and assessments • Parent conference and consultation • Principal recommendation | <i>Student Performance Level</i> | <i>FCAT-SSS Reading and Math; (FCAT Science, Grade 11 only)</i> | <i>FCAT-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 PMP ¹ |
| | | | | | NO | Write a PMP ¹ , and monitor closely |
| | Below Grade Level, Considerably | Achievement Level 1* | Stanine 2 | 1.0, 1.5 | YES | Requires a new PMP ¹ |
| | | | | | NO | Must have a PMP ¹ |
| | Below Grade Level, Substantially | Achievement Level 1* | Stanine 1 | 0 | YES | Requires a new PMP ¹ |
| NO | | | | | Must have a PMP ¹ | |

¹ Progress Monitoring Plan

- *To demonstrate annual learning gains, Grade 9 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 78 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 55 DSS points in FCAT-SSS Math.
- *To demonstrate annual learning gains, Grade 10 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least 78 Developmental Scale Score (DSS) points in FCAT-SSS Reading and 49 DSS points in FCAT-SSS Math.

1
2
3 **D. Progress Monitoring Plan (PMP) Process**

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

5
6 As required by Florida Statute 1008.25 (4)(b), schools must develop in consultation
7 with student's parent(s), a School District of Osceola County Progress Monitoring
8 Plan (PMP) for students who do not meet district and state levels of proficiency in
9 reading, writing, mathematics, and science. (Science will be added upon completion
10 by the State.)

11
12 Principals are to establish procedures by which parents are notified when it has been
13 determined that their child needs improvement at the grade or course in which he or
14 she has been placed. In cooperation with the parents, an Progress Monitoring Plan
15 will be written which may include, but is not limited to, an extension of the school
16 year, a special class within the regular school, and/or a remedial program within or
17 outside the school day including Saturday School (for ELL students, see below).
18 Amended 07-21-98 and 06-27-00

19
20 Each Progress Monitoring Plan must outline an intensive remedial program in the
21 area(s) of weakness designed to assist the student in meeting state and/or district
22 expectations for proficiency.

23
24 **The Progress Monitoring Plan must clearly identify the:**

- 25
26 1. specific, diagnosed academic needs to be remediated,
27 2. success-based intervention strategies to be used,
28 3. the intensive
29 variety of remedial instruction to be provided, and
30 4. monitoring and reevaluation activities to be employed.

31
32 FS 1008.25 (4)(b)

33
34 Each student who does **not** meet the levels of performance as determined by the
35 district **must** be provided with additional diagnostic assessments to determine the
36 nature of the student's difficulty and areas of academic need. FS 1008.25 (4)(a)

- 37
38 ■ Data from the additional assessments are to be used to formulate the student's
39 PMP.
40
41 ■ Schools shall also provide for the frequent monitoring of the student's progress.
42 FS 1008.25 (4)(b)
43
44 ■ Diagnosis and remediation will occur as soon as possible after a student has
45 been identified as deficient in reading, writing, mathematics, and/or science upon
46 completion of science proficiency levels by the state. FS 1008.25(4)(b)
47
48 ■ If the student identification occurs during the fourth marking period, the diagnosis
49 will be made at the beginning of the following school year with remediation
50 immediately following.
51

1 A student who is not meeting the school district or state requirements for
 2 proficiency in reading and math shall be covered by one of the following plans to
 3 target instruction and identify ways to improve his or her academic achievement:
 4

- 5 1. A federally required student plan, such as an individual education plan, FS
 6 1008.25 (4)(b)1;
- 7
- 8 2. A schoolwide system of progress monitoring for all students, FS 1008.25
 9 (4)(b)2; or
- 10
- 11 3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3
- 12

13 The plan chosen must be designed to assist the student or the school in meeting
 14 state and district expectations for proficiency. If the student has been identified
 15 as having a deficiency in reading, the K-12 comprehensive reading plan required
 16 by FS 1011.62 (8), shall include instructional and support services to be provided
 17 to meet the desired levels of performance. District school boards may require
 18 low performing students to attend remediation programs held before or after
 19 regular school hours or during summer if transportation is provided. FS 1008.25
 20 (4)(b)3

21
 22 **Diagnostic assessments may include, but are not limited to:**

- 23 ▪ teacher assessment
- 24 ▪ text/placement tests
- 25 ▪ diagnostic software
- 26 ▪ Stanford Diagnostic Reading Test.
- 27

28 **Intensive instruction is usually associated with the following:**

- 29 ▪ diagnostic/ prescription
- 30 ▪ targeted to specific skill development
- 31 ▪ variety of opportunities for repetitions (repeated exposure)
- 32 ▪ smaller chunks of text or content
- 33 ▪ guided and independent practice
- 34 ▪ skill development and practice integrated into all activities
- 35 ▪ frequent monitoring
- 36 ▪ criterion-based evaluation of success.
- 37

38 Students in Grades 9-12 whose performance in reading, writing, mathematics, and/
 39 or science requires remediation **must** have an PMP or comparable individual
 40 academic plan.

