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



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**2012-2013  
STUDENT PROGRESSION PLAN**

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THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA



2012-2013  
ELEMENTARY SCHOOL  
STUDENT PROGRESSION PLAN

Grades K-5

Effective July 01, 2012

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

**SCHOOL BOARD MEMBERS**

**CHAIR**

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Cindy Lou Hartig

Tom Long

Julius Melendez

Jay Wheeler

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## TABLE OF CONTENTS

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
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35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49

<b>I.</b>	<b>ENTRY, ATTENDANCE, AND WITHDRAWAL</b>	<b>1</b>
<b>A.</b>	<b>Initial Entry Requirements</b>	<b>1</b>
1.	Evidence of Age	1
2.	Health Requirements	1
a.	Certificate of Physical Examination	1
b.	Immunization	1
3.	Residency Requirements	3
<b>B.</b>	<b>School Admission</b>	<b>4</b>
1.	Admission to Kindergarten	4
2.	Admission to Grade 1	4
<b>C.</b>	<b>Transfer Students</b>	<b>4</b>
1.	General Transfer Information	4
2.	Placement of Transfer Students – Kindergarten and Grade 1	5
3.	Placement of Transfer Students – Grades 2-5	5
4.	Students Who Are Not Residing with Their Natural Parents or Legal Guardian	5
5.	Student Custody	6
6.	English Language Learner (ELL) Students	6
7.	Students with Disabilities	6
a.	504 Students	6
b.	Exceptional Student Education (ESE) Students	7
8.	Home Education	7
<b>D.</b>	<b>Attendance Guidelines</b>	<b>8</b>
1.	Student Absences	8
a.	Excused Absences	8
b.	Permitted Absences	8
c.	Unexcused Absences	9
2.	Students with Disabilities	10
a.	504 Students	10
b.	ESE Students	10
3.	Hospital/ Homebound Program	11
4.	Student Absences for Religious Reasons	11
5.	Virtual Instruction Program	11
<b>E.</b>	<b>Student Withdrawals</b>	<b>11</b>
1.	Student Withdrawals During the Last Two Weeks of the School Year	11
2.	Student Withdrawals for Enrollment in Home Education Programs	11
3.	Student Withdrawals, Exceptional Student Education (ESE) Students	12

1	<b>II. PROGRAM DESCRIPTION</b>	13
2	A. Florida System of School Improvement and Accountability	13
3	Student Performance -- State K-20 Education Priorities	15
4	B. Special Programs	16
5	1. ELL Students	16
6	2. Dropout Prevention Program (DOP)	17
7	3. Gifted Education	17
8	4. Students with Disabilities	17
9	a. 504 Students	17
10	b. ESE Students	18
11	5. Home Education	18
12	C. Response to Intervention (RtI)	19
13	D. Acceleration Plan	19
14	<b>III. PROMOTION</b>	20
15	A. Attendance for Promotion Grades K-5	20
16	B. Student Performance Levels for Reading, Writing,	
17	Mathematics, and Science	20
18	1. Required Program of Study – Grades K-5	21
19	2. Possible Grade Level Assessments	21
20	Kindergarten Indicators	21
21	First Grade Assessments	21
22	Second Grade Assessments	22
23	Third Grade Assessments	22
24	Fourth Grade Assessments	22
25	Fifth Grade Assessments	23
26	Promotion of ESE Students	23
27	C. Student Performance Level Charts	23
28	1. Kindergarten	24
29	2. Grade 1	25
30	3. Grade 2	26
31	4. Grade 3	27
32	5. Grade 4	28
33	6. Grade 5	29
34	D. Promotion to a Higher Grade Level	30
35	E. Progress Monitoring Plan (PMP) Process	30
36	1. ELL Students	32
37	2. Gifted Students	33
38	3. Students with Disabilities	33
39	a. 504 Students	33
40	b. ESE Students	33
41	F. Retention	34
42	1. Mandatory Retention	35
43	2. Special Program Considerations	35
44	a. ELL Students	35
45	b. Students with Disabilities	35
46	1) 504 Students	35
47	2) ESE Students	35
48	G. Exemption from Mandatory Retention in Grade 3 (Good Cause)	36
49	Mid-Year Promotion Before November 1 of the School Year	38
50	Mid-Year Promotion After November 1 of the School Year	39
51		

1	H.	Remediation_____	41
2		1. Program Description_____	41
3		2. Grades K-5 Continuous Progress Program_____	41
4		3. Reading Enhancement and Acceleration Development	
5		(READ) Initiative_____	42
6		Tier 1 Students (Grades K-3 Students Who Have	
7		Been Identified with a Reading Deficiency)_____	43
8		Tier 2 Students (Students Retained Once in	
9		Grade 3 – READ Initiative)_____	43
10		Tier 3 Students (Students Retained Twice in	
11		Grade 3 – Intensive Acceleration Class)_____	44
12	I.	Extended School Year_____	46
13		1. ELL Students_____	46
14		2. Students with Disabilities_____	46
15		a. 504 Students_____	46
16		b. ESE Students_____	46
17		3. Home Education Students_____	46
18		4. Summer Reading Camp_____	46
19			
20	<b>IV.</b>	<b>REPORTING STUDENT PROGRESS_____</b>	<b>47</b>
21	A.	Parent(s)/ Guardian(s) – Written Notification Requirements_____	47
22	B.	Report Cards_____	47
23	C.	General Rules of Marking_____	49
24	D.	Description and Definition of Marks_____	52
25	E.	Guidelines for Grading and Reporting Academic Progress of	
26		ELL Students_____	52
27	F.	District/ State Assessment Programs_____	53
28	G.	Accommodations of District/ State Assessment for	
29		Special Program Students_____	54
30		1. ELL Students_____	54
31		2. Students with Disabilities_____	54
32		a. 504 Students_____	54
33		b. ESE Students_____	54
34	H.	Exemptions from District/ State Assessment for	
35		Special Program Students_____	55
36		1. ELL Students_____	55
37		2. Students with Disabilities_____	55
38		a. 504 Students_____	55
39		b. ESE Students_____	55
40	I.	Annual Report in Local Newspaper_____	56
41			

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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**

28 Amended 06-30-92, 07-01-08, 07-01-09

29  
30 A certificate of a physical examination within the twelve-month period  
31 immediately preceding enrollment shall be presented before a child is allowed  
32 to attend classes. The certificate shall be signed by a licensed practicing  
33 physician, or an Advanced Registered Nurse Practitioner certifying that the  
34 student has no contagious or communicable disease which would warrant the  
35 student's exclusion from public schools. A Physician's Assistant operating  
36 under the supervision of Osceola County Public Health Director may also  
37 sign the certificate. Amended 06-27-06

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

42  
43 **Exception:**

- 44 ■ The student was previously enrolled in a Florida school.

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 09-07-99

**Required Immunizations:**

- five (5) DTP's(Diphtheria-Tetanus-Pertussis)
  - ✓ If the fourth primary dose is on or after the fourth birthday, the fifth dose is not required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for one or more DTP's. DT (pediatric Diphtheria-Tetanus) is acceptable if Pertussis vaccine is medically contraindicated.
- four (4) Polio
  - ✓ If the third dose is on or after the fourth birthday, the fourth dose is not required. IPV (Inactivated Polio Vaccine) is an acceptable alternative for one or more doses of OPV (Oral Polio Vaccine).
- two (2) MMR's (Measles-Mumps-Rubella)
  - ✓ First dose is valid if given on or after first birthday. Second dose is valid if given at least one month after the first dose.
- Hepatitis B Series of three.
  - ✓ A student may enter school if the first dose has been administered prior to initial entry; or Series of two for students ages 11-15, minimum four (4) months apart with a valid expiration date.

Amended 09-07-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-08

**Pre-K** Amended 07-01-02, 07-01-08

All required immunizations appropriate to age, including Varicella (chickenpox), and Haemophilus Influenza Type B (HIB). Varicella vaccine is not required if a child has documentation of a history of Varicella disease.

**Kindergarten-Grade 4**

Amended 07-01-02, 07-15-03, 07-01-04, 07-01-08, 07-01-09, 07-01-11, 07-01-12

All required immunizations and two (2) doses of Varicella. Varicella vaccine is not required if a child has documentation of a history of Varicella disease.

**Grades 5**

Amended 07-01-02, 07-15-03, 07-01-04, 07-01-08, 07-01-09, 07-01-11, 07-01-12

All required immunizations and one (1) dose of Varicella. Varicella vaccine is not required if a child has documentation of a history of Varicella disease.

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**Exceptions may be granted as follows:**

- parental objections on religious grounds documented on Florida Department of Health Form 681 or
- written certification for exemption for medical reasons by a licensed medical provider. Amended 07-01-11

**3. Residency Requirements**

Amended 06-29-93, 07-21-98, 06-27-06, 07-01-12

A resident parent or guardian admitting a student to an Osceola County School shall produce **two (2) documents, one (1) from each of the following categories:**

**Category 1**

- mortgage document, rental or lease agreement, property tax records

**Category 2**

- current utility bill (e.g., cell phone, electric, cable, water, natural gas);
- income tax records;
- proof of receipt of government benefits.

If the parent or guardian is not the lease holder or property owner, then the following is required:

- a completed, notarized Verification of Residency form available through the Department of Student Services at the District Office signed by the owner of the home with one document from each of the above categories. In addition, parent must provide Declaration of Domicile, valid Florida Driver's License (or Florida Department of Motor Vehicles picture ID), voter registration, or auto registration with the Osceola County address listed for which they reside.

The Verification of Residency form shall apply for the school year in which it is completed, filed, and approved by Student Services.

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.

1  
2 **B. School Admissions**  
3

4 **1. Admission to Kindergarten** Amended 07-15-03, 07-01-12  
5

6 Children must attain the age of five (5) years on or before September 1 of the  
7 school year for which admission to Kindergarten is sought. (Florida Statute  
8 1003.21)  
9

10 Any student who transfers from an out of state public school, and who does not  
11 meet regular age requirements for admission to Florida public schools may be  
12 admitted if:

- 13 ▪ the student meets the age requirements for the public schools in the state  
14 from which he is transferring;
- 15 ▪ the parent provides official documentation that the parent(s) was a legal  
16 resident of the state in which the child was previously enrolled;
- 17 ▪ the parent includes an official letter or transcript from the proper school  
18 authority which shows record of attendance and academic information of no  
19 less than ninety (90) days and grade placement of the student; and
- 20 ▪ all other requirements of registration must be met.  
21

22 **2. Admission to First Grade**  
23

24 Children must attain the age of six (6) years on or before September 1 of the  
25 school year for which admission to first grade is sought or at any time thereafter,  
26 provided the child has demonstrated a readiness to enter the first grade in  
27 accordance with rules adopted by the State Board of Education. (Florida Statute  
28 1003.21) Amended 07-15-03  
29

30 No student shall be admitted to the first grade who has not attended  
31 Kindergarten in a public school or satisfactorily completed Kindergarten in a non-  
32 public school from which the district School Board accepts transfer of academic  
33 credit.  
34

35 Any student presented for Grade 1 enrollment who has successfully completed  
36 Kindergarten in a non-public school which permitted entry earlier than the state  
37 minimum requirement (5 years old on or before September 1 of the school year)  
38 shall be enrolled in Kindergarten until the student has demonstrated a readiness  
39 to enter the first grade.  
40

41 **C. Transfer Students**  
42

43 **1. General Transfer Information**  
44

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

- 51 ▪ 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 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 Amended 07-01-12**

In order to enroll any student who is not residing with his or her natural parent or legal guardian, the responsible adult shall sign a Temporary Educational Guardianship for Student form available through the Department of Student Services at the District Office.

Temporary Educational Guardianship for Student shall only be given in the event of:

- Hospitalization
- Incarceration
- Death
- Foreign Exchange Student (per School Board Rule 5.25)
- Parent unable to care for child

All of the events listed above require appropriate legal documentation which the responsible adult shall provide to Student Services. The Temporary Educational Guardianship for Student form shall apply for the school year in which it is completed, filed, and approved by Student Services.

## 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 District ELL Plan.

### 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 grade-appropriate Individual Developmental English Activities (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency and is to be administered within the first 20 days after the enrollment date. Amended 07-01-09

## 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 with ESE documentation will be placed immediately in the appropriate educational program(s). A permanent assignment may be made for the student if the student has an IEP and evaluation information. If the ESE documentation is not complete, a transfer assignment may be made in order for the district to conduct an initial evaluation pursuant to Rule 6A-6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08

**8. Home Education**

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

- Students in home education who wish to attend public school must meet the same registration requirements as full-time students, and enroll for and attend at least one (1) regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education students who are excluded from a class/course at their zoned school due to space limitations may attend another school if space in that class/ course is available. Adopted 09-17-96, Amended 06-19-01
- The Board is not responsible for the transportation of students in a home education program to or from the school. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Adopted 09-17-96

Home education students are eligible to participate in interscholastic extracurricular student activities. The school principal will establish guidelines for participation pursuant to FS 1006.15, and these guidelines will be made available to home education students choosing to participate in interscholastic extracurricular activities. Adopted 07-02-96, Amended 02-05-08

1           **D. Attendance Guidelines**  
2

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

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

14          **1. Student Absences**  
15

16                Non-attendance in a class shall be considered an absence unless the student is  
17                participating in a school activity. Absences shall be classified as:  
18

19                **a. Excused Absences**  
20

21                      Absences shall be excused for the following reasons:

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

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

32                      The Principal of a school shall have sole discretion as to how absences shall  
33                      be reported to the school. The parent or legal guardian shall report absences  
34                      through a telephone call, a handwritten note, or both as determined by the  
35                      Principal. Adopted 06-19-01  
36

37                      In cases of excused absences, the student shall be allowed to make up the  
38                      work and teachers of the students shall give every reasonable assistance.  
39

40                      Make-up work shall be completed during a period of time equal to at least  
41                      twice the time for which the absence is excused, unless the teacher allows  
42                      more time.  
43

44                **b. Permitted Absences**  
45

46                      “Permitted” absences may be granted. Only the principal shall have the  
47                      authority to grant “permitted” absences and then only after he or she has  
48                      considered the merits of each case. It shall be the principal’s responsibility to  
49                      give to the parents a copy of the School Board rules pertaining to permitted  
50                      absences.  
51

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

7  
 8 **Examples of situations warranting "permitted" absences include:**

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

16  
 17 **A student who wishes to participate in a non-instructional activity must:**

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

22  
 23 **c. Unexcused Absences** Amended 07-01-08

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

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

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

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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.

1  
2 If the IEP team determines that the student's excessive absences are not  
3 related to the student's disability, the student is treated in the same manner  
4 as that for a general education student.  
5

6 **3. Hospital/ Homebound Program** Amended 07-01-08  
7

8 Parent(s)/ guardian(s) may request that the IEP Committee consider eligibility  
9 for a hospital/ homebound program for a student with an illness predicted by  
10 certified medical personnel to exceed 15 consecutive school days or due to a  
11 chronic condition for at least 15 school days which need not be consecutive.  
12

13 **4. Student Absences for Religious Reasons**  
14

15 Students will be afforded an opportunity to make up missed work without  
16 adverse school effects when absent because of a religious holiday. Within  
17 five school days prior to an expected absence for religious reasons,  
18 parent(s)/ guardian(s) must notify the principal in writing and request that the  
19 student be excused from attendance. A written excuse will not be required  
20 upon return to school and no adverse or prejudicial effects will result for any  
21 student availing herself/ himself of this provision. Students will be permitted  
22 to make up missed work according to school procedures.  
23

24 Should questions arise regarding this rule, principals will grant the parent(s)/  
25 guardian(s) a conference. Parent(s)/ guardian(s) may appeal the principal's  
26 decision to the Superintendent should a conflict arise.  
27

28 **5. Virtual Instruction Program**  
29

30 Compulsory school attendance and attendance record keeping shall apply to  
31 district virtual instruction programs [1002.245 (6)(a); 1003.21, Florida  
32 Statutes]. Students in grades K-3 must attend at least 720 hours (4 hours per  
33 day) of instruction. Students in grades 4-12 must attend at least 900 hours (5  
34 hours per day) of instruction.  
35

36 **E. Student Withdrawals**  
37

38 **1. Student Withdrawals During the Last Two Weeks of the School Year**  
39

40 The parent(s)/ guardians(s) of a student who leaves school **during** the last  
41 two weeks of the school year must show evidence that the withdrawal is  
42 necessary and the student must successfully complete assigned class work.  
43 Principals are authorized to make arrangements for the administration of any  
44 tests if appropriate.  
45

46 Principals may waive the requirements for early withdrawal when unusual/  
47 extenuating circumstances require it.  
48

49 **2. Student Withdrawals for Enrollment in Home Education Programs**  
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51 Florida Statute 1002.41 permits parents to choose to place their children in a  
52 home education program in lieu of public school. The requirements of the

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law will be monitored through Charter Schools and Educational Choices.  
Amended 07-23-91, 07-21-98, 06-27-00, 07-15-03, 02-05-08

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.



- ✓ Art
  - ✓ Career Education
  - ✓ Computers
  - ✓ Developmental Physical Education
  - ✓ Foreign Language
  - ✓ Library Science
  - ✓ Metric Education
  - ✓ Music
  - ✓ Safety
  - ✓ School Police Liaison Program
- (Amended 06-27-00, 07-01-06)

In addition, FS 1003.42 requires that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

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. United States 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

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

35                    Amended 07-01-06

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

37                    A comprehensive program of general education when implemented effectively

38                    enables students to make maximum use of their educational opportunities and to

39                    function effectively as productive individuals.

40

41                    The District School Board shall assist schools and teachers in the implementation of

42                    research-based reading activities, FS 1008.25(4)(b).

43

44                    The School District of Osceola County Curriculum Guidelines also reflect the

45                    priorities of the Florida K-20 education system.

46

47



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 strategies and 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 shall provide 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.

**3. Gifted Education** Amended 07-01-09

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 offered at each elementary school.

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

**4. Students with Disabilities**

**a. 504 Students** Amended 07-01-04, 07-01-09

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 participate in or benefit from 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.

1  
2 **b. Exceptional Education Students** Amended 07-01-06, 07-01-08  
3

4 **Exceptionalities include:** Intellectual Disabilities, Speech and/ or  
5 Language Impaired, Deaf or Hard of Hearing, Visually Impaired,  
6 Physically Impaired with Other Health Impaired, Physically Impaired  
7 with Orthopedically Impaired, Physically Impaired with Traumatic  
8 Brain Injury, Emotional/ Behavioral Disabilities, Specific Learning  
9 Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired,  
10 Autism Spectrum Disorder, Pre-Kindergarten Students with  
11 Developmental Delays (ages 3-6), Pre-Kindergarten Students with  
12 Established Conditions (ages 0-2). Amended 07-23-91, 07-21-98, 06-  
13 27-00, and 07-01-05  
14

15 **ESE Curriculum**  
16

17 The curriculum for the elementary school Exceptional Student Education  
18 student will follow the Sunshine State Standards/ Next Generation Sunshine  
19 State Standards with appropriate accommodations. Moderately and severely  
20 disabled students with Intellectual Disabilities and Autism Spectrum Disorder  
21 will use a curriculum appropriate for the developmental level of the students.  
22 Adopted 06-30-92 and Amended 06-27-06, 07-21-98, 06-27-00, 07-01-05,  
23 and 07-01-09  
24

25 For students with disabilities enrolled in ESE, their Individual Educational  
26 Plans (IEP's) specify the appropriate goals and benchmarks and unique  
27 aspects of their programs.  
28

29 For some students, Access Points for Sunshine State Standards/ Next  
30 Generation Sunshine State Standards in reading/ language arts, math, and  
31 science at the Independent, Supportive, or Participatory levels or Sunshine  
32 State Standards/ Next Generation Sunshine State Standards for Special  
33 Diploma in social studies may be more appropriate.  
34 Amended 07-01-09  
35

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

43 **5. Home Education**

44 Florida Statute 1002.41 permits parents to choose to place their children in a  
45 home education program in lieu of public school. The requirements of the  
46 law will be monitored through Charter Schools and Educational Choices.  
47 Amended 07-23-91, 07-21-98, 06-27-00, 07-15-03, and 02-05-08  
48  
49

**C. Response to Intervention (Rtl)**

Adopted 07-01-09

The district is committed to the implementation of a Response to Intervention (Rtl)/ intervention framework to integrate and align efforts to improve educational outcomes and to meet the academic and behavioral needs of all students. Rtl is a data-driven decision-making process applied to education. The systematic use of student assessment data at the district, school, and classroom levels will guide decisions about the allocation of resources and the intensity of the instruction and interventions needed to improve student learning or behavior. The district's schools will provide high quality instruction and intervention(s) matched to student needs and will use rate of progress and level of performance to inform instructional decisions, including but not limited to, promotion, acceleration, remediation, and retention.