- 41 ▪ Students whose performance is minimally below grade level may need an
 42 PMP.
- 43 ▪ PMP's are required for Grades 9-12 students who are performing below
 44 grade level.
- 45

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

- 47 ▪ At that time, the teacher(s) of the student who had an PMP is to make
 48 recommendations regarding the student's educational program for the
 49 following year.
- 50 ▪ The PMP should be placed in the student's permanent record at the close of
 51 each year or at the time of student withdrawal.
- 52

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

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

7
8 Students who do not meet minimum performance expectations for the statewide
9 assessment tests in reading, writing, mathematics, and/ or science must continue
10 remedial instruction until expectations are met.

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

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

13 English Language Learner students who are unable to demonstrate mastery
14 in academic subject areas as described in the Student Progression Plan will
15 be referred to an Progress Monitoring Plan /ELL committee. This committee
16 will develop an PMP for the student in accordance with the following
17 guidelines and procedures: Adopted 06-27-00

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

2. **Gifted Students** Amended 07-15-03 and 07-01-06

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

3. **Students with Disabilities – Progress Monitoring Plan Process**
Amended 07-15-03 and 07-01-06

a. **504 Students** Amended 07-01-04 and 07-01-06

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

b. **ESE Students – Progress Monitoring Plan Process**

Amended 07-01-06

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

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

If the student’s federally required plan does not address the student’s deficiency in reading or mathematics as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual progress-monitoring plan.

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

1 **E. Remediation and Retention**

2 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-01-02, 07-15-03, 07-01-04,
3 and 07-01-06

- 4
- 5 ▪ **No student may be assigned to a grade level based solely on age or other**
6 **factors that constitute social promotion.** FS 1008.25 (6)(a), Adopted 06-19-
7 01
- 8
- 9 ▪ **Retention decisions will not be made on a single test score.** Adopted
10 06-19-01
- 11
- 12 ▪ Students in Grades 9-12 who are identified as being considerably or substantially
13 below grade level in reading, writing, mathematics, and/or science (once science
14 proficiency levels are set by the State) **must** receive remediation and require a
15 PMP.
- 16
- 17 ▪ The principal, upon written authority from the Superintendent, may promote a
18 student who has been previously retained if the principal determines that
19 standards have been met, and the student will be able to benefit from instruction
20 at the higher grade. If the placement involves a new school, the assignment will
21 occur at the time agreed upon by both the sending and receiving principal.
22 Amended 06-15-99 and 07-01-02
- 23
- 24 ▪ Eighth grade students who are placed in the ninth grade will be enrolled in a
25 mandatory remediation program.
- 26
- 27 ▪ Eighth grade students promoted to the ninth grade may take courses during the
28 regular summer school for acceleration.

29

30 **F. Attendance for Credit, Grades 9-12**

31 Amended 06-30-92, 07-21-98, 06-15-99, 06-27-00, 07-01-02, 07-15-03, and
32 07-01-06

- 33
- 34 • In order to receive full semester credit, a student must be enrolled in any school
35 a minimum of forty-five school days. Loss of credits shall be kept to a minimum.
- 36
- 37 • Students who enroll in school or class late shall be allowed to make up the class
38 work.
- 39
- 40 • Students, to include ELL students, who would otherwise receive a passing grade,
41 but who have accumulated absences of more than ten (10) single periods of
42 instruction or five (5) block periods of instruction (1 block unit equals 2 single
43 periods) per semester will not receive credit for the course except as follows:
- 44
- 45 ➤ Attain a passing score (60% or better) on a comprehensive subject
46 level examination to be given within ten (10) teacher workdays of the
47 end of the semester in which the student was enrolled in the class.
- 48
- 49 • Students, to include ELL students, who have accumulated more than two (2)
50 days of absences per semester during **summer school**, will not receive credit.
51 Adopted 06-27-00
- 52

- Students, to include ELL 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 06-27-00
- 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 Amended 07-01-06

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.

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

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

G. Retention – Special Program Considerations

1. ELL Students

Revised 06-27-00

- An ELL student may be retained when there is lack of academic progress in grade level concepts.
- The ELL 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

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

b. ESE Students Amended 07-21-98, 07-15-03, and 07-01-06

- A student enrolled in ESE **must** meet either the Sunshine State Standards or the access points for Sunshine State Standards at the Independent, Supported, or Participatory level,

1
2 **H. Remediation Programs** Amended 07-15-03, 07-01-04, and 07-01-06
3

4 Progress Monitoring Plans must be provided to all students:

- 5 ▪ who scored Level 1 or Level 2 on FCAT-SSS Reading or Math or below a
- 6 3.0 on FCAT Writing,
- 7 ▪ substantially behind in credits, and
- 8 ▪ with a GPA less than 2.0. Amended 07-21-98, 06-15-99, 06-27-00, 07-
- 9 01-04, and 07-01-06

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

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

- 20 ▪ tutoring
- 21 ▪ classroom organization
- 22 ▪ instructional alternatives
- 23 ▪ assignment alternatives-adaptations
- 24 ▪ ESE referral
- 25 ▪ other (see FS 1008.25).

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

34
35 **I. Summer School**
36

37 High school students may attend summer school for grade forgiveness, remediation,
38 and when provided accelerated credit. Amended 06-27-00
39

40
41 **1. ELL Students**
42

43 All categories of English Language Learner (ELL) students in grades K-5 ,
44 including English Language Learner (ELL) students are eligible to attend
45 Summer School for either academic or language maintenance needs,
46 provided the services are rendered at the school. The following requirements
47 must be met:

- 48 ▪ The need for summer school attendance must be
- 49 documented in the student's individual ELL Plan.
- 50 ▪ The specific academic or language maintenance needs of
- 51 the student must be listed in the student's individual ELL
- 52 Plan.

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- The student's ELL Plan will serve as the summer school ELL 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 06-27-00, 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.

1 **IV. GRADUATION REQUIREMENTS**

2 Amended 06-30-92, 07-29-97, 07-15-03, and 07-01-06

3
4 To graduate from high school a student must meet all the requirements of this plan,
5 demonstrate mastery of the Student Performance Standards (FS 1001.03, 1010.305), and
6 meet all requirements established by the Florida Department of Education and the School
7 Board of Osceola County.

8
9 **A. Course Credit Requirements** Amended 07-01-04 and 07-01-06

10
11 Beginning with the 2003-2004 school year, all students scheduled to graduate in
12 2004 and thereafter may select one of the three graduation options listed on the
13 following charts.
14

| FLORIDA HIGH SCHOOL GRADUATION REQUIREMENTS AND OPTIONS, GRADES 10-12 | | | |
|---|--|--|--|
| Courses | General Requirements (4-Year) | Standard College Preparatory Program (3-Year) | Career Preparatory Program (3-Year) |
| English | 4 credits (major concentration in Composition and Literature) | 4 credits (major concentration in Composition and Literature) | 4 credits (major concentration in Composition and 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 | N/A | N/A | 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/ Fine or Performing Arts | 1 credit Practical arts, Career Education, or Exploratory Career Education OR 1 credit Fine or Performing Arts OR ½ credit in Practical Arts and ½ credit in Fine or Performing Arts | N/A | N/A |
| Life Management Skills | ½ credit | N/A | N/A |
| Physical Education | 1 credit (including ½ credit of Personal Fitness and ½ credit Physical Education elective) | N/A | N/A |
| 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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| FLORIDA HIGH SCHOOL GRADUATION REQUIREMENTS AND OPTIONS (2007-2008 INCOMING GRADE 9 STUDENTS) | | | |
|--|---|--|--|
| Courses | General Requirements (4-Year) | Standard College Preparatory Program (3-Year) | Career Preparatory Program (3-Year) |
| English | 4 credits (major concentration in Composition, Reading for Information, and Literature) | 4 credits (major concentration in Composition, Reading for Information, and Literature) | 4 credits (major concentration in Composition, Reading for Information, and Literature) |
| Mathematics | 4 credits (one of which must be Algebra I or its equivalent) | 4 credits at the Algebra I level or above from the list of courses that qualify for state university admission | 4 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 | N/A | N/A | 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 |
| Fine or Performing Arts | 1 credit in Fine or Performing Arts, which may include Speech and Debate | N/A | N/A |
| Physical Education | 1 credit in Physical Education to include the integration of Health | N/A | N/A |
| Electives, Major/ Minor | 8 credits | 2 credits | 1 credit |
| TOTAL | 24 credits | 18 credits (International Baccalaureate, Dual Enrollment, or Advanced Placement) | 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 3.5 on a 4.0 scale AND earn at least a 3.0 in each course | Earn a cumulative weighted GPA of 3.5 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 06-15-99, Amended 06-19-01 and 07-01-04
- 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 entered prior to the 2007 school year and are enrolled in a marching band class or a physical activity class that requires participation in marching band activities may substitute ½ the Physical Education requirement with participation in the marching band. This substitution fulfills ½ the Physical Education requirement but does not grant credit toward the overall 24-credit state requirement for graduation. Amended 7/01/02 and 07-01-06
- 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 07-29-97, Amended 07-21-98
- 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 07-21-98, 06-27-00, and 07-01-04

1 **B. Cumulative Grade Point Average (GPA) Requirements**
 2

3 1. All students must maintain a **cumulative grade point average of 2.0 on a**
 4 **4.0 scale** as required by Florida Statute 1003.43. Parents of students who
 5 have cumulative grade point averages less than 0.5 above the required
 6 graduation level shall be notified that the student is at risk of not meeting the
 7 graduation requirements. This notification shall be in the form provided in the
 8 District approved reporting procedures. Adopted 07-29-97, Amended 06-19-
 9 01

10
 11 2. For those students at each grade level in grades 9 through 12 who have
 12 attained a cumulative grade point average at or below the minimum required
 13 for graduation, the following options will be made available(Adopted 07-29-
 14 97, Amended 06-27-00, 06-19-01, and 07-01-04):

15
 16 • **Grade Forgiveness Policy**

17 Students entering ninth (9th) grade in 2000-2001 and thereafter who earn
 18 grade of "D" or "F" may retake a course to improve their skills, grade, and
 19 GPA.