Intervention Assistance Teams will identify students through the review of universal screening data and through teacher referral to determine the appropriate types and levels of interventions. Standard district protocols will establish which initial interventions to use, and diagnostic assessment will determine more intensive interventions. Teachers will consult the district Rtl Curriculum Guides for available supports. Students who receive interventions beyond the core curriculum will have their rate of progress and level of performance included in their records where appropriate.

**D. Acceleration Plan**

Adopted 08-07-12

The academic progress of all students, including those students who exceed curriculum benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes, Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the following plan for acceleration decisions within the district's existing Response to Intervention framework.

- School level Intervention Assistance Teams shall review assessment data at the beginning of the school year to determine which students may benefit from acceleration options.
- Tier 1 acceleration options may include cluster/ ability grouping differentiated assignments, curriculum compacting, or telescoping curriculum.
- Tier 2 acceleration options may include single subject or virtual school instruction.
- Tier 3 acceleration options may include whole grade acceleration if the Intervention Assistance Team determines such placement may meet the needs of highly able students.
- For each tier, the Intervention Assistance Team shall monitor the progress of all students and administer additional assessments to determine if students continue to exceed benchmarks and whether more targeted acceleration options are appropriate.

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 and good cause placement are  
10 primarily the responsibility of the individual school's professional staff. The final decision  
11 concerning 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 the recommendation of the school-based placement committee based upon the  
16 following: successful progress in the county adopted curriculum, progress tests, classroom  
17 assignments, daily observation, standardized tests, and other objective data. The primary  
18 responsibility for determining each student's level of performance and ability to function  
19 academically, socially and emotionally at the next grade level is that of the classroom  
20 teacher, subject to review and approval of the principal.

21  
22 **A. Attendance for Promotion Grades K-5** Amended 07-01-09

- 23  
24 1. Students who miss more than fifteen (15) days per semester will not be  
25 promoted except as follows:  
26  
27 • If medical evidence is presented to the principal from a competent  
28 medical authority to excuse absences in excess of fifteen (15) days.  
29  
30 • Extenuating circumstances as determined by the principal based on  
31 recommendations of teachers, counselors, or Student Services workers.  
32  
33 2. School activities shall not be counted as absences. Assigned work shall be  
34 turned in on the day indicated by the teacher.  
35

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

38  
39 Florida Statute 1008.25 requires that the district define specific levels of performance  
40 in reading, writing, mathematics, and science for each grade level. These levels of  
41 performance will be used to identify students who **must** receive remediation or be  
42 retained within an intensive program that is different from the previous year's  
43 program and takes into account the student's learning style.

44  
45 In compliance with School Board's Objective (Improve accepted measures of  
46 success annually) and Florida Statute 1008.25, students will be identified as  
47 performing at one of three levels which indicates a student's achievement:

- 48       ▪ above grade level,  
49       ▪ at grade level, or  
50       ▪ below grade level.

51

1 Performance levels are determined by various indicators that will include, but are not  
 2 limited to, multiple measures using appropriate grade-level assessments as well as  
 3 teacher judgment.  
 4

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

6 Grades K-5 promotion should be based on successful progress as indicated  
 7 by report cards, District and State assessments, daily assignments, teacher  
 8 observation, satisfactory performance in the grade level curriculum, and other  
 9 data. Amended 06-15-99 and 06-27-00  
 10

11 **2. Possible Grade Level Assessments**

12 Amended 06-29-93, 06-27-00, 07-01-04, 07-01-05, 07-01-06, 07-01-08, 07-  
 13 01-09  
 14

15 **Kindergarten Indicators**

16 A screening program for all Kindergarten students will be administered yearly.  
 17 This screening should be done within the first 30 school days of each school  
 18 year. Results of this screening will identify students who will be considered  
 19 for further screening and psychological testing to determine if special  
 20 placement is indicated.  
 21

- 22 ▪ Florida Kindergarten Readiness Screener (FLKRS)
- 23 ▪ Reading Running Record(s)
- 24 ▪ Osceola Writes (Expository and Narrative)
- 25 ▪ District-adopted reading program assessments
- 26 ▪ District-adopted mathematics program assessments
- 27 ▪ Early Reading Diagnostic Assessments (ERDA)
- 28 ▪ Diagnostic Reading Assessment (DRA)
- 29 ▪ Florida Assessments for Instruction in Reading (FAIR)
- 30 ▪ Comprehensive English Language Learning Assessment (CELLA)

31 **First Grade Assessments**

- 32 ▪ Reading Running Record(s)
- 33 ▪ Osceola Writes (Expository and Narrative)
- 34 ▪ District-adopted reading program assessments
- 35 ▪ District-adopted mathematics program assessments
- 36 ▪ District-adopted science program assessments
- 37 ▪ ERDA
- 38 ▪ Diagnostic Reading Assessment (DRA)
- 39 ▪ Stanford Achievement Test, Tenth Edition (SAT-10)
- 40 ▪ FAIR
- 41 ▪ CELLA
- 42
- 43
- 44

**Second Grade Assessments**

- Reading Running Record(s)
- Osceola Writes (Expository and Narrative)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- ERDA
- DRA
- SAT-10
- FAIR
- CELLA

**Third Grade Assessments**

- Reading Running Record(s)
- Osceola Writes (Expository and Narrative)
- District-adopted reading program assessments
- District-adopted mathematics program assessments
- District-adopted science program assessments
- District Formative Assessments (Reading and Mathematics)
- ERDA
- DRA
- SAT-10
- Florida Comprehensive Assessment Test -- Sunshine State Standards (FCAT-SSS) Reading
- FCAT-SSS Mathematics
- FAIR
- CELLA
- Fitness Gram

**Fourth Grade Assessments**

- Reading Running Record(s)
- Osceola Writes (Expository and Narrative)
- District-adopted reading program assessments
- District-adopted mathematics program assessments
- District-adopted science program assessments
- District Formative Assessments (Reading and Mathematics)
- Reading Benchmarks Portfolio
- DRA
- SAT-10
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Writing
- FAIR
- CELLA
- Fitness Gram

**Fifth Grade Assessments**

- Reading Running Record(s)
- Osceola Writes (Expository and Persuasive)
- District-adopted reading program assessments
- District-adopted mathematics program assessments
- District-adopted science program assessments
- District Formative Assessments (Reading, Mathematics, and Science)
- DAR
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Science
- FAIR
- CELLA
- Fitness Gram

**Promotion of ESE Students**

Promotion of ESE students enrolled in Exceptional Student Education programs for moderate and severe Intellectual Disabilities 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 Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Sunshine State Standards/ Next Generation Sunshine State Standards for Special Diploma in social studies. Amended 06-28-94, 07-21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-09

**C. STUDENT PERFORMANCE LEVEL CHARTS**

Amended 07-01-06, 07-01-07, 07-01-08, 07-01-09

The charts on the following pages define five levels of student performance within each grade level and outline the required factors to be considered in end-of-year decision-making for promotion of students to the next grade level. Promotion or retention decisions will not be based upon solely one factor.

GRADE KG	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement					
	Reading /Language Arts			Math	Additional Considerations	Next School Year
Student Performance Level	DRA <sup>2</sup> Independent Reading Levels	Reading FAIR <sup>3</sup> (Must consider all subtest criteria)	Writing Rubric Score	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>5</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>6</sup></li> <li>• ESE-IEP performance goals and assessments<sup>7</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> </ul>	Placement Considerations
Above Grade Level	Level ≥ 6 90%accuracy	<ul style="list-style-type: none"> <li>• ≥ 85% PRS<sup>4</sup></li> <li>• &gt;80% Reading Comprehension</li> <li>• &gt;61 %ile<sup>8</sup> Vocabulary</li> </ul>	45-50 points	≥ 90%		Promote
On Grade Level	Level 3-4 90%accuracy	<ul style="list-style-type: none"> <li>• 85% PRS<sup>4</sup></li> <li>• 80% Listening Comprehension</li> <li>• 40-60<sup>th</sup>%ile<sup>8</sup> Vocabulary</li> </ul>	35-44 points	70% - 89%		Promote
Below Grade Level	Level 1-2 90%accuracy	<ul style="list-style-type: none"> <li>• 51-84% PRS<sup>4</sup></li> <li>• 60-80% Listening Comprehension</li> <li>• ≤ 39<sup>th</sup>%ile<sup>8</sup> Vocabulary</li> </ul>	25-34points	60% - 69%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
Below Grade Level Substantially	Level A 90%accuracy	<ul style="list-style-type: none"> <li>• ≤ 50% PRS<sup>4</sup></li> <li>• 0-40% Listening Comprehension</li> <li>• ≤ 29<sup>th</sup> %ile<sup>8</sup> Vocabulary</li> </ul>	<25 points	≤ 59%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<sup>1</sup> Progress Monitoring Plan <sup>2</sup> Developmental Reading Assessment <sup>3</sup> Florida Assessments for Instruction in Reading		<sup>4</sup> Probability of Reading Success <sup>5</sup> Comprehensive Core Reading Program <sup>6</sup> English Language Learners		<sup>7</sup> Exception Student Education- Individual Education Plan <sup>8</sup> Percentile		

1

GRADE 01	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement								
	Reading /Language Arts					Math		Additional Considerations	Next School Year
Student Performance Level	SAT-10 <sup>9</sup> Reading	Oral Fluency Benchmark Assessment Period 3	DRA <sup>2</sup> Independent Reading Levels	Reading FAIR <sup>3</sup> (Must consider all subtest criteria)	Writing Rubric Score	SAT-10 <sup>9</sup> Math	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>5</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status <sup>6</sup></li> <li>• ESE-IEP performance goals and assessments<sup>7</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> </ul>	Placement Considerations
<b>Above Grade Level</b>	≥ 75 <sup>th</sup> %ile <sup>10</sup>	≥ 68 WCPM <sup>8</sup>	> Level 16 90%accuracy	<ul style="list-style-type: none"> <li>• 85% PRS<sup>4</sup> Passage 1.6</li> <li>• &gt; 80% Reading Comprehension</li> <li>• &gt; 61<sup>st</sup> %ile<sup>10</sup> Vocabulary</li> </ul>	45-50 points	≥ 75 <sup>th</sup> %ile <sup>10</sup>	≥ 90%		Promote
<b>On Grade Level</b>	≥ 50 <sup>th</sup> %ile <sup>10</sup>	40-67 WCPM <sup>8</sup>	Level12-16 90%accuracy	<ul style="list-style-type: none"> <li>• 85% PRS<sup>4</sup> Passage 1.6</li> <li>• 80% Reading Comprehension</li> <li>• 40-60<sup>th</sup> %ile<sup>10</sup> Vocabulary</li> </ul>	35-44 points	≥ 50 <sup>th</sup> %ile <sup>10</sup>	70% - 89%		Promote
<b>Below Grade Level</b>	25 <sup>th</sup> -49 <sup>th</sup> %ile <sup>10</sup>	18-39 WCPM <sup>8</sup>	Level8-10 90%accuracy	<ul style="list-style-type: none"> <li>• 51-84% PRS<sup>4</sup> Passage 1.4 or 1.5</li> <li>• 80% Reading Comprehension</li> <li>• ≤ 39<sup>th</sup> %ile<sup>10</sup> vocabulary</li> </ul>	25-34 points	25 <sup>th</sup> -49 <sup>th</sup> %ile <sup>10</sup>	60% - 69%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<b>Below Grade Level Substantially</b>	≤ 24 <sup>th</sup> %ile <sup>10</sup>	≤ 17 WCPM <sup>8</sup>	< Level 8 90%accuracy	<ul style="list-style-type: none"> <li>• ≤ 50% PRS<sup>4</sup> Passage 1.1,1.2, or 1.3</li> <li>• 80% Reading Comprehension or Listening Comprehension</li> <li>• ≤ 29<sup>th</sup> %ile<sup>10</sup> Vocabulary</li> </ul>	< 25 points	≤ 24 <sup>th</sup> %ile <sup>10</sup>	≤ 59%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<sup>1</sup> Progress Monitoring Plan <sup>2</sup> Developmental Reading Assessment <sup>3</sup> Florida Assessments for Instruction in Reading <sup>4</sup> Probability of Reading Success				<sup>5</sup> Comprehensive Core Reading Program <sup>6</sup> English Language Learners <sup>7</sup> Exception Student Education- Individual Education Plan <sup>8</sup> Words correct per minute			<sup>9</sup> Stanford Test <sup>10</sup> Percentile		

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GRADE 02	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement								
	Reading/Language Arts				Math		Additional Considerations	Next School Year	
Student Performance Level	SAT-10 <sup>8</sup> Reading	Oral Fluency Benchmark Assessment Period 3	DRA <sup>2</sup> Independent Reading Levels	Reading FAIR <sup>3</sup> (Must consider all subtest criteria)	Writing Rubric Score	SAT-10 <sup>8</sup> Math	Math End of Year Benchmark Assessment	Placement Considerations	
<b>Above Grade Level</b>	≥ 75 <sup>th</sup> %ile <sup>10</sup>	≥ 103 WCPM <sup>9</sup>	Level ≥ 30 90% accuracy	<ul style="list-style-type: none"> <li>• ≥ 85% PRS<sup>4</sup> Passage 2.6</li> <li>• 90 WCPM<sup>9</sup></li> <li>• ≥ 80% Reading Comprehension</li> <li>• 95% Accuracy</li> <li>• &gt; 61<sup>st</sup>%ile<sup>10</sup> Vocabulary</li> </ul>	45-50 points	≥ 75 <sup>th</sup> %ile <sup>10</sup>	≥ 90%	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>5</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>6</sup></li> <li>• ESE-IEP performance goals and assessments<sup>7</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> </ul>	Promote
<b>On Grade Level</b>	≥ 50 <sup>th</sup> %ile <sup>10</sup>	74-102 WCPM <sup>9</sup>	Level 24-28 90% accuracy	<ul style="list-style-type: none"> <li>• 85% PRS<sup>4</sup> Passage 2.6</li> <li>• 90 WCPM<sup>9</sup></li> <li>• 80% Reading Comprehension</li> <li>• 95% Accuracy</li> <li>• 40-60<sup>th</sup> %ile<sup>10</sup> Vocabulary</li> </ul>	35-44 points	≥ 50 <sup>th</sup> %ile <sup>10</sup>	70% - 89%		Promote
<b>Below Grade Level</b>	25 <sup>th</sup> -49 <sup>th</sup> %ile <sup>10</sup>	46-73 WCPM <sup>9</sup>	Level 18-20 90% accuracy	<ul style="list-style-type: none"> <li>• 51-24% PRS<sup>4</sup> Passage 2.4 or 2.5</li> <li>• 61 WCPM<sup>9</sup></li> <li>• 80% Reading Comprehension</li> <li>• 90% Accuracy</li> <li>• 39<sup>th</sup>%ile<sup>10</sup> Vocabulary</li> </ul>	25-34 points	25 <sup>th</sup> -49 <sup>th</sup> %ile <sup>10</sup>	60% - 69%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<b>Below Grade Level Substantially</b>	≤ 24 <sup>th</sup> %ile <sup>10</sup>	≤ 45 WCPM <sup>9</sup>	Level ≤ 18 90% accuracy	<ul style="list-style-type: none"> <li>• ≤ 50% PRS<sup>4</sup> Passage 2.3</li> <li>• ≤ 31 WCPM<sup>9</sup></li> <li>• 80% Reading Comprehension</li> <li>• 90% Accuracy</li> <li>• ≤ 29<sup>th</sup>%ile<sup>10</sup> Vocabulary</li> </ul>	<25 points	≤ 24 <sup>th</sup> %ile <sup>10</sup>	≤ 59%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<sup>1</sup> Progress Monitoring Plan <sup>2</sup> Developmental Reading Assessment <sup>3</sup> Florida Assessments for Instruction in Reading <sup>4</sup> Probability of Reading Success			<sup>5</sup> Comprehensive Core Reading Program <sup>6</sup> English Language Learners <sup>7</sup> Exception Student Education- Individual Education Plan			<sup>8</sup> Stanford Test <sup>9</sup> Words correct per minute <sup>10</sup> Percentile			

GRADE 03	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement										
	Reading/Language Arts					Math		Additional Considerations		Next School Year	
Student Performance Level	FCAT-NGSSS <sup>8</sup> Reading	SAT-10 Reading	Oral Fluency Benchmark Assessment Period 3	DRA <sup>2</sup> Independent Reading Levels	FAIR <sup>3</sup> (Must consider all subtest criteria)	FCAT Writing Rubric Score	FCAT-NGSSS <sup>8</sup> Math	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>5</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>6</sup></li> <li>• ESE-IEP performance goals and assessments<sup>7</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> </ul>		Placement Considerations
Above Grade Level	Level 4-5	≥ 75 <sup>th</sup> %ile <sup>10</sup>	≥ 123 WCPM <sup>9</sup>	Level ≥ 40 90%accuracy	• ≥ 85% FSP <sup>4</sup>	6	Level 4-5	≥ 90%			Promote
On Grade Level	Level 3	≥ 50 <sup>th</sup> %ile <sup>10</sup>	93-122 WCPM <sup>9</sup>	Level34-38 90%accuracy	• 85% FSP <sup>4</sup>	3-5	Level 3	70% - 89%			Promote
Below Grade Level	Level 2*	25 <sup>th</sup> -49 <sup>th</sup> %ile <sup>10</sup>	63-92 WCPM <sup>9</sup>	Level24-30 90%accuracy	<ul style="list-style-type: none"> <li>• 51-84% FSP<sup>4</sup></li> <li>• &gt;30 %ile<sup>10</sup> Maze subtest</li> <li>• &gt;30 %ile<sup>10</sup> Word Analysis</li> </ul>	2	Level 2	60% - 69%			Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
Below Grade Level Substantially	Level 1*	≤ 24 <sup>th</sup> %ile <sup>10</sup>	≤ 62 WCPM <sup>9</sup>	Level ≤ 20 90%accuracy	<ul style="list-style-type: none"> <li>• ≤ 50% FSP<sup>4</sup></li> <li>• &lt; 30 %ile<sup>10</sup> Maze subtest</li> <li>• &lt;30 %ile<sup>10</sup> Word Analysis</li> </ul>	<2	Level 1	≤ 59%			Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<sup>1</sup> Progress Monitoring Plan <sup>2</sup> Developmental Reading Assessment <sup>3</sup> Florida Assessments for Instruction in Reading <sup>4</sup> FCAT Success Probability					<sup>5</sup> Comprehensive Core Reading Program <sup>6</sup> English Language Learners <sup>7</sup> Exception Student Education- Individual Education Plan			<sup>8</sup> Next Generation Sunshine State Standards <sup>9</sup> Words correct per minute <sup>10</sup> Percentile			
<p><b>*Mandatory Retention:</b> 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)</p>											

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GRADE 04	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement							
	Reading/Language Arts				Math		Additional Considerations	Next School Year
Student Performance Level	FCAT-NGSSS <sup>8</sup> Reading	Oral Fluency Benchmark Assessment Period 3	FAIR <sup>2</sup> (Must consider all subtest criteria)	FCAT Writing Rubric Score	FCAT-NGSSS <sup>8</sup> Math	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>5</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>6</sup></li> <li>• ESE-IEP performance goals and assessments<sup>7</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> </ul>	Placement Considerations
Above Grade Level	Level 4-5	≥ 137 WCPM <sup>9</sup>	<ul style="list-style-type: none"> <li>• ≥ 85% FSP<sup>4</sup></li> </ul>	5-6	Level 4-5	≥ 90%		Promote
On Grade Level	Level 3	111-136 WCPM <sup>9</sup>	<ul style="list-style-type: none"> <li>• 85% FSP<sup>4</sup></li> </ul>	4	Level 3	70% - 89%		Promote
Below Grade Level	Level 2	86-110 WCPM <sup>9</sup>	<ul style="list-style-type: none"> <li>• 51-84% FSP<sup>4</sup></li> <li>• &gt;30<sup>th</sup>ile<sup>10</sup> Maze subtest</li> <li>• &gt;30<sup>th</sup>ile<sup>10</sup> Word Analysis</li> </ul>	2-3	Level 2	60% - 69%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
Below Grade Level Substantially	Level 1	≤ 85 WCPM <sup>9</sup>	<ul style="list-style-type: none"> <li>• ≤ 50% FSP<sup>4</sup></li> <li>• &lt; 30<sup>th</sup>ile<sup>10</sup> Maze subtest</li> <li>• &lt;30<sup>th</sup>ile<sup>10</sup> Word Analysis</li> </ul>	<2	Level 1	≤ 59%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<sup>1</sup> Progress Monitoring Plan <sup>2</sup> Developmental Reading Assessment <sup>3</sup> Florida Assessments for Instruction in Reading <sup>4</sup> FCAT Success Probability <sup>5</sup> Comprehensive Core Reading Program					<sup>6</sup> English Language Learners <sup>7</sup> Exception Student Education- Individual Education Plan <sup>8</sup> Next Generation Sunshine State Standards <sup>9</sup> Words correct per minute <sup>10</sup> Percentile			

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GRADE 05	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement									
	Reading/Language Arts					Math			Additional Considerations	Next School Year
Student Performance Level	FCAT-NGSSS <sup>8</sup> Reading	SAT-10 <sup>9</sup> Reading	Oral Fluency Benchmark Assessment Period 3	FAIR <sup>2</sup> (Must consider all subtest criteria)	FCAT Writing Rubric Score	FCAT-NGSSS <sup>8</sup> Math	SAT-10 <sup>9</sup> Math	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>5</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>6</sup></li> <li>• ESE-IEP performance goals and assessments<sup>7</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> </ul>	Placement Considerations
Above Grade Level	Level 4-5	≥ 75 <sup>th</sup> %ile <sup>10</sup>	≥ 153 WCPM <sup>2</sup>	• ≥ 85% FSP <sup>4</sup>	6	Level 4-5	≥ 75 <sup>th</sup> %ile <sup>10</sup>	≥ 90%		Promote
On Grade Level	Level 3	≥ 50 <sup>th</sup> %ile <sup>10</sup>	125-152 WCPM <sup>2</sup>	• 85% FSP <sup>4</sup>	4-5	Level 3	≥ 50 <sup>th</sup> %ile <sup>10</sup>	70% - 89%		Promote
Below Grade Level	Level 2	25 <sup>th</sup> -49 <sup>th</sup> %ile <sup>10</sup>	97-124 WCPM <sup>2</sup>	<ul style="list-style-type: none"> <li>• 51-84% FSP<sup>4</sup></li> <li>• &gt;30<sup>th</sup>%ile<sup>10</sup> Maze subtest</li> <li>• &gt;30<sup>th</sup>%ile<sup>10</sup> Word Analysis</li> </ul>	3	Level 2	25 <sup>th</sup> -49 <sup>th</sup> %ile <sup>10</sup>	60% - 69%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
Below Grade Level Substantially	Level 1	≤ 24 <sup>th</sup> %ile <sup>10</sup>	≤ 96 WCPM <sup>2</sup>	<ul style="list-style-type: none"> <li>• ≤ 50% FSP<sup>4</sup></li> <li>• &lt; 30<sup>th</sup>%ile<sup>10</sup> Maze subtest</li> <li>• &lt;30<sup>th</sup>%ile<sup>10</sup> Word Analysis</li> </ul>	<3	Level 1	≤ 24 <sup>th</sup> %ile <sup>10</sup>	≤ 59%		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<sup>1</sup> Progress Monitoring Plan <sup>2</sup> Words correct per minute <sup>3</sup> Florida Assessments for Instruction in Reading <sup>4</sup> FCAT Success Probability <sup>5</sup> Comprehensive Core Reading Program					<sup>6</sup> English Language Learners <sup>7</sup> Exception Student Education- Individual Education Plan <sup>8</sup> Next Generation Sunshine State Standards <sup>9</sup> Stanford Test %ile = percentile					

1 **D. Promotion to a Higher Grade Level** Amended 07-01-06, 07-01-08  
2

3 The assignment of a student to a higher grade which results in the student's accelerated  
4 promotion should be made based on exceptionally high achievement or evidence that the  
5 student will benefit more from the instructional program at the advanced grade level. The  
6 Superintendent or designee 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 change in the ELL Student Plan.  
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 06-30-91 and 06-27-  
18 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 **E. Progress Monitoring Plan (PMP) Process** Amended 07-15-03, 07-01-06, 07-01-08  
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  
35 the 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

- 7  
8  
9  
10  
11  
12  
13  
14  
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 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
- teacher assessments
  - text/ placement tests
  - Osceola Writes
  - reading running records
  - diagnostic software
  - DRA
  - ERDA

48 (Amended 07-01-04, 07-01-09)  
49  
50

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 a 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.
- Establish lack of academic progress in reading, writing, mathematics, and/ or science using a composite of indicators that includes, but is not limited to grade

1 level checklists, pre-tests and post-tests, CELLA results, alternate assessment  
 2 results, previous academic records, diagnostic assessment in the home  
 3 language, and any other appropriate indicator of academic progress.  
 4

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

## 28 **2. Gifted Students**

29 For a gifted student who is performing below grade level, it is appropriate to develop  
 30 a PMP. Accommodations and/ or interventions are to be addressed through the  
 31 Gifted Educational Plan (GEP) process. Amended 07-01-05 and 07-01-06  
 32

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

### 34 **a. 504 Students** Amended 07-01-04, 07-01-06, 07-01-09

35 A PMP must be developed for a 504 student who does not meet the district  
 36 and state levels of proficiency in reading, writing, mathematics, and/ or  
 37 science.  
 38

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

40 Amended 07-01-05 and 07-01-06  
 41

42 A student who is not meeting the school district or state requirements for  
 43 proficiency in reading and math shall be covered by one of the following plans  
 44 to target instruction and identify ways to improve his or her academic  
 45 achievement:  
 46

- 47 1. A federally required student plan, such as an individual education plan,  
 48 FS 1008.25 (4)(b)1;  
 49
- 50 2. A schoolwide system of progress monitoring for all students, FS 1008.25  
 51 (4)(b)2; or  
 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 **F. Retention**

15 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-15-03, 07-01-04, 07-01-06,  
16 07-01-08, 07-01-09  
17

18 Students in Grades K-5 who are identified as being considerably or substantially below grade  
19 level in reading, writing, mathematics, and/ or science **must** receive remediation or be  
20 retained with an intensive program that is different from the previous year's program and  
21 takes into account the student's learning style. However, students whose test scores and  
22 classroom performance indicate that they are almost at grade level may be promoted with  
23 close monitoring or promoted with a PMP.  
24

25 Students in Kindergarten or Grade 1, Grade 2, or Grade 3 who exhibit a substantial  
26 deficiency in reading must be given intensive reading instruction. The student's reading  
27 proficiency must be reassessed at the beginning of the next year, and intensive reading  
28 instruction must continue until the reading deficiency is remedied. FS 1008.25(5)(a)  
29

30 The following options are available for students who have not met the levels of performance  
31 for student progression:  
32

- 33 ■ remediate before the beginning of the next school year and promote,
- 34 ■ promote and remediate during the following year with more intensive intervention  
35 and remediation strategies identified in the revised PMP,
- 36 ■ retain and remediate using an alternative program of instructional delivery.  
37

38 An appropriate placement, which differs from the present placement, must be considered for  
39 a student who has been retained two or more years. FS 1008.25(2)(c)  
40

41 The principal, upon written authority from the Superintendent or designee, may promote a  
42 student who has been previously retained if the principal determines that standards have  
43 been met and the student will be able to benefit from instruction at the higher grade. If the  
44 placement involves a new school, the assignment will occur at the time agreed upon by both  
45 the sending and receiving principal. Amended 06-15-99  
46

1       **1. Mandatory Retention**  
 2

3       No student may be assigned to a grade level based solely on age or other factors that  
 4       constitute social promotion. FS 1008.25 (6)(a) Adopted 06-19-01  
 5

6       Beginning with the 2002-2003 school year, students who do not score at Level 2 or  
 7       higher on the statewide assessment test in reading for Grade 3 **must** be retained unless  
 8       he or she is exempt from mandatory retention for good cause. [See Exemption From  
 9       Mandatory Retention (Good Cause) in Grade 3.] FS 1008.25 (5)(b) Adopted 07-01-02  
 10

11       If a student transfers after the administration of the FCAT in Grade 3, it is up to the  
 12       district to assess the student's reading proficiency at the end of the year to determine if  
 13       the student needs to repeat Grade 3.  
 14

15       Retention decisions will not be made on a single test score. Adopted 06-19-01  
 16

17       **2. Special Program Considerations** Amended 07-01-09  
 18

19       **a. ELL Students** Amended 06-27-00, 07-01-08  
 20

- 21           • An ELL student who has received more than two (2) years of instruction  
 22           in an approved ESOL program may be retained when there is lack of  
 23           academic progress in grade level concepts.  
 24
- 25           • The ELL committee shall meet to document the evidence indicating lack  
 26           of academic progress and to recommend retention. The parent/ guardian  
 27           shall be invited to attend.  
 28
- 29           • The teacher(s) must show extensive documentation of the ESOL  
 30           strategies used to provide the student with understandable instruction.  
 31
- 32           • The reason for retention must not imply the student needs an extra year  
 33           to learn English or that the under-performance is due to the child's limited  
 34           English proficiency.  
 35

36       **b. Students with Disabilities**  
 37

38           **1) 504 Students** Amended 07-01-04, 07-01-09  
 39

40           A student with a 504 Plan must meet the district and state levels of  
 41           proficiency.  
 42

43           **2) ESE Students** Amended 07-21-98, 07-01-05, 07-01-06, and 07-01-08  
 44

45           A student enrolled in ESE must meet either the Sunshine State  
 46           Standards/ Next Generation Sunshine State Standards or Access Points  
 47           for the Sunshine State Standards/ Next Generation Sunshine State  
 48           Standards in reading/ language arts, math, and science at the  
 49           Independent, Supported, or Participatory level or Sunshine State  
 50           Standards/ Next Generation Sunshine State Standards for special  
 51           diploma in social studies.  
 52

1 **G. Exemption from Mandatory Retention in Grade 3 (Good Cause)**

2 Adopted 07-01-02, Amended 07-15-03, 07-01-04, 07-01-06, 07-01-09

3  
4 1. **Good cause exemptions** shall be limited to the following:

- 5  
6 • English Language Learner students who have had less than 2 years of  
7 instruction in an English for Speakers of Other Languages program;  
8  
9 • Students with disabilities whose individual education plan indicates that  
10 participation in the statewide assessment program is not appropriate, consistent  
11 with the requirements of State Board of Education rule;  
12  
13 • Students who demonstrate an acceptable level of performance on an alternative  
14 standardized reading assessment approved by the State Board of Education;  
15  
16 • Students who demonstrate, through a student portfolio, that the student is  
17 reading on grade level as evidenced by demonstration of mastery of the  
18 Sunshine State Standards/ Next Generation Sunshine State Standards in  
19 reading equal to at least a Level 2 performance on the FCAT;  
20  
21 • Students with disabilities who participate in the FCAT and who have an individual  
22 education plan or a Section 504 plan that reflects that the student has received  
23 the intensive remediation in reading for more than 2 years but still demonstrates  
24 a deficiency in reading and was previously retained in Kindergarten, Grade 1,  
25 Grade 2, Grade 3; OR  
26  
27 • Students who have received the intensive remediation in reading for 2 or more  
28 years but still demonstrate a deficiency in reading and who were previously  
29 retained in Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years.  
30 Intensive reading instruction for students so promoted must include an altered  
31 instructional day based upon a PMP that includes specialized diagnostic  
32 information and specific reading strategies for each student. The district school  
33 board shall assist schools and teachers to implement reading strategies that  
34 research has shown to be successful in improving reading among low performing  
35 readers. FS 1008.25 (6)(b)1-6  
36

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

- 39  
40 • Documentation through a Grade 3 portfolio shall be submitted from the student's  
41 teacher to the school principal that indicates that the promotion of the student is  
42 appropriate and is based upon the student's academic record. Amended 07-01-  
43 05 and 07-01-06  
44  
45 • The State Board of Education adopted the following student portfolio guidelines  
46 on January 21, 2003. To be accepted as meeting the portfolio option for  
47 demonstrating mastery of the required reading skills, the student portfolio  
48 contents must:  
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- 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/ Next Generation Sunshine State Standards or
      - teacher-prepared assessments that are aligned with the Sunshine State Standards/ Next Generation Sunshine State Standards.
  - be an organized collection of evidence of the student’s mastery of the Sunshine State Standards/ Next Generation 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 or designee. The District Superintendent or designee 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

- 1 • Retained Grade 3 students must be provided with intensive instructional services  
2 and supports to remediate the identified area of reading deficiency including a  
3 minimum of 90 minutes of daily, uninterrupted, scientifically research-based  
4 reading instruction and other strategies which may include, but not limited to:  
5 small group instruction; reduced teacher-student ratios; more frequent progress  
6 monitoring; tutoring or mentoring; transition classes containing third and fourth  
7 grade students; extended school day, week, or year; and/ or summer reading  
8 camps. FS 1008.25 (7)(b)2  
9
- 10 • Retained Grade 3 students will be provided a high-performing teacher as  
11 determined by student performance data and above satisfactory performance  
12 appraisals. FS 1008.25 (7)(b)5  
13
- 14 • The District shall report to the State Board of Education, as requested, on the  
15 specific intensive reading interventions and supports that were provided to Grade  
16 3 students who scored Level 1 on the Reading FCAT and were retained. FS  
17 1008.25 (7)(b)9  
18
- 19 • Retained Grade 3 students who can demonstrate that he or she is a successful  
20 independent reader, reading at or above grade level, and ready to be promoted  
21 to Grade 4 may be promoted mid-year after careful evaluation by the principal.  
22 Evaluating any retained Grade 3 student may include subsequent assessments,  
23 alternative assessments, and portfolio reviews in accordance with rules of the  
24 State Board of Education. Students promoted during the school year after  
25 November 1 must demonstrate proficiency above that required to score at Level  
26 2 on the Grade 3 FCAT as determined by the State Board. FS 1008.25 (7)(b)4  
27

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

- 28 1. Current Student Progression Plan Guidelines for Promotion will be followed:  
29  
30 Student promotion in the Osceola County schools is based upon an  
31 evaluation of each student's achievement in terms of appropriate instructional  
32 goals. The determination should reflect teacher judgment based upon the  
33 following: successful progress in the county adopted curriculum, progress  
34 tests, classroom assignments, daily observation, standardized tests, and  
35 other objective data. The primary responsibility for determining each  
36 student's level of performance and ability to function academically, socially  
37 and emotionally at the next grade level is that of the classroom teacher,  
38 subject to review and approval of the principal.  
39
- 40 2. Successful completion of the Grade 3 portfolio to demonstrate mastery of the  
41 Grade 3 Reading Sunshine State Standards/ Next Generation Sunshine  
42 State Standards for Promotion to Grade 4 as outlined by the State Board of  
43 Education in compliance with FS 1008.25 (6)(b)4.  
44
- 45 3. The teacher/ s, principal and parent/ guardian should meet and be in  
46 agreement as to the mid-year promotion.  
47  
48  
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50

1 Decisions regarding student promotion, and retention and good cause  
2 placement are primarily the responsibility of the individual school's  
3 professional staff. The final decision concerning grade placement is the  
4 responsibility of the principal.

5  
6 The Superintendent or designee should be notified in writing and authorize  
7 the assignment.

- 8  
9 4. If an ELL student is involved, the ELL committee shall meet to document the  
10 change in the ELL Student Plan.

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

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

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

22  
23 **Mid-year promotion after November 1of the School Year:**

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

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 or designee 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

1 **H. Remediation** Amended 07-15-03, 07-01-06, 07-01-09

2  
3 **1. Program Description**

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

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

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

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

26  
27 **2. Grades K-5 Continuous Progress Program**

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

- 33       ▪ teacher recommendation,
- 34       ▪ participation necessary to maintain continuous academic  
35 progress,
- 36       ▪ score within Achievement Level 1 or 2 on FCAT-SSS,
- 37       ▪ score in the lowest quartile of the FCAT-SSS,
- 38       ▪ score below the twenty-fifth percentile on SAT-9 or SAT-10, **or**
- 39       ▪ in the case of a student with disabilities enrolled in ESE,  
40 recommendation of the IEP team.
- 41       ▪ In the case of an ELL student enrolled in an ESOL program,  
42 recommendation of the ELL Committee based upon the student's  
43 CELLA score

44  
45 Adopted 07-01-02, Amended 07-01-08

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47

1           **3. Reading Enhancement and Acceleration Development (READ) Initiative**

2           (Adopted 07-01-04, Amended 07-01-05, 07-01-06, 07-01-08, 07-01-09)

3  
4           The focus of the READ Initiative [FS 1008.25 (7)(b)7; FS 1008.25 (7)(b)8g] is to  
5           prevent the retention of Grade 3 students and to offer intensive accelerated reading  
6           instruction to:

- 7           • Grade 3 students who failed to meet standards for promotion to Grade
- 8           4
- 9           • Each K-3 student who is assessed as exhibiting a reading deficiency.

10  
11          The READ Initiative must:

- 12          • be provided to all K-3 students at risk of retention as identified by the
- 13          Florida School Readiness Screening (FLKRS), Early Reading
- 14          Diagnostic Assessment (ERDA), Comprehensive English Language
- 15          Learning Assessment (CELLA), and/ or Florida Assessments for
- 16          Instruction in Reading (FAIR) that measure phonemic awareness,
- 17          phonics, fluency, vocabulary, and comprehension.
- 18          • be provided during regular school hours in addition to the regular
- 19          reading instruction.
- 20          • provide a curriculum in core academic subjects to assist the student in
- 21          maintaining or meeting proficiency levels for the appropriate grade in
- 22          all academic subjects.
- 23          • provide a state-identified reading curriculum (district-adopted
- 24          textbook/ program) that has been reviewed by the Florida Center for
- 25          Reading Research (FCRR) and meets, at a minimum, the following
- 26          specifications:
  - 27               1. assists students with a reading deficiency in developing
  - 28               the ability to read at grade level
  - 29               2. provides skill development in phonemic awareness,
  - 30               phonics, fluency, vocabulary and comprehension
  - 31               3. provides scientifically based and reliable assessment
  - 32               4. provides initial and ongoing analysis of each student's
  - 33               reading progress
  - 34               5. is implemented during regular school hours.
  - 35               6. provides a curriculum in core academic subjects to assist
  - 36               the student in maintaining or meeting proficiency levels for
  - 37               the appropriate grade in all academic subjects. FS
  - 38               1008.25 (7)(c)

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

1. The state requires that all students K-5 have a 90-minute reading block that includes initial instruction and differentiated instruction (ii)per the district’s core reading program. Research-based supplemental materials should be used to reinforce the initial instruction and provide differentiated instruction.
2. Extra time for immediate intensive intervention (iii) must be provided for students who are having difficulty. Suggested materials – Research-based materials that teach the areas of deficits as determined by a diagnostic test: MacMillan-McGraw-Hill Reading Triumphs Intervention, Comprehension Strategies, Read Well, Soar to Success, Quick Reads, Elements of Vocabulary, Elements of Fluency, Making Words, Leap Pad materials, Phonics and Word Study, Sequential Systematic Phonics, Voyager Passport, Compass Learning.
3. Screening, progress monitoring, and diagnostic assessments must be used in order to guide instruction.
4. Screening – FAIR, district-adopted textbook/ program assessments, FCAT
5. Progress Monitoring – FAIR Progress Monitoring Assessments, district-adopted textbook/ program assessments
6. Diagnostic – DRA, ERDA, FAIR Targeted Diagnostic Measures
7. The teacher-student ratio is the same as other students.
8. A PMP) should be written for any child that is not on grade level. When determination is made that a child is not on grade level, no matter what time of year, a PMP should be written that is driven by a diagnostic assessment.
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 – FAIR, district-adopted textbook/ program assessments, FCAT
  - Progress Monitoring should be on-going and weekly – FAIR Progress Monitoring Assessments, district-adopted textbook/ program assessments, timed readings, or observations.
  - Diagnostic measures are required – DRA, ERDA, FAIR Targeted Diagnostic Measures
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 produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of deficiency.
2. There must be a reduced class size. The class size must be smaller than the other Grade 3 classrooms.
3. The student must be provided with an uninterrupted daily reading instruction for the majority of the student contact time and incorporate opportunities to master the Grade 4 Sunshine State Standards/ Next Generation Sunshine State Standards in other core subject areas. The state requires a 180 minute reading block with at least 90 minutes of uninterrupted time. Computer time to reinforce and remediate should occur in addition to the 180 minute reading block.
4. The student must be provided a different CORE curriculum from the year before. The CORE reading program must be one that is research based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year. Reading Mastery or MacMillan-McGraw-Hill Reading Triumphs Intervention is the program that has been chosen to meet these criteria.

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5. Differentiated materials that are research based materials should be used to reinforce the initial instruction. These materials should teach the areas of deficits. This instruction should take place in the initial instruction and the immediate intensive intervention reading block. Suggested materials are: Comprehension Strategies, Read Well, Soar to Success, Quick Reads, Elements of Vocabulary, Elements of Fluency Making Words, Phonics and Word Study, Sequential Systematic Phonics, Leap Pad materials, Voyager Passport, Compass Learning.
6. Students should be provided intensive language and vocabulary instruction using a scientifically research-based program. The teacher should include the speech language pathologist in designing the Intensive Accelerated Class. The speech language pathologist could work with students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.
7. The student must have a PMP. The PMP must be driven by a diagnostic assessment.
8. The student must have an ongoing portfolio that meets state portfolio requirements. This portfolio must contain evidence of mastery of benchmarks as well as other information to inform parents and teachers of the student's proficiency, such as results of diagnostics and progress monitoring.
9. The student should be provided grade level work for the subject areas that are not at risk.
10. A Grade 3 – Grade 4 transition class is an option.
11. The teacher must be a high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.
12. The paraprofessional working in this classroom should be trained on materials and strategies used in the classroom.
13. The student must be given weekly progress monitoring measures to ensure progress. The weekly monitoring can be accomplished through the Reading Mastery weekly tests, timed readings, informal classroom assessments, or observations.
14. The student must be given FAIR. 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 FAIR Targeted Diagnostic Measures assessment 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.