20
 21 The grade forgiveness policy for **required courses** shall be limited to
 22 replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F,"
 23 with a grade of "C" or higher, or the equivalent of a grade of "C" or higher,
 24 earned subsequently in the **same or comparable course**.

25
 26 The grade forgiveness policies for **elective courses** shall be limited to
 27 replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F,"
 28 with a grade of "C" or higher, or the equivalent of a grade of "C" or higher,
 29 earned subsequently in **another course**.

30
 31 The only exception to these forgiveness policies shall be made for a
 32 **student in the middle grades who takes any high school course for**
 33 **high school credit** and earns a grade of "C," "D," or "F" or the equivalent
 34 of a grade of "C," "D," or "F." In such case, the grade forgiveness policy
 35 shall allow the replacement of the grade with a grade of "C" or higher, or
 36 the equivalent of a grade of "C" or higher, earned subsequently in the
 37 **same or comparable course**.

38
 39 In all cases of grade forgiveness, only the new grade shall be used in the
 40 calculation of the student's grade point average or athletic eligibility. Any
 41 course grade not replaced according to a district school board
 42 forgiveness policy shall be included in the calculation of the cumulative
 43 grade point average required for graduation. [Florida Statute
 44 1003.428(4)(d)]

45
 46 Adopted 07-29-97, Amended 1/16/01, 07-01-04, and 07-01-07

47
 48 3. Students who have not attained the required grade point average are eligible
 49 to attend summer school in an attempt to raise the cumulative grade point
 50 average. Adopted 07-29-97

1 **C. Florida Comprehensive Assessment Test (FCAT) Requirement**
 2

3 Students entering the ninth grade in 1999-2000 must earn a passing score on both
 4 FCAT Reading and FCAT Math. Beginning the 2003-2004 school year, the passing
 5 score for the Grade 10 FCAT Reading shall be a developmental scale score equal to
 6 or greater than 1926. Beginning the 2003-2004 school year, the passing score for
 7 the Grade 10 FCAT Math shall be a developmental scale score equal to or greater
 8 than 1889.
 9

10 In addition, students entering the ninth grade in 2007-2008 must earn a passing
 11 score on FCAT Writing+. Students are required to earn a passing score on the
 12 FCAT Writing+. The passing score for the Grade 10 FCAT Writing+ shall be a score
 13 equal to or greater than 300 on a scale of 100 to 500.
 14

15 In order to use a concordant score to satisfy the assessment requirement for a
 16 standard high school diploma, a student must take each subject area of the Grade
 17 10 FCAT a total of three times without earning a passing score [Florida Statute
 18 1008.22(9)(b)].
 19

20 The requirements shall not apply to a new student who enters the Florida public
 21 school system in Grade 12, who may either achieve a passing score on the FCAT or
 22 use an approved subject area concordant score to fulfill the graduation requirement.
 23 Therefore, a new student entering the Florida public school system in Grade 12 is
 24 not required to take the Grade 10 FCAT if he or she is able to document the
 25 approved concordant scores.
 26

27 Students who are eligible to use a concordant score, as described above, and have
 28 attained the current ACT or SAT scores concordant with the FCAT passing scores
 29 shown in the table below, shall satisfy the assessment requirement for a standard
 30 high school diploma [Florida Statutes 1003.43(5)(a), 1003.429(6)(a)].
 31

32 Once a student has met the assessment graduation requirement for a standard high
 33 school diploma with a concordant score (and taken and failed the Grade 10 FCAT a
 34 total of three times, if applicable), Florida's school code does not require the student
 35 to continue retaking the Grade 10 FCAT for the purpose of high school graduation.
 36

| 2005-2008 Concordant Scores | | |
|------------------------------------|----------------|-------------|
| Assessment | Reading | Math |
| FCAT | 1926 | 1889 |
| SAT | 410 | 370 |
| ACT | 15 | 15 |

37
 38 Students who were ninth (9th) graders prior to 1999-2000 must either pass the High
 39 School Competency Test (HSCT) or achieve a passing score on the Florida
 40 Comprehensive Assessment Test, which exempts the student from the High School
 41 Competency Test.
 42
 43

ESE Students

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.

Students eligible for consideration are those students with disabilities who

- 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 an average 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.

Amended 06-15-99, 06-27-00, 07-15-03, 007-01-05, and 07-01-06

D. Student Standards for Participation in Extracurricular Student Activities

Revised 06-29-93

Extracurricular activities are a vital part of the total school program. Such activities include any after-school faculty-sponsored group such as athletic teams, music groups, and special-interest organizations. Amended 06-27-00

1. In general for a high school student to participate in extracurricular activities, the student must maintain a 2.0 grade point average (on a 4.0 scale).
2. In order for a high school student to participate in extracurricular activities during the first grading period of the regular school year, (s)he must meet all requirements of the Florida High School Athletic Association (FHSAA), including the earning of five (5) credits the preceding school year and have an overall 2.0 grade point average (on a 4.0 scale) for the preceding school year.
 - Grades earned in summer school (a maximum of one full credit as per FHSAA guidelines) will affect the grade point average requirement for eligibility for the first grading period of the next school year.
 - Credits (a maximum of one full credit) earned in summer school will be utilized in determining FHSAA eligibility for the first grading period of the next school year.