1 **I. Extended School Year** Amended 07-01-09

2  
3 **1. ELL Students**

4 All English Language Learner (ELL) students in Grades K-5 are eligible for an  
5 extended school year for either academic or language maintenance needs, provided  
6 the services are rendered at the school. The following requirements must be met:

- 7 ▪ The need for an extended school year must be documented in the student's ELL  
8 Student Plan.
- 9 ▪ The specific academic or language maintenance needs of the student must be  
10 listed in the student's individual ELL Student Plan.

11  
12 **2. Students with Disabilities**

13  
14 **a. 504 Students**

15 Section 504 students may participate in an extended school year if it is available and  
16 if they meet the same eligibility requirements as established for all regularly attending  
17 students. The current Section 504 Plan would remain in effect for the extended  
18 school year. Adopted 07-01-09

19  
20 **b. ESE Students**

21 The determination of Extended School Year (ESY) services is a decision of the  
22 Individual Educational Planning team. Services are recommended when the data  
23 collected over the course of the school year, including before and after scheduled  
24 breaks in instruction, indicate a significant regression in life skills. These are skills  
25 that cannot be recouped within a reasonable amount of time without ESY services.  
26 ESY services may include direct or indirect special education services, related  
27 services, or some combination of these. Adopted 06-27-00, Amended 07-01-06

28  
29 **3. Home Education Students**

30  
31 Home education students may participate in an extended school year if it is  
32 available and if they meet the same eligibility requirements as established for all  
33 regularly attending students.

34  
35 Students who expect to earn credit in a home education program during the summer  
36 must register with the Superintendent by the end of the first grading period (second  
37 week).

38  
39 **4. Summer Reading Camp** (Adopted 07-01-04)

40  
41 Beginning April 2003, school districts were directed by the Department of Education  
42 to provide a "research-based intensive summer reading activities for all students who  
43 have failed to meet third grade promotion standards. Such reading camps should be  
44 available to all third grade students who score Level 1 on the reading portion of the  
45 Florida Comprehensive Assessment Test (FCAT) and focus on intensive intervention  
46 in reading."

47  
48 Priority should be given to students who are deficient in reading by the end of Grade  
49 3. The next priority is to serve students in other grade levels who fail to meet  
50 performance levels required for promotion as outlined in the Student Progression  
51 Plan.

1 **IV. REPORTING STUDENT PROGRESS**

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

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

5

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. Progress  
14 reports for ELL students shall be provided in the parent's native language  
15 when feasible. No one test with a single administration should determine  
16 promotion or retention. The preponderance of evidence from evaluations  
17 should be used to determine if a student is ready for the work of the next  
18 grade.

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

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

37 **B. Report Cards** Amended 07-15-03, 07-01-08

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

- 40 ▪ the student's academic performance in each class or course in
- 41 Grades K-5 (based upon examinations as well as written
- 42 papers, class participation and other academic performance
- 43 criteria);
- 44 ▪ the student's conduct and behavior; and
- 45 ▪ the student's attendance, including absences and tardiness.



1           **C. General Rules of Marking**

2

3           **Report Card Grades** Amended 07-01-04, 07-01-09

4

- 5           1. Teachers will determine report card grades that provide the student and the
- 6           student's parents(s)/ guardians(s) with an objective evaluation of the
- 7           student's scholastic achievement, and effort.
- 8                 ▪ Marks are based on the quality of student performance relative to
- 9                 expected levels of achievement of the Sunshine State Standards/  
10                 Next Generation Sunshine State Standards that the teacher observes  
11                 and evaluates.
- 12                 ▪ The student's academic grades are to reflect academic achievement.  
13                 The quality of the work will be assessed by multiple measures that  
14                 include, but are not limited to:
- 15                         ▪ teacher observations (oral presentations or reports, speeches,  
16                         recitations, impromptu speaking, student participation and  
17                         demonstrations);
- 18                         ▪ classroom assignments (reports, term or research papers,  
19                         models, projects, exhibits, posters, computer programs and  
20                         homework);
- 21                         ▪ examinations (essay, multiple-choice and completion tests,  
22                         oral tests and skill tests requiring demonstrations);
- 23                         ▪ weekly core curriculum benchmark assessments;
- 24                         ▪ alternative methods (portfolios and performance assessment).
- 25
- 26           2. The teacher will record a sufficient number of grades/ marks, as defined in  
27           subsection IV.C.1. in this section, to justify the marking-period grade/ mark.  
28           A marking-period grade is not based solely on a single project. Passing  
29           grades on report cards indicate that the student is working within a range  
30           acceptable for the grade or subject, unless the subject is clearly identified as  
31           remedial.
- 32
- 33           3. To receive a report card a student shall have been enrolled in school at least  
34           one-half (1/ 2) of the forty-five day grading period as established by the  
35           official school calendar. If an elementary student is enrolled for less than  
36           one-half (1/ 2) of the forty-five day grading period, a report card shall be  
37           issued, but a grade is not required. The report card needs to reflect the date  
38           of entry and attendance record. If a student withdraws, he shall be issued a  
39           grade on the withdrawal form as of the date of withdrawal. Amended 07-02-  
40           96, 06-27-00, and 07-01-06
- 41
- 42           4. Students are to receive grades in all subjects in which they have received  
43           instruction that grading period.
- 44
- 45           5. Change of Grades
- 46
- 47           Once a grade has been entered into a report card or electronically entered  
48           into a system for the preparation of report cards, then any and all grade  
49           changes should be made as follows:
- 50
- 51

REQUEST BY TEACHER FOR GRADE CHANGE:

- If the teacher who has made, entered or reported the grade feels it necessary to change the grade, he or she must submit a request in writing to the principal for a grade change.
- Whether the basis for the change is a mistake at the time of entry, or reconsideration of the assessment materials and evaluative sources, the teacher shall demonstrate in the writing the rationale, basis, and support for the grade as intended to be entered on the change.
- The principal shall consider the request made by the teacher, and meet with the teacher as the principal deems necessary, and determine whether to make the change as requested.
- The principal shall determine the request in writing and provide a written explanation as to the basis for the determination to the requesting teacher.
- Following the direction of the principal, the grade may be changed or left unchanged. Only if directed by the written notification of the principal, may the teacher entered grade be changed.
- Should a change in grade be directed after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

CHANGE OF GRADE WITHOUT TEACHER REQUEST:

- If a Principal considers changing a report card grade made, entered, or reported by a teacher, he or she must report in writing to the teacher that he or she is considering a student report card grade change.
- The teacher will be afforded an opportunity in writing to present the rationale, basis, and explanation for the grade as was entered.
- The principal shall consider the teacher's written support in making the grade.
- If the principal should determine to leave the grade as was entered unchanged, the principal need take no further action. If the principal determines to make a grade change over the teacher's objection, the principal shall set forth in writing the reason for the grade change, and provider therein a basis for the change of grade.
- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.

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- 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.

Grade change documentation, including grade change forms, notices, and other relevant documents, shall be retained in the student's cumulative record. Adopted 02-05-08

6. Dual Language(One Way and Two Way) Considerations – Language Arts and Reading Classes  
Adopted 02-05-08, Amended 07-01-09

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, 07-01-06, 07-01-09

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-1**

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

**Grades 2-5**

Effective July 1, 2009, Grades 2-5 will be given corresponding letter grades using the scale below: Amended 06-19-01, 07-01-06, 07-01-09

<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

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

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

Amended 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, Title III Specialist (if available), or ESOL Educational Specialist available at the school.

**F. District/ State Assessment Programs**

Adopted 06-19-01, Amended 07-15-03, 07-01-06, 07-01-09

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 Florida Assessments for Instruction in Reading (FAIR) which will be administered three times each school year. Each student in Grades 3 and 4 will take district formative assessments in reading and mathematics. Each student in Grade 5 will take district formative assessments in reading, mathematics, and science.

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:

- 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 education parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

1  
2 **G. Accommodations of District/ State Assessments for**  
3 **Special Program Students**  
4

5 **1. ELL Students** Amended 07-01-08  
6

7 ELL students who are currently receiving ESOL services in accordance  
8 with the District ELL Plan, shall receive the following test  
9 accommodations: flexible setting, flexible scheduling, additional time,  
10 assistance in the Heritage language as specified in the Test  
11 Accommodations for ELLs in the administrative manual of the FCAT and  
12 shall have access to an approved English to heritage language  
13 translation dictionary and/ or heritage language to English translation  
14 dictionary. Accommodations for all other state assessment(s) will be  
15 provided according to the recommendations of test publishers and/ or  
16 appropriate district staff.  
17

18 **2. Students with Disabilities**  
19

20 **a. 504 Students** Amended 07-01-04, 07-01-09  
21

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

29 Accommodations may include: flexible setting, flexible scheduling,  
30 flexible timing, flexible responding, flexible presentation, flexible  
31 format, and/ or assistive devices.  
32

33 **b. ESE Students**  
34

35 Test accommodations during district/ state testing will be implemented  
36 as specified in the student's IEP.  
37

38 Statewide assessment accommodations may be used only if they do  
39 not alter the underlying content that is being measured by the  
40 assessment or negatively affect the assessment's reliability or validity.  
41 Allowable accommodations are those that have been used by the  
42 student in classroom instruction. Such accommodations may include:  
43 presentation, responding, scheduling, setting, and/ or assistive  
44 devices.  
45

46 The need for any unique accommodations for use on state  
47 assessments not outlined above must be approved by the  
48 Commissioner of Education. Amended 07-01-05 and 07-01-06  
49

1           **H. Exemptions from District/ State Assessments for Special Program Students**  
 2           Amended 07-01-08

3  
 4           **1. ELL Students**

5  
 6           All ELL students are expected to participate in the FCAT-SSS Reading  
 7           and FCAT Writing tests. However, ELL students who have received 12  
 8           months or less of instruction in an approved ESOL program can be  
 9           exempt from taking FCAT-SSS Reading and FCAT Writing if an ELL  
 10          Committee decides it is appropriate. The alternate assessment to be  
 11          used is the CELLA which will be given at the appropriate grade level. All  
 12          ELL students, regardless of years of instruction, are expected to  
 13          participate in the FCAT-SSS Mathematics and Science tests.

14  
 15          **2. Students With Disabilities**

16  
 17          **a. 504 Students**

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

20  
 21          **b. ESE Students**

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

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

43  
 44          Students who are excluded from state and district assessments will be  
 45          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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**2012-2013  
MIDDLE SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades 6-8**

**Effective July 01, 2012**

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

**SCHOOL BOARD MEMBERS**

**CHAIR**

Barbara Horn

Cindy Lou Hartig

Tom Long

Julius Melendez

Jay Wheeler

**SUPERINTENDENT**

Melba Luciano

**STUDENT PROGRESSION PLAN TASK FORCE**

Pam Tapley, Assistant Superintendent

**SECONDARY EDUCATION**

Mark Munas, Assistant Superintendent

John Boyd, Director of Student Support Services and Program Accountability

**SCHOOL SUPPORT SERVICES**

(407) 518-2900

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Tom Runnels, Director of Adult Learning Center and Career and Technical Education

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## TABLE OF CONTENTS

1  
2  
3  
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6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
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53

<b>I.</b>	<b>ENTRY, ATTENDANCE, AND WITHDRAWAL</b>	<b>1</b>
	A. Initial Entry Requirements	1
	1. Evidence of Age	1
	2. Health Requirements	1
	a. Certificate of Physical Examination	1
	b. Immunization	1
	3. Residency Requirements	3
	B. Transfer Students	3
	1. General Transfer Information	3
	2. Placement of Transfer Students – Grades 6-8	4
	3. Students Who Are Not Residing with Their Natural Parents or Legal Guardian	4
	4. Student Custody	5
	5. English Language Learner (ELL) Students	5
	6. Students with Disabilities	5
	a. 504 Students	5
	b. Exceptional Student Education (ESE) Students	5
	7. Home Education	6
	C. Attendance Guidelines	7
	1. Student Absences	7
	a. Excused Absences	7
	b. Permitted Absences	8
	c. Unexcused Absences	8
	2. Students with Disabilities	9
	a. 504 Students	9
	b. ESE Students	9
	3. Hospital/ Homebound Program	10
	4. Student Absences for Religious Reasons	10
	5. Virtual Instruction Program	10
	D. Student Withdrawals	10
	1. Student Withdrawals During the Last Two Weeks of the School Year	10
	2. Student Withdrawals for Enrollment in Home Education Programs	11
	3. Student Withdrawals, Exceptional Student Education (ESE) Students	11
<b>II.</b>	<b>PROGRAM DESCRIPTION</b>	<b>12</b>
	A. Florida System of School Improvement and Accountability	12
	1. General Academic Requirements	14
	2. Electives	15
	3. Health/ Personal Development Requirement	15
	4. Physical Education	15
	5. Computer Literacy	15
	6. Civics	15
	7. Career and Education Planning	16
	8. Middle School Dual Enrollment in High School Courses	16
	Student Performance – State K-20 Education Priorities	17

1	B.	Special Programs	18
2	1.	ELL Students	18
3	2.	Dropout Prevention Program (DOP)	19
4	3.	Gifted Education	19
5	4.	Students with Disabilities	19
6	a.	504 Students	19
7	b.	ESE Students	20
8	5.	Home Education	20
9	C.	Response to Intervention (RtI)	21
10	D.	Acceleration Plan	21
11			
12	<b>III.</b>	<b>PROMOTION</b>	<b>22</b>
13	A.	Attendance for Promotion Grades 6-8	22
14	B.	General Promotion Requirements – Grades 6-8	23
15	C.	Student Performance Levels for Reading, Writing, Mathematics,	
16		and Science	24
17	1.	Required Program of Study – Grades 6-8	24
18	2.	Possible Grade Level Assessments	24
19		Grade 6 Assessments	24
20		Grade 7 Assessments	25
21		Grade 8 Assessments	25
22		Promotion of ESE Students	25
23	D.	Student Performance Level Chart, Grades 6-8	25
24	E.	Promotion to a Higher Grade Level	27
25	F.	Progress Monitoring Plan(PMP) Process	27
26	1.	ELL Students	29
27	2.	Gifted Students	30
28	3.	Students with Disabilities	30
29	a.	504 Students	30
30	b.	ESE Students	30
31	G.	Middle School Success Plan	31
32	H.	Retention	31
33		Special Program Considerations	32
34	1.	ELL Students	32
35	2.	Students with Disabilities	33
36	a.	504 Students	33
37	b.	ESE Students	33
38	I.	Remediation	33
39	J.	Extended School Year	34
40	1.	ELL Students	34
41	2.	Students with Disabilities	34
42	a.	504 Students	34
43	b.	ESE Students	34
44	3.	Home Education Students	34
45			
46			

1	<b>IV. REPORTING STUDENT PROGRESS</b>	<b>35</b>
2	A. Parent(s)/ Guardian(s) – Written Notification	
3	Requirements	35
4	B. Report Cards	35
5	C. General Rules of Marking	36
6	D. Description and Definition of Marks	38
7	E. Guidelines for Grading and Reporting Academic Progress of	
8	ELL Students	39
9	F. District/ State Assessment Programs	39
10	G. Accommodations of District/ State Assessment for	
11	Special Program Students	40
12	1. ELL Students	40
13	2. Students with Disabilities	40
14	a. 504 Students	40
15	b. ESE Students	40
16	H. Exemptions from District/ State Assessment for	
17	Special Program Students	41
18	1. ELL Students	41
19	2. Students with Disabilities	41
20	a. 504 Students	41
21	b. ESE Students	41
22	I. Annual Report in Local Newspaper	42

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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, 07-01-08

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

- 43
  - The student was previously enrolled in a Florida school.

44  
45 **b. Immunization** Amended 07-21-98, 07-15-03

46  
47 Each student who is otherwise entitled to admittance to an Osceola County  
48 school shall be required to present a certificate of immunization on a Florida  
49 form, showing that the student has received inoculations for those  
50 communicable diseases for which immunization is required by the Division of  
51 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) DTP's (Diphtheria-Tetanus-Pertussis)
  - ✓ If the fourth primary dose is on or after the fourth birthday, the fifth dose is not required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for one or more DTP's. DT (pediatric Diphtheria-Tetanus) is acceptable if Pertussis vaccine is medically contraindicated.
- four (4) Polio
  - ✓ If the third dose is on or after the fourth birthday, the fourth dose is not required. IPV (Inactivated Polio Vaccine) is an acceptable alternative for one or more doses of OPV (Oral Polio Vaccine.)
- two (2) MMR's (Measles-Mumps-Rubella)
  - ✓ First dose is valid if given on or after first birthday. Second dose valid if given at least one month after the first dose.
- Hepatitis B Series of three
  - ✓ A student may enter school if the first dose has been administered prior to initial entry; or series of two for students ages 11-15, minimum four (4) months apart.

Amended 09-07-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-08

**Grade 6**

Amended 07-01-02, 07-01-04, 07-01-08

All required immunizations and one (1) dose of Varicella (chickenpox). Varicella vaccine is not required if child has documentation of Varicella disease as documented by the healthcare provider.

**Grade 7-8**

Adopted 07-01-08, Amended 07-01-09, 07-01-11

All required immunizations, one (1) dose of Varicella, and a Tetanus-Diphtheria (Tdap) booster. Students thirteen (13) years of age or older who have never had chickenpox and who receive the chickenpox vaccine on or after the age of thirteen (13) are required to have two (2) doses at least twenty-eight (28) days apart.

The Centers for Disease Control and Prevention recommends that a dose of Meningococcal Conjugate Vaccine 4 (MCV4) be administered to children and adolescents eleven (11) through eighteen (18) years of age. This vaccine is **NOT** a requirement for enrollment. Adopted 07-01-08

**Exceptions may be granted as follows:**

- parental objections on religious grounds documented on Florida Department of Health Form 681 or
- written certification for exemption for medical reasons by a licensed medical provider. Amended 07-01-11

**3. Residency Requirements**

Amended 06-29-93, 07-21-98, 06-27-95, 07-01-12

A resident parent or guardian admitting a student to an Osceola County School shall produce **two (2) documents, one (1) from each of the following categories:**

**Category 1**

- mortgage document, rental or lease agreement, property tax records

**Category 2**

- current utility bill (e.g., cell phone, electric, cable, water, natural gas);
- income tax records;
- proof of receipt of government benefits.

If the parent or guardian is not the lease holder or property owner, then the following is required:

- a completed, notarized Verification of Residency form available through the Department of Student Services at the District Office signed by the owner of the home with one document from each of the above categories. In addition, parent must provide Declaration of Domicile, valid Florida Driver's License (or Florida Department of Motor Vehicles picture ID), voter registration, or auto registration with the Osceola County address listed for which they reside.

The Verification of Residency form shall apply for the school year in which it is completed, filed, and approved by Student Services.

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 Amended 07-01-12

In order to enroll any student who is not residing with his or her natural parent or legal guardian, the responsible adult shall sign a Temporary Educational Guardianship for Student form available through the Department of Student Services at the District Office. Temporary Educational Guardianship for Student shall only be given in the event of:

- Hospitalization
- Incarceration
- Death
- Foreign Exchange Student (per School Board Rule 5.25)
- Parent unable to care for child

All of the events listed above require appropriate legal documentation which the responsible adult shall provide to Student Services. The Temporary Educational Guardianship for Student form shall apply for the school year in which it is completed, filed, and approved by Student Services.

1                   **4. Student Custody**

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

12  
13                  Implementation: FS 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198;  
14                  316.003 (62); 1000.01, 1000.04; SBR 6A-6.311 and 6A.6341 and 1001.42 (5)

15  
16                   **5. English Language Learner (ELL) Students**

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18                  For a student identified as English Language Learner (ELL) and transferring  
19                  from a school in another country, placement must comply with appropriate  
20                  procedures for students in the English for Speakers of Other Languages  
21                  (ESOL) programs found in the ESOL District ELL Plan.

22  
23                   **Home Language Survey (HLS) Responses/ Assessment Criteria**

- 24                  ▪ A student with all NO responses on the HLS is considered non-English  
25                  Language Learner (ELL).
- 26                  ▪ A student with any YES response is referred for additional English  
27                  language proficiency assessment.
- 28                  ▪ A student with a YES response to question #1 only is **temporarily** placed  
29                  in general education classes until English proficiency assessment occurs.
- 30                  ▪ A student with more than one YES response is temporarily placed in  
31                  basic ESOL classes until English language proficiency assessment  
32                  occurs.
- 33                  ▪ The state-approved grade-appropriate Individual Developmental English  
34                  Activities (IDEA) Language Proficiency Test is used to assess oral/ aural  
35                  English proficiency and is to be administered within the first 20 days after  
36                  the enrollment date. Amended 07-01-09

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38                   **6. Student with Disabilities**

39  
40                   **a. 504 Students**

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

46  
47                   **b. Exceptional Student Education (ESE) Students**

- 48                  ▪ A transferring ESE student is one who was previously enrolled as an  
49                  ESE student in any other school or agency and who is enrolling in a  
50                  Florida school district or in an educational program operated by the  
51                  Exceptional Student Education Department through grants or  
52                  contractual agreements.



1           **C. Attendance Guidelines**  
2

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

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

14          **1. Student Absences**  
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16               Non-attendance in a class shall be considered an absence unless the student is  
17               participating in a school activity. Absences shall be classified as:  
18

19               **a. Excused Absences**  
20

21                       Absences shall be excused for the following reasons:

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

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

32                       The Principal of a school shall have sole discretion as to how absences shall  
33                       be reported to the school. The parent or legal guardian shall report absences  
34                       through a telephone call, a handwritten note, or both as determined by the  
35                       Principal. Adopted 06-19-01  
36

37                       In cases of excused absences, the student shall be allowed to make up the  
38                       work, and teachers of the students shall give every reasonable assistance.  
39

40                       Make-up work shall be completed during a period of time equal to at least  
41                       twice the time for which the absence is excused, unless the teacher allows  
42                       more time.  
43

44                       Students whose absences have been approved as "excused" or "permitted",  
45                       and who complete the make-up assignments as required by school policy,  
46                       shall receive grades for the periods of such absences in the same manner as  
47                       if not absent from school. Each school shall establish procedures to ensure  
48                       good attendance in each grading period. Amended 07-01-06  
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**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.

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

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

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

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**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.

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**c. Unexcused Absences**

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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, 07-01-08

- 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 the Early Truancy Intervention Team to determine if early patterns of truancy are developing. If the Early Truancy Intervention 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.
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- If the initial meeting with the parent does not resolve the problem, the Early Truancy Intervention Team shall implement specific interventions that best address the problem.

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The Early Truancy Intervention 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.

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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 Early Truancy Intervention Team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.
  - If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian or Superintendent or his designee shall refer the case to the case staffing committee pursuant to Florida Statutes, and the Superintendent or his designee may file a truancy petition pursuant to procedures outlined in Florida Statutes. FS 984.151 Amended 07-15-03

## 31 2. Students with Disabilities

### 32 a. 504 Students Amended 07-01-04

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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.

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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.

### 46 b. ESE Students

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All exceptional students will follow regular education attendance procedures.

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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 IEP committee consider eligibility for a hospital/ homebound program for a student with an illness predicted by certified medical personnel to exceed 15 consecutive school days or due to a chronic condition for at least 15 school days which need not run consecutively. Amended 07-01-08

**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 herself/ 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.

**5. Virtual Instruction Program**

Compulsory school attendance and attendance record keeping shall apply to district virtual instruction programs [1002.245 (6)(a); 1003.21, Florida Statutes]. Students in grades K-3 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12 must attend at least 900 hours (5 hours per day) of instruction.

**D. 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.

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

FS 1002.41 permits parents to choose to place their children in a home education program in lieu of public school. The requirements of the law will be monitored through Charter Schools and Educational Choices. Amended 7/ 23/ 91, 07-21-98, 06-27-00, 07-15-03, 02-05-08

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)**

(Adopted 07-01-05 and 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           Adopted 09-17-96, Amended 06-15-99, 07-01-09, 07/01/12

5

6           The Sunshine State Standards/ Next Generation Sunshine State Standards  
7           (6A-1.09401 State Board Rules) are benchmark standards that describe what  
8           students should know and be able to do at all Grades Kindergarten through  
9           12 in the subjects of:

- 10
- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 11           -- language arts    | 11           -- mathematics         |
| 12           -- science          | 12           -- social studies      |
| 13           -- foreign language | 13           -- health education    |
| 14           -- the arts         | 14           -- physical education. |

15

16           All current Florida state standards (e.g., Next Generation Sunshine State  
17           Standards, Common Core State Standards, Access Points for ESE Students,  
18           etc.) may be found on the FDOE C-PALMS (Collaborate, Plan, Align, Learn,  
19           Motivate, Share) website at: <http://www.floridastandards.org>

20

21           Osceola District Schools shall provide appropriate instruction to assist  
22           students in the achievement of these standards. Florida's state standards  
23           have been incorporated within the Osceola County Curriculum Frameworks  
24           and are on file in the Administrative Center and are in use at each school.

25

26           District Grade Level Expectations are based upon the Sunshine State  
27           Standards/ Next Generation Sunshine State Standards and identify what  
28           each student should know and be able to do by the end of each grade.

29

30           In addition, FS 1003.42 requires that members of the instructional staff of the  
31           public schools, subject to the rules of the State Board of Education and the  
32           district school board, shall teach efficiently and faithfully, using the books and  
33           materials required that meet the highest standards for professionalism and  
34           historic accuracy, following the prescribed courses of study, and employing  
35           approved methods of instruction, the following:

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

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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. United States 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.
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.

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Members of the instructional staff are encouraged to use the assistance 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, 07-01-02, 07-01-08, 07-01-09, 07-01-10

**Grade 6**

Language Arts (or Language Arts through ESOL)	1 year
Mathematics	1 year
Comprehensive Science I	1 year
World History	1 year
Electives as offered by each school*	

**Grade 7**

Language Arts (or Language Arts through ESOL)	1 year
Mathematics	1 year
Comprehensive Science II	1 year
Civics, Economics, and Geography	1 year
Electives as offered by each school*+	

**Grade 8**

Language Arts (or Language Arts through ESOL)	1 year
Mathematics	1 year
Comprehensive Science III	1 year
United States History, including Florida History	1 year
Electives as offered by each school*+	

\*Intensive Reading is required for eligible students and replaces an elective course opportunity.

+Career and Educational Planning is required for all middle school students and may be completed in either Grade 7 or 8 within an eligible existing course (or as an elective course by itself).

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## 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.

Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical activity for one semester of each school year is required for students enrolled in Grades 6 through 8. This requirement shall be waived for any student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
  - the parent requests that the student enroll in another course from among those offered as options by the School Board, or
  - the student participates in physical activities outside the school day that are equal to or in excess of the mandated requirement.

(Section 1003.455, Florida Statutes)      Adopted 07-01-08

## 5. Computer Literacy

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

## 6. Civics Adopted 07-01-10

Beginning with students entering Grade 6 in the 2012-2013 school year, one of the three social studies courses required for promotion must be at least a one-semester civics education course.

The civics education course must address: the roles and responsibilities of federal, state, and local governments; the structures and functions of

1 the legislative, executive, and judicial branches of government; and the  
 2 meaning and significance of historic documents, such as the Articles of  
 3 Confederation, Declaration of Independence, and Constitution of the  
 4 United States.

5  
 6 During the 2013-2014 school year, each student's performance on the  
 7 statewide, standardized end-of-course assessment in civics education  
 8 must constitute 30% of the student's final course grade.

9  
 10 Beginning with the 2014-2015 school year, a student must earn a passing  
 11 score on the statewide, standardized end-of-course assessment in civics  
 12 education in order to pass the course and receive course credit.

13  
 14 **7. Career and Education Planning** Adopted 07-01-10

15 Beginning with students entering Grade 6 in the 2006-2007 school year,  
 16 this requirement may be completed in either Grade 7 or 8, and must  
 17 include:

- 18 • career exploration using Florida CHOICES or a comparable cost-  
 19 effective program;
- 20 • educational planning using the online student advising system known  
 21 as Florida Academic Counseling and Tracking for Students (FACTS);
- 22 • and shall result in the completion of a personalized academic and  
 23 career plan which must inform students of:
  - 24 ○ high school graduation requirements,
  - 25 ○ high school assessment and college entrance test  
 26 requirements,
  - 27 ○ Florida Bright Futures Scholarship Program requirements,
  - 28 ○ state university and Florida college admission requirements,  
 29 and
  - 30 ○ programs through which a high school student can earn  
 31 college credit, including Advanced Placement, International  
 32 Baccalaureate, Advanced International Certificate of  
 33 Education, dual enrollment, career academy opportunities, and  
 34 courses that lead to national industry certification.

35  
 36 **8. Middle School Dual Enrollment in High School Courses**

37 Amended 06-30-92, 06-29-93, 07-21-98, 06-15-99, 06-19-01, 07-01-02,  
 38 07-01-06, 07-01-08, 07-01-09, 07-01-10

39  
 40 Middle school students in Grades 7 or 8 may elect to enroll in high school  
 41 (dual enrollment) courses, if offered at their school of enrollment with the  
 42 following conditions:

- 43  
 44 • The teachers of these courses must have the appropriate  
 45 certification(s) to teach the course(s) offered.
- 46 • The textbook, the district performance standards, and the grading  
 47 policy are the same as for the high school course.
- 48 • These courses must be Level II or above as outlined in the Florida  
 49 Course Code Directory.
- 50 • In order to receive high school credit, the student must earn a final  
 51 grade of an "A," "B," or "C."

- 1 • Students will be limited to the transfer of no more than four high
- 2 school academic *whole, not half*, credits and four Career and
- 3 Technical elective *whole, not half*, credits earned prior to entry into
- 4 the ninth grade.
- 5 • Students who earn credit through middle school dual enrollment in
- 6 high school courses shall meet requirements toward promotion to
- 7 the next grade level and toward high school graduation if the
- 8 student earns passing scores on statewide, standardized end-of-
- 9 course assessments as state law requires.
- 10 • If a student does not earn an average course grade of a “C” or
- 11 higher by the time of the progress report at the midpoint of the
- 12 second, third, or fourth nine weeks, then the student shall be
- 13 scheduled into the appropriate middle school level course, and the
- 14 average course grade earned in the high school level course shall
- 15 apply toward the middle school level course grade with the weight
- 16 of one letter grade higher. To accomplish this task, the teacher of
- 17 the appropriate middle school level course in which the student is
- 18 rescheduled shall augment the student’s nine weeks average by
- 19 ten (10) percentage points.
- 20 • The student’s transcript shall include grades for all middle school
- 21 dual enrollment in high school courses, and these course grades
- 22 shall be used to calculate their high school grade point average
- 23 and class rank.
- 24 • Successful completion of a high school level Algebra I, Geometry,
- 25 or Biology I course is not contingent upon the student’s
- 26 performance on the statewide, standardized end-of-course
- 27 assessment required under Section 1008.22(3)(c)2.a., Florida
- 28 Statutes. However, the following conditions apply in order to earn
- 29 high school credit.
  - 30 ○ Beginning with the 2011-2012 school year, to earn high school
  - 31 credit for an Algebra I course, a middle school student must
  - 32 pass the Algebra I statewide, standardized end-of-course
  - 33 assessment.
  - 34 ○ Beginning with the 2012-2013 school year, to earn high school
  - 35 credit for a Geometry course, a middle school student must
  - 36 pass the Geometry statewide, standardized end-of-course
  - 37 assessment.
  - 38 ○ Beginning with the 2012-2013 school year, to earn high school
  - 39 credit for a Biology I course, a middle school student must
  - 40 pass the Biology I statewide, standardized end-of-course
  - 41 assessment.

#### 42 **Student Performance - State K-20 Education Priorities**

43 Amended 07-15-03

44  
45  
46 A comprehensive program of general education when implemented

47 effectively enables students to make maximum use of their educational

48 opportunities and to function effectively as productive individuals.

49  
50 The District School Board shall assist schools and teachers in the

51 implementation of research-based reading activities, FS 1008.25 (4)(b).

52

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 as English proficient. Note: See the School District of Osceola County English Language Learner Plan 2004 for full explanation of services and model. Amended 06-27-00

#### Home Language Survey (HLS) and Identification Criteria

Amended 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.
- 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 proficiency and is to be administered within the first 20 days after enrollment date.

Students in Grades 3-12 found to be fluent English speaking will be given a nationally-normed, standardized reading and writing test, within 20 days from their date of enrollment for further assessment of their English proficiency.

- Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/ ELL committee to determine appropriate ESOL assessment and placement.

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 Student Plan 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

1 provide appropriate and individualized instruction to students through the use  
2 of ESOL teaching strategies, appropriate instructional materials, curriculum  
3 accommodations, and testing accommodations. The ESOL strategies and  
4 accommodations are documented in the teacher’s lesson plans as evidence  
5 that understandable instruction is being provided. Adopted 06-27-00  
6

7 Schools with fifteen (15) or more ELL students who speak the same home  
8 language shall provide at least one bilingual teacher assistant or bilingual  
9 teacher proficient in English and the home language of the students. The  
10 ESOL teacher assistant’s (or bilingual teacher’s) primary assignment is to  
11 offer the ELL students additional help in the basic content areas under the  
12 supervision of the basic subject area teacher. Adopted 06-27-00  
13

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

15 The academic program for a DOP student may differ from traditional  
16 education programs and schools in scheduling, administrative structure,  
17 philosophy, curriculum, and/ or setting. The DOP Program employs  
18 alternative teaching methodologies, curricula, learning activities, or diagnostic  
19 and assessment procedures in order to meet the needs, interests, and talents  
20 of eligible students.  
21

22 **3. Gifted Education**

23 For a middle school student enrolled in the gifted program, a qualitatively  
24 different curriculum consists of carefully planned, coordinated learning  
25 experiences that extend beyond the basic curriculum to meet the specific  
26 learning needs of the student.  
27

28 Middle school students identified as Gifted have an Educational Plan (GEP)  
29 that outlines goals and strengths, and provides direction for the instructional  
30 program. The differentiated instructional program includes advanced-level  
31 content, acceleration, and enrichment that incorporate the student’s special  
32 abilities and interests. Amended 07-01-02 and 07-01-05  
33

34 **4. Students with Disabilities**

35 **a. 504 Students** Amended 07-01-04, 07-01-09

36 Any alteration to the delivery of instruction of student assignments for a  
37 504 student is the decision of the Section 504 Committee and must be  
38 addressed in the 504 Plan. The individual student’s Section 504 Plan  
39 documents the instructional accommodations required to ensure the  
40 student an equal opportunity to participate in or benefit from the general  
41 education curriculum. Parent(s)/ guardian(s) of a Section 504 student  
42 must be given the opportunity to provide input on decisions made by the  
43 Section 504 Committee regarding any alteration to the delivery of  
44 instruction of their Section 504 student. Parent(s)/ guardian(s) of a 504  
45 student must be notified of any changes to the student’s Section 504  
46 Plan.  
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1                   **b. Exceptional Education Students**

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3                   **Exceptionalities include:** Intellectual Disabilities, Speech and/ or  
4                   Language Impaired, Deaf or Hard of Hearing, Visually Impaired,  
5                   Physically Impaired with Other Health Impaired, Physically Impaired with  
6                   Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury,  
7                   Emotional/ Behavioral Disabilities, Specific Learning Disabled, Gifted,  
8                   Homebound or Hospitalized, Dual Sensory Impaired, and Autism  
9                   Spectrum Disorder. Amended 7/ 23/ 91, 07-21-98, 06-27-00, 07-01-05,  
10                   07-01-06, and 07-01-08

11  
12                   **ESE Curriculum**

13                   Adopted 06-30-92 and Amended 06-27-95, 07-21-98, 06-27-00, 07-01-  
14                   05, 07-01-06, 07-01-08, 07-01-09

15  
16                   The curriculum for the middle school Exceptional Student Education  
17                   students will follow the Florida Sunshine State Standards/ Next  
18                   Generation Sunshine State Standards with appropriate accommodations.  
19                   Moderately and severely disabled students with Intellectual Disabilities  
20                   and Autism Spectrum Disorder will use a curriculum appropriate for the  
21                   developmental level of the students.

22  
23                   For students with disabilities enrolled in ESE, their Individual Educational  
24                   Plans (IEP's) specify the appropriate goals and benchmarks and unique  
25                   aspects of their programs.

26  
27                   For some students, Access Points for Sunshine State Standards/ Next  
28                   Generation Sunshine State Standards in reading/ language arts, math,  
29                   and science at the Independent, Supportive, or Participatory Levels or  
30                   Sunshine State Standards/ Next Generation Sunshine State Standards  
31                   for Special Diploma in social studies may be appropriate.

32  
33                   The IEP developed by the team specifies the level of services for specific  
34                   content areas. The IEP also addresses annual goals and short-term  
35                   objectives to meet the unique needs of the student as well as appropriate  
36                   classroom accommodations. Accommodations may be in the areas of  
37                   curriculum, instruction, and assessment. Accommodations listed on the  
38                   IEP must be implemented as indicated. Amended 07-01-05

39  
40                   **5. Home Education**

41                   FS 1002.41 permits parents to choose to place their children in a home  
42                   education program in lieu of public school. The requirements of the law will  
43                   be monitored through Charter Schools and Educational Choices. Amended  
44                   07-23-91, 07-21-98, 06-27-00, 07-01-02, 07-15-03, 02-05-08

**C. Response to Intervention (Rtl)**

Adopted 07-01-09

The district is committed to the implementation of a Response to Intervention (Rtl)/ intervention framework to integrate and align efforts to improve educational outcomes and to meet the academic and behavioral needs of all students. Rtl is a data-driven decision-making process applied to education. The systematic use of student assessment data at the district, school, and classroom levels will guide decisions about the allocation of resources and the intensity of the instruction and interventions needed to improve student learning or behavior. The district's schools will provide high quality instruction and intervention(s) matched to student needs and will use rate of progress and level of performance to inform instructional decisions, including but not limited to, promotion, acceleration, remediation, and retention.

Intervention Assistance Teams will identify students through the review of universal screening data and through teacher referral to determine the appropriate types and levels of interventions. Standard district protocols will establish which initial interventions to use, and diagnostic assessment will determine more intensive interventions. Teachers will consult the district Rtl Curriculum Guides for available supports. Students who receive interventions beyond the core curriculum will have their rate of progress and level of performance included in their records where appropriate.

**D. Acceleration Plan**

Adopted 08-07-12

The academic progress of all students, including those students who exceed curriculum benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes, Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the following plan for acceleration decisions within the district's existing Response to Intervention framework.

- School level Intervention Assistance Teams shall review assessment data at the beginning of the school year to determine which students may benefit from acceleration options.
- Tier 1 acceleration options may include cluster/ ability grouping differentiated assignments, curriculum compacting, or telescoping curriculum.
- Tier 2 acceleration options may include single subject or virtual school instruction.
- Tier 3 acceleration options may include whole grade acceleration if the Intervention Assistance Team determines such placement may meet the needs of highly able students.
- For each tier, the Intervention Assistance Team shall monitor the progress of all students and administer additional assessments to determine if students continue to exceed benchmarks and whether more targeted acceleration options are appropriate.

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 concerning 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. Attendance for Promotion, Grades 6-8**

22 Amended 06-30-92, 07-02-96, 06-27-00, 07-01-09, 07-01-10

- 23  
24 1. In order to receive full semester credit, a student must be enrolled in any  
25 school a minimum of forty-five school days. Loss of credits shall be kept to a  
26 minimum.  
27  
28 2. Students who enroll in school or class late shall be allowed to make up the  
29 class work.  
30  
31  
32 3. School activities shall not be counted as absences. Assigned work shall be  
33 turned in on the day indicated by the teacher.

34  
35 **Grading of Make-up Work** Amended 07-01-06

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

39  
40 Students whose absences have been approved as "excused" or "permitted",  
41 and who complete the make-up assignments as required by school policy,  
42 shall receive grades for the periods of such absences in the same manner as  
43 if not absent from school. Each school shall establish procedures to ensure  
44 good attendance in each grading period.

45  
46 Authorization: FS 1001.41; Implementation: FS 1003.21 and Chapter 75-130,  
47 Laws of Florida; 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53,  
48 1011.61, 1003.26, FS and SBR 6A-1.451

**B. General Promotion Requirements – Grades 6-8**

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

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

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

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

- When two nine weeks are used to determine a final grade (e.g., a semester course), each nine weeks shall count 50% of the final grade. The total will be divided by two (2).
- If a semester exam is given, each nine weeks grade and final exam grade shall count 20% of the final grade, and the total shall be divided by five (5).

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.