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- Incoming, first time ninth graders do not have a "preceding school year" requirement.

3. In order for a high school student to be eligible to participate in extracurricular activities during the second, third, and/or fourth grading periods, the student must maintain a 2.0 grade point average on a 4.0 scale, for the grading period immediately preceding participation. Amended 06-27-00

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 06-27-00, Amended 07-01-04

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 06-27-00 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
- 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

1 to participate in interscholastic extracurricular activities during the first
2 grading period provided the student has a successful evaluation from the
3 previous school year.

- 4
- 5 • The student shall also be progressing satisfactorily toward graduation as
6 provided in the Student Progression Plan for Osceola County.
- 7
- 8 • The principal or his designee may suspend a student from participation in
9 an activity for Level I - Level III offenses as outlined in the Osceola
10 County School District Code of Student Conduct. Amended 07-01-04
- 11
- 12 • Those students unable to meet the criteria because of extenuating
13 circumstances may appeal to the school activities committee, a standing
14 committee whose membership shall include, but not be limited to,
15 representatives from extracurricular sponsors, classroom teachers, the
16 guidance department, administration, exceptional student education, and
17 the school advisory committee.
- 18

19 Authorization: FS 1001.41, Implementation: FS 1006.21

20
21 **E. Graduation Requirements for ESE Students** Amended 07-15-03

22
23 SBR 6A-6.0312 provides that accommodations to basic and career and technical
24 education courses are allowable for all exceptional students to meet the
25 requirements for a regular or special diploma as follows (for potential ELL students,
26 see above):

27 Amended 06-27-00

28
29 **1. Accommodations to Basic Courses**

30
31 Accommodations for basic courses shall not include modifications to the
32 curriculum frameworks or Sunshine State Standards. When modifying I
33 career and technical education courses, the particular outcomes and student
34 performance standards which a student must master to earn credit must be
35 specified on the student's Individual Education Plan. Amended 07-21-98 and
36 007-01-05

37
38 Accommodations may include any of the following:

- 39
- 40 ▪ The instructional time may be increased or decreased.
- 41
- 42 ▪ Instructional methodology may be varied.
- 43
- 44 ▪ Special communications systems may be used by the teacher or student.
- 45
- 46 ▪ Classroom and district test administration procedures and other
47 evaluation procedures may be modified to accommodate the student's
48 handicap.
- 49

2. Regular Diploma

- Requirements

To meet the requirements for a regular high school diploma, an exceptional student shall take academic courses in the mainstream in accordance with the student's Individual Education Plan. Students who are classified as Deaf or Hard of Hearing, or Emotional/Behavioral Disabilities (EBD) may complete any basic or career and technical education course applicable to a regular diploma if the course is taught by the exceptional student teacher highly qualified in the subject area and if the course content, standards, and student outcome and other requirements are equivalent to that of the regular education course. Exceptional students may have regular academic course accommodations as outlined above. Amended 07-23-91, 07-21-98 06-27-00, and 07-01-06

Any students classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Speech and/or Language Impaired, Specific Learning Disabled, Physically Impaired with Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury, Visually Impaired, Autism Spectrum Disorder (ASD) or Emotional/Behavior Disabilities (EBD) may be awarded a regular diploma if they meet the requirements established below. Amended 06-27-95, 8/6/96, 07-21-98 06-27-00, and 07-01-06

- Course Requirements

- Cumulative Grade Point Average (GPA) Requirements

- Florida Comprehensive Assessment Test (FCAT) Requirements

- Attendance

Meet attendance requirements.

- Curriculum

The curricular approach for high school Varying Exceptionalities, Emotional/Behavior Disabilities (EBD), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate accommodations. The Strategies for Learning Curriculum and Resource Guide, Direct Instruction, and Precision Teaching are the instructional approaches to be utilized to enhance curriculum acquisition. Adopted 7/21/97, Amended 07-01-06

3. Special Diploma Option 1

Revised 07-23-91 and Amended 6/27/9, 07-21-98, 06-27-00, and 07-01-06

- Requirements

Any student classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled, Physically

1 Impaired with Other Health Impaired, Physically Impaired with
 2 Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury,
 3 Autism Spectrum Disorder (ASD), or Emotional/Behavior Disabilities
 4 (EBD) may be awarded a special diploma if the following requirements
 5 are met:
 6

- 7 ○ Complete course requirements as outlined below:

8 Language Arts - Three (3) credits
 9 Mathematics - Three (3) credits
 10 Social Studies - Two (2) credits
 11 Science - One (1) credit
 12 Physical Education - One (1) credit
 13 Life Management Skills - One Half (1/2) credit
 14 Employability Skills - One Half (1/2) credit