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

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

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

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

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

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

21

22          **1. Required Program of Study – Grades 6-8**

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

31

32          **2. Possible Grade-Level Assessments** Amended 07-01-08

33

34                   **Sixth Grade Assessments**

- 35                   ▪ Reading Running Record(s)
  - 36                   ▪ District-adopted mathematics program assessments
  - 37                   ▪ District-adopted science program assessments
  - 38                   ▪ Basal reading program assessments
  - 39                   ▪ Stanford Diagnostic Reading Test (SDRT)
  - 40                   ▪ STAR Reading test
  - 41                   ▪ STAR Math test
  - 42                   ▪ Florida Comprehensive Assessment Test (FCAT) Reading
  - 43                   ▪ FCAT Mathematics
  - 44                   ▪ Florida End of Course Assessments (EOC)
  - 45                   ▪ Comprehensive English Language Learning Assessment (CELLA)
  - 46                   ▪ Fitness Gram
- 47
- 48

**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 Reading
- FCAT Mathematics
- Florida EOC
- CELLA
- Fitness Gram

**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 Reading
- FCAT Mathematics
- FCAT Writing
- FCAT Science
- Florida EOC
- CELLA
- Fitness Gram

**Promotion of ESE Students**

Promotion of ESE students enrolled in Exceptional Student Education programs for moderate and severe Intellectual Disabilities 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 Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Sunshine State Standards/ Next Generation Sunshine State Standards for Special Diploma in social studies. Amended 6-28-94, 06-27-95, 07-21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-09

**D. STUDENT PERFORMANCE LEVEL CHART**

Amended 07-01-09

The chart on the following page defines five levels of student performance within each grade level and outlines the required factors to be considered in end-of-year decision-making for promotion of students to the next grade level.

<b>GRADES 6-8</b>	<b>THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS, AND SCIENCE-- PROMOTION / REMEDIATION / RETENTION</b>						
<b>Classroom Performance</b>	<b>Factors to Consider in End-of-Year Decision-Making</b>					<b>Decisions for Next Year</b>	
<ul style="list-style-type: none"> <li>• School-Based Placement Committee</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• ELL Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul>	<i>Student Performance Level</i>	<i>FCAT-SSS Reading and Math; (FCAT Science, Grade 8 only)</i>	<i>SAT 10 Reading and Math (Grade 7 only)</i>	<i>FCAT Writing</i>	<i>Did the student have an PMP<sup>1</sup> this year?</i>	<i>New PMP<sup>1</sup> Required Next Year?</i>	<i>Promote or Retain?</i>
	<b>Above Grade Level</b>	Achievement Level 4, 5	Stanines 7, 8, 9	5.0, 5.5, 6.0	NO	NO	<i>Promote to next grade level</i>
	<b>On Grade Level</b>	Achievement Level 3	Stanines 4, 5, 6	3.5, 4.0, 4.5	NO	NO	<i>Promote to next grade level</i>
	<b>Below Grade Level, Minimally</b>	Achievement Level 2*	Stanine 3	2.0, 2.5, 3.0	YES	YES	<i>Retain with a new PMP<sup>1</sup> or Promote with a new PMP<sup>1</sup></i>
					NO	YES	
	<b>Below Grade Level, Considerably</b>	Achievement Level 1*	Stanine 2	1.0, 1.5	YES	YES	<i>Retain with a new PMP<sup>1</sup> or Promote with a new PMP<sup>1</sup></i>
					NO	YES	
<b>Below Grade Level, Substantially</b>	Achievement Level 1*	Stanine 1	0	YES	YES	<i>Retain with a new PMP<sup>1</sup> or Promote with a new PMP<sup>1</sup></i>	
				NO	YES		

<sup>1</sup> 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 **E. 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 based on exceptionally high achievement or evidence that the  
5 student will benefit more from the instructional program at the advanced grade level. The  
6 Superintendent or designee 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 change in the ELL Student Plan. Amended 07-01-06, 07-01-08

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 **F. Progress Monitoring Plan (PMP) Process**

29 Amended 07-15-03, 07-01-04, 07-01-06, and 07-01-08

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. Each Progress Monitoring Plan must outline an intensive remedial program in  
35 the area(s) of weakness designed to assist the student in meeting state and/ or district  
36 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
- 48 ■ Data from the additional assessments are to be used to formulate the student's PMP.
- 49
- 50 ■ Schools shall also provide for the frequent monitoring of the student's progress. FS
- 51 1008.25(4)(b)

- 1       ▪ Diagnosis and remediation will occur as soon as possible after a student has been  
2 identified as deficient in reading, writing, mathematics, and/ or science, FS  
3 1008.25(4)(a).  
4
- 5       ▪ If the student identification occurs during the fourth marking period, the diagnosis will be  
6 made at the beginning of the following school year with remediation immediately  
7 following.  
8

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

- 12
- 13       1. A federally required student plan, such as an individual education plan, FS 1008.25  
14       (4)(b)1;  
15
- 16       2. A schoolwide system of progress monitoring for all students, FS 1008.25 (4)(b)2; or  
17
- 18       3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3  
19

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

28       If the documented deficiency is not remediated according to the PMP, the student may be  
29 retained. FS 1008.25 (4)(c)  
30

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

- 32       ▪ teacher assessment
- 33       ▪ text/ placement tests
- 34       ▪ reading running records
- 35       ▪ diagnostic software
- 36       ▪ STAR Reading
- 37       ▪ STAR Math.  
38

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

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

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

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

1  
2 An existing PMP is to be **closed** at the conclusion of the school year.

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

7  
8 If a student is to continue remediation during the following year, he or she is to receive a

9 **new PMP.**

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

14  
15 Students who do not meet minimum performance expectations for the statewide

16 assessment tests in reading, writing, mathematics, and/ or science must continue remedial

17 instruction until expectations are met.

18

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

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

21

22 English Language Learner students who are unable to demonstrate mastery in

23 academic subject areas as described in the Student Progression Plan will be referred

24 to a Progress Monitoring Plan/ ELL committee. This committee will develop an PMP

25 for the student in accordance with the following guidelines and procedures:

26 Adopted 06-27-00

- 27
- 28     ▪ The reason for the academic under-performance of an ELL student must **not**
- 29     imply that he/ she needs an extra year to learn English or that it is due to the
- 30     student's lack of English proficiency.
- 31
- 32     ▪ Establish lack of academic progress in reading, writing, mathematics, and/ or
- 33     science using a composite of indicators that includes, but is not limited to: grade
- 34     level checklists, pre-tests and post-tests, CELLA results, alternate assessment
- 35     results, previous academic records, diagnostic assessment in the home
- 36     language, and any other appropriate indicator of academic progress.
- 37
- 38     ▪ The first PMP/ ELL committee meeting develops an PMP that includes a list of
- 39     intensive remedial instructional strategies designed to assist the ELL student
- 40     (NOTE: ESOL accommodations are not considered remedial strategies).
- 41
- 42     ▪ The second PMP committee meeting, with ESOL representation, is held within
- 43     18 weeks to review the effectiveness of the remedial strategies. If the ELL
- 44     student does not make satisfactory progress, the curriculum may be suspended
- 45     and intense remedial instruction in reading and/ or mathematics is provided
- 46     based on the student's deficiencies.
- 47
- 48     ▪ If the ELL student still has not made satisfactory progress after implementing the
- 49     PMP for at least 27 weeks, the ELL committee may recommend retention unless
- 50     conditions exist such that retention would be more adverse for the student than
- 51     promotion.

- The ELL Committee may exempt ELL students from the retention provision. The ELL student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/ native language, receipt of two (2) years or less of instruction in an approved ESOL program, current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

**2. Gifted Students**

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

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

**a. 504 Students** Amended 07-01-04, 07-01-06, 07-01-09  
 A PMP is to be developed for a 504 student who does not meet district and state levels of proficiency in reading, writing, mathematics, and/ or science.

**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 schoolwide 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, 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 **G. Middle School Success Plan** Adopted 07-01-04, Amended 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 • incorporated in the student's PMP.
- 10 • developed in collaboration with the student and his or her parent,
- 11 • implemented until the student completes the eighth grade or scores at Level 3 or  
12 above in reading on the FCAT, and
- 13 • included as part of:
  - 14 ▪ a progress report or report card,
  - 15 ▪ a general orientation at the beginning of the school year, or
  - 16 ▪ an electronic mail or other written correspondence.

17  
18 Each student's success plan must:

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

32  
33 **H. Retention**

34 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-01-02, 07-15-03, 07-01-06, 07-01-08,  
35 07-01-09  
36

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

- 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, FCAT 2.0, SAT-10
  - 17           • Rtl Intervention Assistance Team recommendations
  - 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 an extended  
30 school year for acceleration.

### 31 32 **Special Program Considerations**

#### 33 34 **1. ELL Students** Amended 06-27-00

- 35  
36           ▪ An ELL student who has received more than two (2) years of instruction in an  
37 approved ESOL program may be retained when there is lack of academic  
38 progress in grade level concepts.
- 39  
40           ▪ The ELL committee shall meet to document the evidence indicating lack of  
41 academic progress and to recommend retention. The parent/ guardian shall be  
42 invited to attend.
- 43           ▪ The teacher(s) must show extensive documentation of the ESOL strategies used  
44 to provide the student with understandable instruction.
- 45           ▪ The reason for retention **must not imply** the student needs an extra year to  
46 learn English or that the under-performance is due to the child's limited English  
47 proficiency.
- 48  
49

1           **2. Students with Disabilities**

2  
3           **a. 504 Students** Amended 07-01-04, 07-01-09

4  
5           A student with a 504 Plan must meet the district and state levels of  
6           proficiency.

7  
8           **b. ESE Students**

9  
10           A student enrolled in ESE **must** meet either the Sunshine State Standards/  
11           Next Generation Sunshine State Standards, or the Access Points for  
12           Sunshine State Standards/ Next Generation Sunshine State Standards in  
13           reading/ language arts, math, and science at the Independent, Supported, or  
14           Participatory level, or Sunshine State Standards/ Next Generation Sunshine  
15           State Standards for Special Diploma in social studies. Amended 07-21-98,  
16           07-01-05, 07-01-06, 07-01-08, 07-01-09

17  
18       **I. Remediation** Amended 07-15-03, 07-01-06, 07-01-09

19  
20           Remediation must be based on the results of diagnostic assessment(s) and it must be  
21           systematically embedded in the total educational program for the student. The daily  
22           instruction for the student will be modified based on both the diagnosis and the contents of  
23           the PMP or other educational plan(s) (e.g., IEP, ELL Student Plan). Remediation must  
24           include an instructional program that is not identical to that provided during the previous  
25           school year.

26  
27           The PMP must include one or more of the following instructional intervention strategies:

- 28                   ▪ tutoring
- 29                   ▪ classroom organization
- 30                   ▪ instructional alternatives
- 31                   ▪ assignment alternatives-adaptations
- 32                   ▪ ESE referral
- 33                   ▪ before/ after school instruction
- 34                   ▪ extended school year
- 35                   ▪ other (see FS 1008.25).

36  
37           Parents of students who have been retained or identified as needing remediation may  
38           contract with state certified teachers or enroll students in an approved remedial program to  
39           teach individual students in lieu of attendance in a remedial school program. However, if the  
40           parent chooses this option, he or she must notify the child's school principal in writing within  
41           fifteen (15) days after the PMP conference. Such students will be required to pass a school-  
42           approved exam.

43  
44           Amended 07-02-96

1 **J. Extended School Year** Amended 07-01-09

2  
3 **1. ELL Students**

4 All English Language Learner (ELL) students in Grades 6-8, are eligible for an  
5 extended school year for either academic or language maintenance needs, provided  
6 the services are rendered at the school. The following requirements must be met:

- 7     ▪ The need for an extended school year must be documented in the student's ELL  
8         Student Plan.
- 9     ▪ The specific academic or language maintenance needs of the student must be  
10        listed in the student's ELL Student Plan.

11  
12 **2. Students with Disabilities**

13  
14 **a. 504 Students**

15 Section 504 students may participate in an extended school year if it is  
16 available and if the students meet the same eligibility requirements as  
17 established for all regularly attending students. The current Section 504 Plan  
18 would remain in effect for the extended school year. Adopted 07-01-09

19  
20 **b. ESE Students**

21 The determination of Extended School Year (ESY) services is a decision of  
22 the Individual Educational Planning team. Services are recommended when  
23 the data collected over the course of the school year, including before and  
24 after scheduled breaks in instruction, indicate a significant regression in life  
25 skills. These are skills that cannot be recouped within a reasonable amount  
26 of time without ESY services. ESY services may include direct or indirect  
27 special education services, related services, or some combination of these.  
28 Adopted 06-27-00, Amended 07-01-06

29  
30 **3. Home Education Students**

31 Home education students may participate in an extended school year if it is available  
32 and if they meet the same eligibility requirements as established for all regularly  
33 attending students.

34  
35 Students who expect to earn credit in a home education program during the summer  
36 must register with the Superintendent by the end of the first grading period (second  
37 week).

38

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. Progress  
14 reports for ELL students shall be provided in the parent's native language  
15 when feasible. No one test with a single administration should determine  
16 promotion or retention. The preponderance of evidence from evaluations  
17 should be used to determine if a student is ready for the work of the next  
18 grade.

19 **B. Report Cards** Amended 07-15-03, 07-01-08

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

- 22                   ▪ the student's academic performance in each class or course in  
23                   Grades 6-8 (based upon examinations as well as written  
24                   papers, class participation and other academic performance  
25                   criteria);  
26                   ▪ the student's conduct and behavior; and  
27                   ▪ the student's attendance, including absences and tardiness.

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

- 32                   ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,  
33                   6-8, and 9-12) as the primary means of reporting student progress.  
34  
35                   ▪ With the approval of the Superintendent and the School Board, schools may  
36                   develop additional or supplementary instruments, which may be used in  
37                   conjunction with the standard report card. Amended 07-29-97 and 06-25-99  
38  
39                   ▪ Report cards shall be issued for all students, 6-8, at the close of each grading  
40                   period. Amended 06-30-92  
41  
42                   ▪ Progress Reports may be issued at the end of the extended year programs and  
43                   services, i.e., extended school year, Saturday school, before and after school  
44                   programs. Adopted 06-27-00, 07-01-09  
45  
46

- 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  
5           will be used for this notification.

6           Amended 06-15-99 and 06-27-00

- 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

### 13          **C. General Rules of Marking**

#### 14                   **Report Card Grades** Amended 07-01-04, 07-01-09

- 17          1. Teachers will determine report card grades that provide the student and the  
18          student's parents(s)/ guardians(s) with an objective evaluation of the  
19          student's scholastic achievement, and effort.
  - 20               ▪ Marks are based on the quality of student performance relative to  
21               expected levels of achievement of the Sunshine State Standards/  
22               Next Generation Sunshine State Standards that the teacher observes  
23               and evaluates.
  - 24               ▪ The student's academic grades are to reflect academic achievement.  
25               The quality of the work will be assessed by multiple measures that  
26               include, but not limited to:
    - 27                   ▪ teacher observations (oral presentations or reports, speeches,  
28                   recitations, impromptu speaking, student participation and  
29                   demonstrations);
    - 30                   ▪ classroom assignments (reports, term or research papers,  
31                   models, projects, exhibits, posters, computer programs and  
32                   homework);
    - 33                   ▪ examinations (essay, multiple-choice and completion tests,  
34                   oral tests and skill tests requiring demonstrations);
    - 35                   ▪ weekly core curriculum benchmark assessments;
    - 36                   ▪ alternative methods (portfolios and performance assessment).
- 38          2. The teacher will record a sufficient number of grades/ marks, as defined in  
39          subsection IV.C.1. in this section, to justify the marking-period grade/ mark.  
40          A marking-period grade is not based solely on a single project. Passing  
41          grades on report cards indicate that the student is working within a range  
42          acceptable for the grade or subject, unless the subject is clearly identified as  
43          remedial.
- 45          3. To receive a report card a student shall have been enrolled in school at least  
46          one-half (1/ 2) of the forty-five day grading period as established by the  
47          official school calendar. If a middle school student is enrolled for less than  
48          one-half (1/ 2) of the forty-five day grading period, a report card shall be  
49          issued, but a grade is not required. The report card needs to reflect the date  
50          of entry and attendance record. If a student withdraws, he shall be issued a  
51          grade on the withdrawal form as of the date of withdrawal. Amended 07-02-  
52          96, 06-27-00, and 07-01-06

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

5. Change of Grades

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

REQUEST BY TEACHER FOR GRADE CHANGE:

- If the teacher who has made, entered or reported the grade feels it necessary to change the grade, he or she must submit a request in writing to the principal for a grade change.
- Whether the basis for the change is a mistake at the time of entry, or reconsideration of the assessment materials and evaluative sources, the teacher shall demonstrate in the writing the rationale, basis and support for the grade as intended to be entered on the change.
- The principal shall consider the request made by the teacher, and meet with the teacher as the principal deems necessary, and determine whether to make the change as requested.
- The principal shall determine the request in writing and provide a written explanation as to the basis for the determination to the requesting teacher.
- Following the direction of the principal, the grade may be changed or left unchanged. Only if directed by the written notification of the principal, may the teacher entered grade be changed.
- Should a change in grade be directed after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

CHANGE OF GRADE WITHOUT TEACHER REQUEST:

- If a Principal considers changing a report card grade made, entered, or reported by a teacher, he or she must report in writing to the teacher that he or she is considering a student report card grade change.
- The teacher will be afforded an opportunity in writing to present the rationale, basis, and explanation for the grade as was entered.
- The principal shall consider the teacher’s written support in making the grade.

- If the principal should determine to leave the grade as was entered unchanged, the principal need take no further action. If the principal determines to make a grade change over the teacher's objection, the principal shall set forth in writing the reason for the grade change, and provider therein a basis for the change of grade.
- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.
- Should a change in grade be directed by the principal; after the student and 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. Adopted 02-05-08

**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.

Adopted 02-05-08

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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 makeup 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

10  
11  
12  
13  
14 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students**

15 Amended 06-27-00, 07-01-09

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, Title III Specialist (if available), or ESOL Educational Specialist available at the school.

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

43 Adopted 06-19-01, Amended 07-15-03

44  
45 All students must participate in all regular district and state assessments for  
46 accountability purposes [FS 1008.22, 1008.25 (4)(a)]. Each student in Grades 6-8  
47 must participate in the Spring SAT-10 testing for Reading Comprehension and Math  
48 Problem Solving subtests.  
49  
50

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

- 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 education parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

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

**1. ELL Students** Amended 07-01-08

ELL students who are currently receiving ESOL services in accordance with the District ELL Plan, shall receive the following test accommodations: flexible setting, flexible scheduling, additional time, assistance in the Heritage language as specified in the Test Accommodations for ELLs in the administrative manual of the FCAT and shall have access to an approved English to heritage language translation dictionary and/ or heritage language to English translation dictionary. Accommodations for all other state assessment(s) will be provided according to the recommendations of test publishers and/ or appropriate district staff.

**2. Students with Disabilities**

**a. 504 Students** Amended 07-01-04, 07-01-09

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, flexible format, and/ or assistive devices.

**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: presentation, responding, scheduling, setting, and/ or assistive devices.

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**

Amended 07-01-08

**1. ELL Students**

All ELL students are expected to participate in the FCAT-SSS Reading and FCAT Writing tests. However, ELL students who have received 12 months or less of instruction in an approved ESOL program can be exempt from taking FCAT-SSS Reading and FCAT Writing if an ELL Committee decides it is appropriate. The alternate assessment to be used is the CELLA which will be given at the appropriate grade level. All ELL students, regardless of years of instruction, are expected to participate in the FCAT-SSS Mathematics and Science tests.

**2. Students With Disabilities**

**a. 504 Students**

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

**b. ESE Students** Amended 07-01-09

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/ Next Generation 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 from the Access Points for all academic areas?
- Does the student require extensive direct instruction in functional academics and Career and Technical 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.