15
 16 Electives - Eleven (11) credits
 17 (Career and Technical Education courses, Practical Arts, OJT,
 18 etc.)
 19

20 Total: 22 Credits (11 required, 11 elective)
 21

- 22 ○ Course requirements can be modified only by specific permission
 23 from the Director of Exceptional Student Education.
 24
 25 ○ Courses designed for students functioning at supported or
 26 participatory levels may be substituted for the courses outlined above
 27 as determined by the IEP committee.
 28
 29 ○ Students must have a 2.0 Grade Point Average (GPA) calculated from
 30 the courses outlined above to be eligible for a special diploma.
 31

32 ● Attendance

33 Meet attendance requirements.
 34

35 ● Curriculum

36 The curricular approach for high school exceptional students shall follow
 37 the Florida Sunshine State Standards for Special Diploma or the access
 38 points of the Florida Sunshine State Standards at the Independent,
 39 Supportive, or Participation levels. Moderately and severely disabled
 40 students will use a curriculum appropriate to the developmental level of
 41 the student. Amended 07-01-06
 42

- 43 ● Beginning with the 2000-2001 ninth (9th) grade class, a student must
 44 demonstrate competency in the Sunshine State Standards for Special
 45 Diploma or the Access Points for the Sunshine State Standards at the
 46 Independent, Supportive, or Participatory Levels.
 47

- 48 ● Any exceptional student, excluding students classified as Visually
 49 Impaired or Speech Impaired only, who has acquired appropriate credits
 50 and GPA for a regular high school diploma and for whom the Florida
 51 Comprehensive Assessment Test (FCAT) waiver was not approved by
 52 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 06-27-95

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 06-27-95 and 07-21-98

- 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 06-27-95

- 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 06-27-95

- Attendance
Meet attendance requirements.
- Curriculum Amended 07-21-98 and 07-01-06

The curricular approach for high school exceptional students shall follow the Florida Sunshine State Standards for Special Diploma or the access points for Sunshine State Standards at the Independent, Supportive, or Participatory level. Moderately and severely disabled students will use a curriculum appropriate to the development level of the student. Amended 06-27-95 and 07-01-06

- Beginning with the 2000-01 ninth (9th) grade class, a student must demonstrate competency in the Sunshine State Standards for Special Diploma or the Access Points for the Sunshine State Standards at the Independent, Supportive, or Participatory Levels.
- Adopted 06-27-00
- 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 06-27-95

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 06-27-95, 07-21-98 06-27-00, and 07-01-06

Any Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Language Impaired, Autism Spectrum Disorder (ASD), Specific Learning Disabled, Physically Impaired with Other Health Impaired, Physically Impaired with Orthopedically Impaired, or Physically Impaired with Traumatic Brain Injury, student whose ability to communicate orally or in writing is seriously impaired, or Emotional/Behavioral Disabilities (EBD), student who meets all graduation requirements for his or her exceptionality but is unable to meet the access points for Sunshine State Standards at the Independent, Supportive, or Participatory levels , shall be awarded a special certificate of completion.

7. **Changing Diploma Options**

Adopted 06-27-95

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 eligible to graduate based upon the requirements of the school district from which he or she is transferring. Amended 007-01-05

9. **Extended School Year Services** Adopted 06-27-00

The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team. ESY services may include direct or indirect special education services, related services, or some combination of these.

F. **Types of Diplomas** Adopted 09-17-96, Amended 06-15-99, 06-27-00, and 07-15-03

Students in Osceola County Schools may earn the following types of diplomas:

1. **Regular Diploma**

A Regular Diploma shall be issued to students who meet the conditions set forth in this Student Progression Plan section IV, except for those students who successfully enroll in and complete the GED Exit Option Program. This must include passing the High School Competency Test (HSCT) or achieving an acceptable score on the Florida Comprehensive Assessment Test (FCAT). For those ESE students for whom the IEP committee has approved an FCAT waiver, achieving an acceptable score on the FCAT will be waived. Amended 07-23-91 and 06-27-00

2. **Regular Diploma -- GED Exit Option**

A Regular Diploma-GED Exit Option shall be issued to students who meet the conditions set forth in the Student Progression Plan. Adopted 06-27-00

• Requirements

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

- Meet the program eligibility criteria and be enrolled in a Dropout Program, Teenage Parent, Department of Juvenile Justice, or Second Chance School Program;
- Be currently enrolled in a high school or alternative program;
- Be a minimum of 16 years of age;

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

- Attendance

Students must complete one semester and attend per student contract. Amended 07-01-06

- Curriculum

- Students must be enrolled in a minimum of six courses throughout the academic year.

- 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 07-01-04

- 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 07-23-91, 06-28-94 07-21-98, and 07-01-06

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, Emotional/ Behavioral Disabilities, , Physically Impaired with Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury, or Autism Spectrum Disorder (ASD) whose ability to communicate orally or in writing is seriously impaired. Students must also master the Sunshine State Standards for Special Diploma or the access points for Sunshine State Standards at the Independent, Supportive, or Participatory levels.