**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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**2012-2013  
HIGH SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades 9-12**

**Effective July 01, 2012**

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

**SCHOOL BOARD MEMBERS**

**CHAIR**

Barbara Horn

Cindy Lou Hartig

Tom Long

Julius Melendez

Jay Wheeler

**SUPERINTENDENT**

Melba Luciano

**STUDENT PROGRESSION PLAN TASK FORCE**

Pam Tapley, Assistant Superintendent

**SECONDARY INSTRUCTION**

Mark Munas, Assistant Superintendent

John Boyd, Director of Student Support Services and Program Accountability

**SCHOOL SUPPORT SERVICES**

(407) 518-2900

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Laura Rhinehart, Principal, Celebration High School

Robert Studly, Principal, Liberty High School

Daryla Bungo, Director of Student Services

Penny Collins, Director of Exceptional Student Education

Sonia Vazquez Esposito, Director of Charter Schools and Educational Choices

Dalia Medina, Director of Multicultural Education

Stuart Singer, Chief of Special Programs and Information and Technology

Beth Rattie, Director of Alternative Programs

Tom Runnels, Director of Adult Learning Center and Career and Technical Education

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## TABLE OF CONTENTS

1			
2			
3	<b>I.</b>	<b>ENTRY, ATTENDANCE, AND WITHDRAWAL</b>	<b>1</b>
4	A.	Initial Entry Requirements	1
5		1. Evidence of Age	1
6		Maximum Age Limit for Attendance	1
7		2. Health Requirements	2
8		a. Certificate of Physical Examination	2
9		b. Immunization	2
10		3. Residency Requirements	4
11	B.	Transfer Students	5
12		1. General Transfer Information	5
13		2. Placement of Transfer Students – Grades 9-12	6
14		3. Students Who Are Not Residing with Their	
15		Natural Parents or Legal Guardian	6
16		4. Student Custody	7
17		5. English Language Learner (ELL) Students	7
18		6. Students with Disabilities	8
19		a. 504 Students	8
20		b. Exceptional Student Education	
21		(ESE) Students	8
22		7. Home Education	8
23	C.	Attendance Guidelines	9
24		1. Student Absences	10
25		a. Excused Absences	10
26		b. Permitted Absences	11
27		c. Unexcused Absences	11
28		2. Students with Disabilities	12
29		a. 504 Students	12
30		b. ESE Students	12
31		3. Hospital/ Homebound Program	13
32		4. Student Absences for Religious Reasons	13
33		5. Virtual Instruction Program	13
34	D.	Student Withdrawals	13
35		1. Student Withdrawals During the	
36		Last Two Weeks of the School Year	13
37		2. Student Withdrawals for Enrollment in	
38		Home Education Programs	14
39		3. Student Withdrawals – ESE	14
40		4. Student Withdrawals – Alternative Programs	14
41			
42	<b>II.</b>	<b>PROGRAM DESCRIPTION</b>	<b>15</b>
43	A.	Florida System of School Improvement and Accountability	15
44		Student Performance – State K-20 Education Priorities	17
45		1. Curriculum Frameworks, Grades 9-12:	
46		Basic and Adult Education	17
47		2. Student Performance Standards	17
48		3. High School Courses of Study	18
49			

1	B.	Special Programs	19
2	1.	ELL Students	19
3	2.	Dropout Prevention Program (DOP)	20
4		Challenger Learning Center	21
5	3.	Gifted Education	21
6	4.	Students with Disabilities	21
7	a.	504 Students	21
8	b.	ESE Students	22
9	C.	Response to Intervention (RtI)	23
10	D.	Acceleration Plan	23
11	E.	Advanced Placement Scholars Program (APS)	24
12	F.	Career and Technical Education	26
13	G.	Dual Enrollment	27
14	H.	Early Admission for Advanced Studies	28
15	I.	College Course Credit	28
16	J.	Credit from Correspondence	28
17	K.	Credit from Florida Virtual School (FLVS)	28
18	L.	Credit Acceleration Program	29
19	M.	Volunteer Service Credit	30
20	N.	Course Substitutions	30
21	O.	Middle School Dual Enrollment for High School Credit	31
22	P.	Home Education	32
23			
24	<b>III.</b>	<b>GRADE CLASSIFICATION</b>	<b>34</b>
25	A.	Attendance for Credit Grades 9-12	34
26	B.	General Requirements – Grades 9-12	35
27	C.	General Requirements – Grades 9-12, Alternative Programs	36
28	D.	Student Performance Levels for Reading, Writing and Mathematics	36
29	1.	Required Program of Study – Grades 9-12	37
30	2.	Possible Grade Level Assessments	37
31		Promotion of ESE Students	37
32	E.	Student Performance Level Chart, Grades 9-12	37
33	F.	Progress Monitoring Plan(PMP) Process	39
34	1.	ELL Students	41
35	2.	Gifted Students	42
36	3.	Students with Disabilities	42
37	a.	504 Students	42
38	b.	ESE Students	42
39	G.	Retention	43
40		Special Program Considerations	43
41	1.	ELL Students	43
42	2.	Students with Disabilities	43
43	a.	504 Students	43
44	b.	ESE Students	44
45	H.	Remediation	44
46	I.	Extended School Year	45
47	1.	ELL Students	45
48	2.	Students with Disabilities	45
49	a.	504 Students	45
50	b.	ESE Students	45
51	3.	Home Education Students	45
52			
53			

1	<b>IV. GRADUATION REQUIREMENTS</b>	46
2	A. Course Credit Requirements	46
3	B. Cumulative Grade Point Average Requirements	53
4	Grade Forgiveness Policy	53
5	C. Florida Comprehensive Assessment Test Requirement	54
6	D. End-of-Course Assessment Requirements	56
7	E. Student Standards for Participation in Extracurricular Activities	56
8	F. Graduation Requirements for ESE Students	59
9	1. Accommodations to Basic Courses	59
10	2. Standard Diploma	59
11	3. Special Diploma Option 1A	60
12	4. Special Diploma Option 1B	61
13	5. Special Diploma Option 2	63
14	6. Certificate of Completion	64
15	7. Special Certificate of Completion	64
16	8. Changing Diploma Options	64
17	9. Transfers	64
18	10. Extended School Year Services	65
19	G. Types of Diplomas	65
20	1. Standard Diploma	65
21	2. Special Diploma	65
22	3. Certificate of Completion	66
23	4. Special Certificate of Completion	66
24	5. GED	66
25	H. Participation in Graduation Ceremonies	67
26	I. Florida Bright Futures Scholarship Program	67
27		
28	<b>V. REPORTING STUDENT PROGRESS</b>	68
29	A. Parent(s)/ Guardian(s) – Written Notification Requirements	68
30	B. Report Cards	68
31	C. General Rules of Awarding Grades and Credit	69
32	D. Description and Definition of Marks	74
33	1. Grade 9 Students Enrolled Prior to	
34	the 2009-2010 School Year	74
35	a. Grades 6-12 Percent Point Value Definition	74
36	b. Pacer Point Scale for Determining Class Rank and	
37	Valedictorian/ Salutatorian	74
38	2. Grade 9 Students Enrolled During and After	
39	the 2009-2010 School Year	75
40	a. Grades 6-12 Percent Point Value Definition	75
41	b. Pacer Point Scale for Determining Class Rank and	
42	Valedictorian/ Salutatorian	75
43	E. Guidelines for Grading and Reporting	
44	Academic Progress of ELL Students	76
45	F. District/ State Assessment Programs	76
46	G. Accommodations of District/ State Assessment for	
47	Special Program Students	77
48	1. ELL Students	77
49	2. Students with Disabilities	77
50	a. 504 Students	77
51	b. ESE Students	77
52		

1 H. Exemptions from District/ State Assessment for  
2 Special Program Students\_\_\_\_\_ 78  
3 1. ELL Students\_\_\_\_\_ 78  
4 2. Students with Disabilities\_\_\_\_\_ 78  
5 a. 504 Students\_\_\_\_\_ 78  
6 b. ESE Students\_\_\_\_\_ 78  
7 I. Annual Report in Local Newspaper\_\_\_\_\_ 79  
8

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 and has not earned at  
28 least 16 credits on or before opening of the school year shall not be enrolled in  
29 any regular high school program and shall be directed to enroll in a Career  
30 Center or the Adult High School unless a Review Committee, composed of a  
31 guidance counselor, the principal, and the Student Services Director, determines  
32 it is the most appropriate educational placement.
  - 33 ■ A student who attains the age of sixteen (16) years during the school year is not  
34 subject to compulsory school attendance beyond the date upon which he/ she  
35 attains that age **if** the student files a formal declaration of intent to terminate  
36 school enrollment with the district at the exit interview. The declaration must  
37 acknowledge that terminating school enrollment is likely to reduce the student's  
38 earning potential and must be signed by the exiting student and the parent/  
39 guardian.
  - 40  
41 ■ A child who attains the age of eighteen (18) years during the school year is not  
42 subject to compulsory school attendance beyond the date which he/ she attains  
43 that age.
- 44



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### **Required Immunizations:**

- five (5) DTP's (Diphtheria-Tetanus-Pertussis)
  - ✓ If the fourth primary dose is on or after the fourth birthday, the fifth dose is not required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for one or more DTP's DT (pediatric Diphtheria-Tetanus) is acceptable if Pertussis vaccine is medically contraindicated.
- four (4) Polio
  - ✓ If the third dose is on or after the fourth birthday, the fourth dose is not required. IPV (Inactivated Polio Vaccine) is an acceptable alternative for one or more doses of OPV (Oral Polio Vaccine).
- two (2) MMR's (Measles-Mumps-Rubella)
  - ✓ First dose is valid if given on or after first birthday. Second dose is valid if given at least one month after the first dose.
- Hepatitis B Series of three.
  - ✓ A student may enter school if the first dose has been administered prior to initial entry; or Series of two for students ages 11-15, minimum four (4) months apart with a valid expiration date.

Amended 09-07-99, 06-27-00, 06-19-01, 07-01-02, 07-01-08

### **Grades 9-11**

Amended 07-01-02, 07-01-08, 07-01-09, 07-01-11, 07-01-12

All required immunizations, one (1) dose of Varicella, and Tetanus-Diphtheria (Tdap) booster

Students thirteen (13) years of age or older who have never had chickenpox(Varicella) and who receive chickenpox vaccine on or after the age of thirteen (13) are required to have two (2) doses at least twenty-eight (28) days apart.

The Centers for Disease Control and Prevention recommends that a dose of Meningococcal Conjugate Vaccine 4 (MCV4) be administered to all children and adolescents eleven (11) through eighteen (18) years of age. This vaccine is **NOT** a requirement for enrollment.

### **Grades 12**

Adopted 07-01-11, 07-01-12

All required immunizations and Tetanus-Diphtheria (Tdap) booster

### **Exceptions may be granted as follows:**

- parental objections on religious grounds documented on Florida Department of Health Form 681 or
- written certification for exemption for medical reasons by a licensed medical provider. Amended 07-01-11

1  
2 **3. Residency Requirements**

3 Amended 06-29-93, 06-27-95, 07-21-98, 07-01-12  
4

5 A resident parent or guardian admitting a student to an Osceola County School  
6 shall produce **two (2) documents, one (1) from each of the following**  
7 **categories:**

8  
9 **Category 1**

- 10 ▪ mortgage document, rental or lease agreement, property tax records;  
11

12 **Category 2**

- 13 ▪ current utility bill (e.g., cell phone, electric, cable, water, natural gas);  
14 ▪ income tax records;  
15 ▪ proof of receipt of government benefits.  
16

17 If the parent or guardian is not the lease holder or property owner, then the  
18 following is required:

- 19  
20 ▪ a completed, notarized Verification of Residency form available through the  
21 Department of Student Services at the District Office signed by the owner of  
22 the home with one document from each of the above categories. In addition,  
23 parent must provide Declaration of Domicile, valid Florida Driver's License (or  
24 Florida Department of Motor Vehicles picture ID), voter registration, or auto  
25 registration with the Osceola County address listed for which they reside.  
26

27 The Verification of Residency form shall apply for the school year in which it is  
28 completed, filed, and approved by Student Services.  
29

30 If false and/ or misleading information is presented in order to meet residency  
31 requirements, the child falsely registered shall be subject to immediate  
32 withdrawal from Osceola District Schools and required to register in the school in  
33 the assigned attendance zone or in the case of an out-of-district child, a school in  
34 the district of residence.  
35

36 Any person knowingly providing false and/ or misleading information may be  
37 liable for criminal charges under Florida Statutes.  
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1           **B. Transfer Students**

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

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

8  
9           The procedures for the acceptance of transfer work and credit for students  
10          entering Osceola County's public high schools shall be as follows:

11  
12          (1) Credits and grades earned and offered for acceptance shall be based on  
13          official transcripts, when available, and shall be accepted at face value  
14          subject to validation if required by the receiving school's accreditation. All out  
15          of state credits will be accepted as regular level credits unless specifically  
16          designated otherwise. If validation of the official transcript is deemed  
17          necessary, or if the student is unable to obtain an official transcript or is a  
18          home education student, credits shall be validated through performance  
19          during the first grading period as outlined in subsection B.1.(2). However,  
20          schools shall make every appropriate effort to assist the student in obtaining  
21          an official transcript.

22  
23          (2) Validation of credits shall be based on performance in classes at the  
24          receiving school. A student transferring into a school shall be placed at the  
25          appropriate sequential course level and should have a minimum grade point  
26          average of 2.0 at the end of the first grading period. Students who do not  
27          meet this requirement shall have credits validated using the Alternative  
28          Validation Procedure, as outlined in subsection (3).

29  
30          (3) Alternative Validation Procedure. If validation based on performance as  
31          described above is not satisfactory, then any one of the following alternatives  
32          shall be used for validation purposes as determined by the teacher, principal,  
33          and parent:

- 34                   (a) Portfolio evaluation by the superintendent or designee;  
35                   (b) Written recommendation by a Florida certified teacher  
36                   selected by the parent and approved by the principal;  
37                   (c) Demonstrated performance in courses taken through dual  
38                   enrollment or at other public or private accredited schools;  
39                   (d) Demonstrated proficiencies on nationally-normed  
40                   standardized subject area assessments;  
41                   (e) Demonstrated proficiencies on the FCAT; or  
42                   (f) Written review of the criteria utilized for a given subject  
43                   provided by the former school. Students must be provided at  
44                   least ninety (90) days from date of transfer to prepare for  
45                   assessments outlined in subsection I.B.1.(3)(d ) and (3 )(e) if  
46                   required.

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

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

Amended 07-01-06

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

- Students who transfer into Osceola County from public schools shall be classified according to their grade placement at the school from which they transfer. If a student is unable to obtain an official transcript after receiving assistance from the school, students may be placed at an appropriate sequential course level and may validate their placement through performance during the first grading period as outlined in subsection B.1.(2). Thereafter they will follow classification as set up by Osceola County except for those students who transfer as seniors.
- The requirements of the School Board shall not be retroactive for transfer students provided the student has met all requirements of the school, school district, or state from which he/ she is transferring (6A-1.095). However, in order to receive a diploma from a Florida school, the student must take and pass the FCAT sections required by state law. Adopted 06-30-92, Amended 06-27-95 and 07-01-06
- In the year of their transfer, all transfer students will be expected to attempt to earn a minimum of three and one-half (3 ½) credits per semester. 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** Amended 07-01-09, 07-01-12

In order to enroll any student who is not residing with his or her natural parent or legal guardian, the responsible adult shall sign a Temporary Educational Guardianship for Student form available through the Department of Student Services at the District Office.

1 Temporary Educational Guardianship for Student shall only be given in the event  
2 of:

- 3 ▪ Hospitalization
- 4 ▪ Incarceration
- 5 ▪ Death
- 6 ▪ Foreign Exchange Student (per School Board Rule 5.25)
- 7 ▪ Parent unable to care for child

8  
9 All of the events listed above require appropriate legal documentation which the  
10 responsible adult shall provide to Student Services. The Temporary Educational  
11 Guardianship for Student form shall apply for the school year in which it is  
12 completed, filed, and approved by Student Services.

#### 13 14 **4. Student Custody**

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

25  
26 Implementation: 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198; 316.003  
27 (62); 1000.01, 1000.04, FS; SBR 6A-6.311 and 6A.6341 and 1001.42 (5), FS

#### 28 29 **5. English Language Learner (ELL) Students**

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31 For a student identified as English Language Learner (ELL) and transferring  
32 from a school in another country, placement must comply with appropriate  
33 procedures for students in the English for Speakers of Other Languages  
34 (ESOL) programs found in the ESOL District ELL Plan.

#### 35 36 **Home Language Survey (HLS) Responses/ Assessment Criteria**

- 37  
38 ▪ A student with all NO responses on the HLS is considered non-English  
39 Language Learner (ELL).
- 40 ▪ A student with any YES response is referred for additional English  
41 language proficiency assessment.
- 42 ▪ A student with a YES response to question #1 only is **temporarily** placed  
43 in general education classes until English proficiency assessment occurs.
- 44 ▪ A student with more than one YES response is temporarily placed in  
45 basic ESOL classes until English language proficiency assessment  
46 occurs.
- 47 ▪ The state-approved grade-appropriate Individual Developmental English  
48 Activities (IDEA) Language Proficiency Test is used to assess oral/ aural  
49 English proficiency and is to be administered within the first 20 days after  
50 the enrollment date. Amended 07-01-09

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**6. Student with Disabilities**

**a. 504 Students**

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

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

- A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student who is transferring from one Florida public school district to the School District of Osceola County who has a current Individual Education Plan including Gifted Students (IEP/ GEP) will be placed in the appropriate educational program(s) with a permanent assignment consistent with the plan. The receiving school **must** review and may revise the current IEP/ GEP as necessary. Amended 07-01-06
- An ESE student who is transferring from an out-of-state public school with ESE documentation will be placed immediately in the appropriate educational program(s). A permanent assignment may be made for the student if the student has an IEP and evaluation information. If the ESE documentation is not complete, a transfer assignment may be made in order for the district to conduct an initial evaluation pursuant to Rule 6A-6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08

**7. Home Education**

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

- Students in home education who wish to attend public school must meet the same registration requirements as full-time students, and enroll for and attend at least one (1) regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education students who are excluded from a class/ course at their zoned school due to space limitations may attend another school if space in that class/ course is available. Adopted 09-17-96, Amended 06-19-01 and 02-05-08

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- The Board is not responsible for the transportation of students in a home education program to or from the school. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Adopted 09-17-96
  - Home education students are eligible to participate in interscholastic extracurricular student activities. The school principal will establish guidelines for participation pursuant to Florida Statute 1006.15, and these guidelines will be made available to home education students choosing to participate in interscholastic extracurricular activities. Adopted 07/ 02/ 96

### C. **Attendance Guidelines**

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

#### **Responsibility for Attendance**

- Each parent of a child within the compulsory attendance age shall be responsible for such child's school attendance as required by Florida Statute 1003.24.
- Whenever a child of compulsory attendance age is absent without the permission of the person in charge of the school, the parent of the child shall report and explain the cause of such absence to the proper person at each school, as provided in Florida Statute 1003.21.
- Notes or telephone calls from parent(s)/ guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of the suspension.
- The Superintendent may delegate the enforcement of compulsory school attendance and child welfare to attendance personnel as provided in Florida Statute 1001.53.

#### **Reporting Procedures**

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

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

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## 1. Student Absences

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

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### a. Excused Absences Amended 07-01-06

15 Absences shall be excused for the following reasons:

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- 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.

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

25  
26 The Principal of a school shall have sole discretion as to how absences shall  
27 be reported to the school. The parent or legal guardian shall report absences  
28 through a telephone call, a handwritten note, or both as determined by the  
29 Principal. Adopted 06-19-01

30  
31 In cases of excused absences, the student shall be allowed to make up the  
32 work and teachers of the students shall give every reasonable assistance.

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

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

38  
39 Students whose absences have been approved as "excused" or "permitted",  
40 and who complete the make-up assignments as required by school policy,  
41 shall receive grades for the periods of such absences in the same manner as  
42 if not absent from school. Each school shall establish procedures to ensure  
43 good attendance in each grading period.

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45 Authorization: FS 1001.41; Implementation: FS 1003.21 and Chapter 75-130,  
46 Laws of Florida; FS 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53,  
47 1011.61, 1003.26, and SBR 6A-1.451

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**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.

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

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

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

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**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.

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**c. Unexcused Absences**

Amended 09-07-99, 07-01-06, and 07-01-08

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 an Early Truancy Intervention Team or attendance committee to determine if early patterns of truancy are developing. If the Early Truancy Intervention Team or attendance committee finds that a pattern of non-attendance is

1 developing, whether the absences are excused or not, a meeting with the  
2 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 Early Truancy Intervention Team or attendance committee shall implement specific interventions that best address the problem.

The Early Truancy Intervention 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.