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 07-21-98 and 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 or the Access Points for Sunshine State Standards at the Independent, Supportive, or Participatory levels.

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

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- Option 2 Adopted 07-21-98
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 06-27-00

4. Certificate of Completion Amended 07-23-91

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 Amended 07-01-06

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 or the access points for Sunshine State Standards at the Independent, Supportive, or Participatory levels.

6. GED

Amended 07-23-91, 09-17-96, 07-29-97, and 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:

- i. Court ordered
- ii. Economically disadvantaged (must meet federal income guidelines)
- iii. Previously or currently enrolled in an Alternative Program
- iv. Pregnancy
- v. Teen parent

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- vi. Medical, mental, or physical condition which interferes with regular school attendance
- vii. Home school validation
- viii. Incarcerated
- ix. Probationers Educational Growth program client
- x. Thirteenth year student not meeting graduation requirements
- xi. Legally emancipated minor
- xii. 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 06-28-94
2. Graduation ceremonies will be scheduled at the end of the regular academic year and at the close of the second summer session each year.
3. Students enrolled in a district K-12 dropout prevention program and earning a GED equivalency diploma may participate in the graduation ceremony of the high school in their attendance zone. Amended 07-23-91

H. Florida Bright Futures Scholarship Program

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

The 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. Schools may refer parents and students to the Florida Department of Education website for the most current criteria.

Amended 06-15-99 and 06-27-00

- Progress Reports may be issued at the end of the extended year programs and services, i.e., summer school, Saturday school, before and after school programs. Adopted 06-27-00
- Report cards for English Language Learner (ELL) students must be in the primary language of the parent/guardian, whenever feasible. These primary language report cards are to be attached to the English report card. Adopted 06-27-00
- Adult Education students will be issued a Certificate of Attendance or a Certificate of Program Completion upon request. Amended 06-29-93 and 06-27-95

C. General Rules of Awarding Grades and Credit

1. Teachers will determine report card grades that provide the student and the student's parents(s)/guardians(s) with an objective evaluation of the student's scholastic achievement and effort. Students and parents are to be advised of the grading criteria employed in the school and in each class at the time of enrollment.
2. Marks are based on the quality of student performance relative to expected levels of achievement of the Sunshine State Standards that the teacher observes and evaluates.
3. The student's academic grades are to reflect academic achievement. The quality of the work will be assessed by multiple measures that include, but not limited to:
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation and demonstrations);
 - classroom assignments (reports, term or research papers, models, projects, exhibits, posters, computer programs and homework);
 - examinations (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
 - alternative methods (portfolios and performance assessment).
4. Grades in conduct are to be assigned independently of academic achievement. Standards for grading in these areas are to be explained to the students.
5. A remedial student making a C or better at grade level for two (2) grading periods shall be considered for placement in the regular classroom.
6. Students who enroll in school or class late shall be allowed to make up the class work. In order to receive full semester credit, a student must be enrolled in any school a minimum of forty-five days.
7. The teacher will record a sufficient number of grades/marks to justify the marking-period grade/mark. A marking-period grade is not based solely on a single project. Passing grades on report cards indicate that the student is

1 working within a range acceptable for the grade or subject, unless the subject
2 is clearly identified as remedial.
3

4 8. To receive a report card a student shall have been enrolled in school at least
5 one-half (1/2) of the forty-five day grading period as established by the
6 official school calendar. If an elementary student is enrolled for less than
7 one-half (1/2) of the forty-five day grading period, a report card shall be
8 issued, but a grade is not required. The report card needs to reflect the date
9 of entry and attendance record. If a student withdraws, he shall be issued a
10 grade on the withdrawal form as of the date of withdrawal. Amended 07-02-
11 96, 06-27-00, and 07-01-06
12

13 9. Students are to receive grades in all subjects in which they have received
14 instruction that grading period.
15

16 10. Change of Grades
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18 Once a grade has been entered into a report card or electronically entered
19 into a system for the preparation of report cards, then any and all grade
20 changes should be made as follows:
21

22 REQUEST BY TEACHER FOR GRADE CHANGE:
23

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

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

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 06-30-92 and Amended 06-27-95

13. Final grades will be awarded on a semester basis in high schools. Credit for high school level courses taken at a middle school will be awarded on a yearly basis. Amended 06-27-95 and 07-01-06

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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 06-30-92 and 07-02-96

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 in subsection V.D.1.) is recorded on the report card. If a semester exam is given, the numerical exam score is also converted to the corresponding letter grade as determined by the grading scale in subsection V.D.1. To determine the final grade, the numerical grades are averaged together, as outlined two paragraphs above, and numerical average will be converted to the corresponding letter grade from the grading scale, and reported on the report card.

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

- If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest whole number.
- If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.

Amended 07-02-96, 07-01-06

16. If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F." At the teacher's discretion, a longer period of time may be allowed for make up work. For each student granted additional time, the teacher shall complete and submit in a timely fashion a grade change form. Amended 07-23-91 and 06-27-00, and 07-01-06

D. Description and Definition of Marks

Schools shall adhere to the following evaluation plan for grading and reporting student progress. (For ELL, see subsection V.E. below.) Amended 06-15-99, 06-27-00, 06-19-01, and 07-01-06

1. Grades 6-12 Percent Point Value Definition

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

| GRADE | PERCENT | POINT VALUE | DEFINITION | PACER POINT |
|-------|---------|-------------|------------------------|-------------|
| A | 90-100 | 4 | outstanding progress | 5 |
| B | 80-89 | 3 | above average | 4 |
| C | 70-79 | 2 | average progress | 3 |
| D | 60-69 | 1 | below average progress | 1 |
| F | 0-59 | 0 | not passing | 0 |
| I | 0 | 0 | incomplete | 0 |

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

All high schools will utilize a Pacer Scale for honors courses as a means to determine senior class rank and valedictorian/salutatorian selections. These determinations will be made at the end of the eighth semester and will include all high school courses taken. Pacer Points will be assigned based upon the Grading Scale adopted by the School Board. High schools will assign the Pacer Points to dual enrollment college courses and to all level 3 courses as defined in the Course Code Directory except level 3 courses in physical education. Pacer Points will **not** be used when determining the 2.0 grade point average required for graduation, or the final grade point average. Adopted 07-29-97, Amended 06-15-99, 06-27-00 and 06-19-01

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

Revised 06-27-00

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

If there is a continued pattern of failure in classroom performance and assessments, the ELL committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an

ELL student **cannot imply** that he/she needs an extra year to learn English or that it is due to the student’s lack of English proficiency.

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

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

F. District/ State Assessment Programs

All students must participate in all regular district and state assessments for accountability purposes [FS 1008.22, 1008.25 (4)(a)].

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

Home education students who wish to participate in the Florida Comprehensive Assessment Test (FCAT) may do so under the following conditions:
Adopted 06-19-01

- 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 test.
Amended 07-01-06

- 1 **F. Accommodations of District/ State Assessments for Special Program Students**
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3 **1. ELL Students**
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5 The ELL Committee will review each ESOL student's progress to
6 determine whether a accommodation is necessary. Test
7 accommodations, based on the recommendations of the ELL
8 Committee, may include: flexible setting, flexible scheduling, flexible
9 timing, English/heritage language dictionary, and assistance in the
10 heritage language.
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12 **2. Students with Disabilities**
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14 **a. 504 Students** Amended 07-01-04
15 Students with 504 plans may receive accommodations on both district
16 and state assessments. The student's Section 504 Plan should
17 address the accommodations that are regularly provided for
18 classroom activities and assessment and should guide decisions on
19 accommodations for specific test situations. However, allowable
20 accommodations for statewide tests are limited to those listed in the
21 State Board Rule and the state test administration manuals.
22
23 Accommodations may include: flexible setting, flexible scheduling,
24 flexible timing, flexible responding, flexible presentation, and/ or
25 flexible format.
26
27 **b. ESE Students** Amended 07-15-03, 007-01-05, and 07-01-06
28 Test accommodations during district/state testing will be implemented
29 as specified in the student's IEP.
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31 Statewide assessment accommodations may be used only if they do
32 not alter the underlying content that is being measured by the
33 assessment or negatively affect the assessment's reliability or validity.
34 Allowable accommodations are those that have been used by the
35 student in classroom instruction. Such accommodations may include:
36 presentation, responding, scheduling, setting, and/or assistive
37 devices.
38
39 The need for any unique accommodations for use on state
40 assessments not outlined above must be approved by the
41 Commissioner of Education.
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1 **H. Exemptions from District/ State Assessments for Special Program Students**

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1. ELL Students

An ELL 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 ELL Committee. **It is strongly recommended all be tested.** A district-approved alternate assessment must be administered to those ELL students who have been exempted from a district and/or state assessment. Adopted 07-01-02

2. Students With Disabilities

a. 504 Students

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

b. ESE Students Amended 07-01-06

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 by the IEP team by answering “yes” to all of the following questions:

- Is the student unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course accommodations?
- Is the student’s demonstrated cognitive ability the primary reason for the inability to master grade-level standards?
- Is the student participating in a modified or functional curriculum based on competencies in the Sunshine State Standards for Special Diploma or Access Points for all academic areas?
- Does the student require extensive direct instruction in functional academics and vocational competencies as well as domestic, community living and leisure activities?

Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

Students who are excluded from state and district assessment will be assessed through the Florida Alternate Assessment. Students excluded from the state required graduation test will not be eligible for a standard high school diploma.

Students with disabilities, as defined in Section 228.041(18), Florida Statutes, are eligible for consideration of a special exemption from the graduation test requirement under extraordinary circumstances that create a situation where the results of administration of the graduation test would reflect a student’s impaired sensory, manual, or speaking skills rather than the student’s achievement.

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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 provisions of the law relating to public school student progression and 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 Grade 3 students who were promoted 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).