- 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 Early Truancy Intervention 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.
- 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

## 33 2. Students with Disabilities

### 34 a. 504 Students Amended 07-01-04

35 In the case of a student with excessive absences, a 504 Reevaluation  
36 meeting should be held to determine if the absences are caused by the  
37 disability of record on the active 504 Plan. If the 504 committee determines  
38 that the absences are caused by the disability, the committee must also  
39 determine a reasonable course of action, which may include the possible  
40 waiver of the attendance guidelines in determining grades, as well as  
41 consideration of a change of placement.  
42

43  
44 If the 504 committee determines that the absences are not caused by the  
45 disability, the student is treated in the same manner as that for a general  
46 education student.  
47

### 48 b. ESE Students

49 All exceptional students will follow regular education attendance procedures.  
50

51 In the case of an ESE Student with excessive absences, an IEP team  
52 meeting must be conducted to determine whether or not the absences are

1 related to the student's disability. If the IEP team determines that the  
 2 excessive absences **are** related to the student's disability, the IEP team must  
 3 determine a reasonable course of action which may include the possible  
 4 waiver of the attendance guidelines in determining grades as well as a  
 5 change of placement.  
 6

7 If the IEP team determines that the student's excessive absences **are not**  
 8 related to the student's disability, the student is treated in the same manner  
 9 as that for a general education student.  
 10

### 11 **3. Hospital/ Homebound Program** Amended 07-01-08

12  
 13 Parent(s)/ guardian(s) may request that the IEP committee consider eligibility  
 14 for a hospital/ homebound program for a student with an illness predicted by  
 15 certified medical personnel to exceed 15 consecutive school days or due to a  
 16 chronic condition for at least 15 school days which need not run  
 17 consecutively.  
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### 19 **4. Student Absences for Religious Reasons**

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

30 If questions arise regarding this rule, principals will grant the parent(s)/  
 31 guardian(s) a conference. Parent(s)/ guardian(s) may appeal the principal's  
 32 decision to the Superintendent should a conflict arise.  
 33

### 34 **5. Virtual Instruction Program**

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 36 Compulsory school attendance and attendance record keeping shall apply to  
 37 district virtual instruction programs [1002.245 (6) (a); 1003.21, Florida  
 38 Statutes]. Students in grades K-3 must attend at least 720 hours (4 hours per  
 39 day) of instruction. Students in grades 4-12 must attend at least 900 hours (5  
 40 hours per day) of instruction.  
 41

### 42 **D. Student Withdrawals**

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 44 A child who attains the age of sixteen (16) years during the school year shall not be  
 45 required to attend school beyond his sixteenth (16) birthday if the student has a  
 46 signed form declaring his intent to withdraw from school prior to completion of the  
 47 educational program. The principal or his/ her designee shall contact the parents or  
 48 legal guardians of the student to discuss the educational impact of such decision and  
 49 to suggest other appropriate alternative educational placements or programs. The  
 50 student may only be withdrawn if the parents or legal guardians also sign the intent  
 51 to withdraw form.  
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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.
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 07-21-98, 06-27-00, 07-01-02, 07-15-03, 07-01-04, 07/01/12

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 Career and Technical 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.

All current Florida state standards (e.g., Next Generation Sunshine State Standards, Common Core State Standards, Access Points for ESE Students, etc.) may be found on the FDOE C-PALMS (Collaborate, Plan, Align, Learn, Motivate, Share) website at: <http://www.floridastandards.org>

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.



1           **B. Special Programs**  
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3           **1. English Language Learner (ELL)**  
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5           Amended 07-21-98, 06-27-00

6           All students with limited English proficiency (ELL) must be appropriately  
 7 identified in order to ensure the provision of appropriate services. Every  
 8 student identified as ELL shall continue to receive appropriate instruction and  
 9 funding as specified by the District ELL Plan, State Board Rules and  
 10 Regulations, and Florida Statutes until such time as the student is reclassified  
 11 as English proficient. Note: See the School District of Osceola County  
 12 English Language Learner Plan 2004 for full explanation of services and  
 13 model. Amended 06-27-00  
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15           **Home Language Survey (HLS) and Identification Criteria**

16           Amended 06-27-00

- 17
- 18           ▪ A student with all NO responses on the HLS is considered non-English  
 19 Language Learner.
  - 20           ▪ A student with any YES response is referred for English language  
 21 proficiency assessment.
  - 22           ▪ A student with a YES response to question #1 only is temporarily placed  
 23 in non-ESOL classes until English language proficiency assessment is  
 24 completed.
  - 25           ▪ A student with a YES response to question #2 and/ or #3 is temporarily  
 26 placed in ESOL classes until English language proficiency assessment is  
 27 completed.
  - 28           ▪ The grade level appropriate IDEA Oral Language Proficiency Test will be  
 29 used to determine oral/ aural English proficiency and is to be  
 30 administered within the first 20 days after enrollment date.  
 31

32           Students in Grades 3-12 found to be fluent English speaking will be given a  
 33 nationally-normed, standardized reading and writing test, within 20 days from  
 34 their date of enrollment for further assessment of their English proficiency.  
 35

- 36           ▪ Exceptional students (ESE) with any YES response shall be reviewed by  
 37 a joint ESE/ ELL committee to determine appropriate ESOL assessment  
 38 and placement.  
 39

40           Every English Language Learner student is entitled to equal access to all  
 41 academic, categorical, and federal programs offered by the School District of  
 42 Osceola County. The amount of time the ELL student is assigned to the  
 43 program(s) shall be comparable to the time assigned to a non-ELL student  
 44 under similar conditions. An updated ELL student's class schedule must be  
 45 maintained in the ELL Student Plan as part of the student permanent record.  
 46 Adopted 06-27-00  
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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 strategies and 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 shall provide 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 dropout prevention programs include, but not limited to: Zenith and Challenger Learning Center. Students enrolled in district dropout 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. Senior activities include senior meetings, proms, and any school-sponsored graduation activities. As a condition for participation in these activities, students shall meet the home-zoned school’s eligibility requirements for behavior, grades, attendance, and registration procedures. Regardless, the principal shall have the right of final approval of each student’s participation. Amended 07-01-06, 07-01-08, 07-01-09, 07-01-12

**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.

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 (EP) 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 07-01-02 and 07-01-05

**4. Students with Disabilities****a. 504 Students** Amended 07-01-04, 07-01-09

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 participate in or benefit from 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.

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**b. Exceptional Education Students**

**Exceptionalities include:** Intellectual Disability, 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, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, and Autism Spectrum Disorder. Amended 07-23-91, 07-21-98 06-27-00, 007-01-05, 07-01-06, and 07-01-08

**ESE Curriculum** Amended 07-15-03, 07-01-09

The curriculum for the high school Exceptional Education students will follow the Florida Sunshine State Standards/ Next Generation Sunshine State Standards with appropriate accommodations. Moderately and severely disabled students with Intellectual Disabilities 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, 07-01-06, and 07-01-08

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

For some students, Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent Supportive or Participatory levels or Sunshine State Standards/ Next Generation Sunshine State Standards for Special Diploma in social studies may be more appropriate.

The IEP developed by the team specifies the level of services for specific content areas. The IEP 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 007-01-05 and 07-01-06

**C. Response to Intervention (Rtl)**

Adopted 07-01-09

The district is committed to the implementation of a Response to Intervention (Rtl)/ intervention framework to integrate and align efforts to improve educational outcomes and to meet the academic and behavioral needs of all students. Rtl is a data-driven decision-making process applied to education. The systematic use of student assessment data at the district, school, and classroom levels will guide decisions about the allocation of resources and the intensity of the instruction and interventions needed to improve student learning or behavior. The district's schools will provide high quality instruction and intervention(s) matched to student needs and will use rate of progress and level of performance to inform instructional decisions, including but not limited to, promotion, acceleration, remediation, and retention.

Intervention Assistance Teams will identify students through the review of universal screening data and through teacher referral to determine the appropriate types and levels of interventions. Standard district protocols will establish which initial interventions to use, and diagnostic assessment will determine more intensive interventions. Teachers will consult the district Rtl Curriculum Guides for available supports. Students who receive interventions beyond the core curriculum will have their rate of progress and level of performance included in their records where appropriate.

**D. Acceleration Plan**

Adopted 08-07-12

The academic progress of all students, including those students who exceed curriculum benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes, Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the following plan for acceleration decisions within the district's existing Response to Intervention framework.

- School level Intervention Assistance Teams shall review assessment data at the beginning of the school year to determine which students may benefit from acceleration options.
- Tier 1 acceleration options may include cluster/ ability grouping differentiated assignments, curriculum compacting, or telescoping curriculum.
- Tier 2 acceleration options may include single subject or virtual school instruction.
- Tier 3 acceleration options may include whole grade acceleration if the Intervention Assistance Team determines such placement may meet the needs of highly able students.
- For each tier, the Intervention Assistance Team shall monitor the progress of all students and administer additional assessments to determine if students continue to exceed benchmarks and whether more targeted acceleration options are appropriate.

**E. Advanced Placement Scholars (APS) Program**

Adopted 07-01-09

The Advanced Placement Scholars (APS) program is designed to give students multiple Advanced Placement (AP) course offerings by teachers who are specially trained through the College Board. Each program offers a wide variety of AP courses relating to personal interests and individual academic strengths. Students who successfully complete the program will receive an AP Scholars Program diploma seal, transcript notations, and special recognition at graduation.

Unlike a traditional AP program, as ninth-grade students enter the program, they will be enrolled in pre-AP courses to prepare them before they enter formal AP courses. This procedure will provide additional preparation and support for students as they pursue AP curricula. The students will enroll in AP Human Geography, a formal ninth grade AP course. The AP preparation will continue in tenth grade, as students enroll in AP World History and specially designed English, math, science, and elective courses that prepare them for a larger slate of AP courses in both the eleventh and twelfth grades. With the assistance of parents, the site coordinator, and the faculty, student education will be individualized. Students will not have a prescribed curriculum universally, but rather an individualized learning plan which capitalizes on students' unique interests, abilities, and future goals.

**Recommended APS Course of Study**

- **9th Grade**

- Contemporary Literature Honors\*
- AP Human Geography
- Biology Honors\*
- Geometry Honors\*
- Foreign Language I
- HOPE (Health Opportunities through Physical Education)
- Elective

- **10th Grade**

- World Literature Honors
- AP World History
- Chemistry Honors/ Physics Honors
- Algebra II Honors
- Foreign Language II
- Performing Art
- Elective

- **11th Grade**

- AP Language
- AP United States History
- AP science course
- Pre-Calculus
- Foreign Language III\*\*
- AP Psychology or AP Statistics\*\*
- Elective

- 1                   • **12th Grade**
- 2                   ○ AP Literature
- 3                   ○ AP United States Government/ AP Macroeconomics
- 4                   ○ AP science course\*\*
- 5                   ○ AP Calculus
- 6                   ○ AP Foreign Language\*\*
- 7                   ○ AP Psychology or AP Statistics\*\*
- 8                   ○ Elective

9

10                   \*The student must complete successfully English I Honors, Algebra I Honors,

11                   and Physical Science Honors in Grade 8.

12

13                   \*\* Final course selection in the junior and senior years will be determined by

14                   student interest and future goals. Course offerings may vary at individual high

15                   schools.

16

17                   Students who successfully complete eight or more AP courses will be recognized in

18                   their senior year as *Advanced Scholars*.

19

20                   In addition, students will have the opportunity to earn recognition from the College

21                   Board is as follows:

- 22
- 23                   • *AP Scholar*
- 24                   ○ Granted to students who receive grades of 3 or higher on three or more
- 25                   AP Exams
- 26
- 27                   • *AP Scholar with Honor*
- 28                   ○ Granted to students who receive an average grade of at least 3.25 on all
- 29                   AP Exams taken, and grades of 3 or higher on four or more of these
- 30                   exams
- 31
- 32                   • *AP Scholar with Distinction*
- 33                   ○ Granted to students who receive an average grade of at least 3.5 on all
- 34                   AP Exams taken, and grades of 3 or higher on five or more of these
- 35                   exams
- 36
- 37                   • *State AP Scholar*
- 38                   ○ Granted to the one male and one female student in each state in the
- 39                   United States with grades of 3 or higher on the greatest number of AP
- 40                   Exams, and then the highest average grade (at least 3.5) on all AP
- 41                   Exams taken
- 42
- 43                   • *National AP Scholar*
- 44                   ○ Granted to students in the United States who receive an average grade of
- 45                   at least 4 on all AP Exams taken, and grades of 4 or higher on eight or
- 46                   more of these exams
- 47
- 48

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

3           The School District of Osceola County offers a variety of career and technical  
 4           education programs at the high school level that help students prepare for high skill-  
 5           high wage occupations and for postsecondary educational opportunities. It is  
 6           essential that students, parents, teachers, guidance counselors, and administrators  
 7           be aware that most individual career and technical education courses do not stand  
 8           alone but are part of a planned sequence of courses leading to occupational  
 9           proficiency and program completion at the high school or postsecondary level. Many  
 10          of the career and technical education programs also prepare students to acquire  
 11          industry certification in the career field. Not all career and technical education  
 12          programs are offered at all high schools. Some are offered as a Career and  
 13          Technical Academy. Students are encouraged to complete an electronic Personal  
 14          Education Plan (ePEP) before entering a career and technical education program or  
 15          a career academy.  
 16

17                   **Career and Technical Education cluster areas:**

- 18                   ▪ Agriscience/ Agribusiness, Food, and Natural Resources
- 19                   ▪ Architecture and Construction
- 20                   ▪ Arts, Audiovisual (AV) Technology, and Communications
- 21                   ▪ Business Management and Administration
- 22                   ▪ Education and Training
- 23                   ▪ Health Science
- 24                   ▪ Hospitality and Tourism
- 25                   ▪ Human Services
- 26                   ▪ Information Technology
- 27                   ▪ Law, Public Safety, and Security
- 28                   ▪ Manufacturing
- 29                   ▪ Marketing, Sales, and Service
- 30                   ▪ Science, Technology, Engineering and Math (STEM)
- 31                   ▪ Transportation, Distribution and Logistics

32  
 33           **1. Tech Prep**

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

42           **2. Cooperative Education and On-the-Job Training (OJT)**

43           Amended 06-30-92

44           The cooperative education method of instruction permits career and technical  
 45           education students to earn high school credit. Cooperative education  
 46           involves paid, supervised, concurrent employment that is directly related to  
 47           the student's in-school training. The cooperative education method is  
 48           available for junior and senior students. At-risk high school students in any  
 49           grade may be enrolled in Work Experience. The coordinator must approve all  
 50           cooperative education job sites. Students shall not be employed by members  
 51           of the immediate family.  
 52

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

5 Amended 07-01-02

## 6 7 **G. Dual Enrollment**

8  
9 A student may enroll in one or more classes at the college level or in an accredited  
 10 career and technical education school while still attending high school. Credit may  
 11 be earned toward graduation as stated below. Auth: Rule 6A-10.0241, FAC

### 12 13 1. **Dual Enrollment – Technical Education Center Osceola (TECO)**

14 The request of a student to participate in this program must be in writing. The  
 15 signature of the guidance counselor, student, and the parent are required.  
 16 Approvals shall be made by the high school principal and technical center  
 17 director. Students enrolled in dual enrollment technical courses at TECO  
 18 shall earn both high school credit from their home high school and clock hour  
 19 credit from TECO. No tuition fees shall be assessed for high school students  
 20 dual-enrolled at TECO. Amended 06-27-00

### 21 22 2. **Dual Enrollment – Valencia College (VC)**

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

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

- 35
- 36 • completed the tenth grade with a high school unweighted grade point  
 37 average of 3.0 or above, **or** Amended 07-23-91 and 07-01-06
- 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 shall present evidence of successful  
 44 completion of the relevant section of the entry level examination for  
 45 placement given by the school, college, or university at which the student is  
 46 seeking enrollment.  
 47  
 48

1           **H. Early Admission for Advanced Studies**

2  
3           Students who meet the prerequisites of an early admission and advanced studies  
4           program may be permitted to enroll as a full-time post-secondary student during their  
5           senior year in high school. Such programs shall meet the following conditions:

- 6  
7           1. Approval of the program by the School Board shall be obtained before the  
8           end of the first month of the final year of high school or before the end of the  
9           first semester if entry is expected during the second semester of the final year  
10          of high school.
- 11  
12          2. The student shall be accepted by a state accredited post-secondary school or  
13          university after completion of three (3) full senior high school years, and a  
14          minimum of eighteen (18) credits is earned.
- 15  
16          3. The student shall maintain at least an overall "C" average.
- 17  
18          4. Any senior enrolled in college courses full-time may re-enter a high school  
19          within the district as a full-time student at the end of the high school  
20          semester.
- 21  
22          5. Any credit earned at the accredited post-secondary level may be substituted  
23          for a required high school credit in the same discipline. Successful  
24          completion of a 3-hour college course will equal 1/2 high school credit.

25  
26           **I. College Course Credit**

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

33  
34           **J. Credit from Correspondence**

35  
36           Credit from Correspondence from a university will be acceptable so long as the  
37           course code number of the course taken corresponds to acceptable high school  
38           course code numbers. It shall be the responsibility of the student to provide  
39           verification of successful completion from the university to the high school.

40  
41           **K. Credit from Florida Virtual School (FLVS) Amended 07-01-06, 07-01-08**

42  
43           Credits earned from FLVS shall transfer as public high school credits at face value  
44           for students enrolled in any Florida public high school or registered home education  
45           program.

- 46  
47           ▪ Students who complete and earn all credits required by state law for graduation  
48           through a combination of FLVS courses and regular public high school courses  
49           may be eligible to receive a District diploma:
- 50  
51           ○ In order for a FLVS student to earn a regular high school diploma from  
52           the District, the student must be enrolled in at least one course for the  
53           entire semester at a district high school prior to the expected date of

1 graduation and have successfully completed all other graduation  
 2 requirements as outlined in school Board policy. (See subsection IV.)  
 3

- 4 ○ In order to be eligible to take the appropriate form of the Florida  
 5 Comprehensive Assessment Test (FCAT) or Florida End of Course  
 6 Assessment (EOC) required for graduation, a student must be enrolled in  
 7 a Florida public high school.  
 8

- 9 ■ Registered home education students who complete and earn all credits required  
 10 by state law for graduation through FLVS courses may be eligible to receive a  
 11 District diploma:

- 12 ○ In order for a registered home education student to earn a regular high  
 13 school diploma from the District, the student must be enrolled in at least  
 14 one course for the entire semester at a district high school prior to the  
 15 expected date of graduation and have successfully completed all other  
 16 graduation requirements as outlined in school Board policy. (See  
 17 subsection IV.)  
 18

- 19 ○ In order to be eligible to take the appropriate form of the Florida  
 20 Comprehensive Assessment Test (FCAT) or Florida EOC required for  
 21 graduation, a student must be enrolled in a Florida public high school.  
 22

- 23 ■ Beginning the 2009-10 school year, the Osceola Virtual School will be a school of  
 24 choice, and students may earn a diploma from the Osceola Virtual School if they  
 25 are eligible to enroll in and complete all requirements for this program.  
 26

27  
 28 **L. Credit Acceleration Program** Adopted 07-01-10  
 29

30 Florida’s Credit Acceleration Program (CAP) is created for the purpose of allowing a  
 31 secondary student to earn high school credit in a course that requires a statewide,  
 32 standardized end-of-course assessment if the student attains a specified score on  
 33 the assessment.  
 34

- 35 1. Notwithstanding Section 1003.436, Florida Statutes, the school district shall  
 36 award course credit to a student who is not enrolled in the course, or who has not  
 37 completed the course, if the student attains a score indicating satisfactory  
 38 performance, as defined in s. 1008.22(3)(c)5., on the corresponding statewide,  
 39 standardized end-of-course assessment.  
 40
- 41 2. The school district shall permit a student who is not enrolled in the course, or  
 42 who has not completed the course, to take the standardized end-of-course  
 43 assessment during the regular administration of the assessment.  
 44

**M. Volunteer Service Credit** Amended 07-01-10

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

- Complete a minimum of 75 hours of non-paid volunteer service with a non-profit organization in the Central Florida area.
- Document the volunteer hours on appropriate forms.
- Obtain signature from a non-family member of the non-profit organization.
- Receive special principal approval for volunteer activities conducted outside the Central Florida area.

**N. Course Substitutions** Amended 06-29-93, 06-15-99, and 07-15-03

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

1. Upon completion of the Junior Reserve Officers Training Corps (JROTC) program, (Army, Air Force, Navy, Marine Corps, or Coast Guard) students may substitute on a curriculum equivalency basis one JROTC credit to satisfy a graduation requirement as outlined in the Florida Course Code Directory.
2. Florida Statute 1011.62 requires district school boards to provide for Career and Technical program substitutions not to exceed two credits in each of the non-elective subject areas of English, mathematics, and science. The Career and Technical program that is substituted for a non-elective academic course will be funded at the level appropriate for the Career and Technical program. Career and Technical course substitution will be allowed as provided in the Course Code Directory.
3. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student makes a "C" or better on a competency test on personal fitness developed by the Florida Department of Education. This is a waiver of the course requirement only; the student must still earn 24 credits to graduate. Credit will not be awarded for participation in interscholastic sports.

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**O. Middle School Dual Enrollment for High School Credit**

Adopted 06-30-92, Amended 06-27-95, 07-21-98, 07-01-02, 07-01-06, 07-01-08, 07-01-09

Middle school students in Grades 7 or 8 may elect to enroll in high school (dual enrollment) courses, if offered at their school of enrollment, with the following conditions:

- The teachers of these courses must have the appropriate certification(s) to teach the course(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.
- In order to receive high school credit, the student must earn a final grade of an "A," "B," or "C."
- Students will be limited to the transfer of no more than four high school academic *whole, not half*, credits and four career and technical elective *whole, not half*, credits earned prior to entry into the ninth grade.
- Students who earn credit through middle school dual enrollment in high school courses shall meet requirements toward promotion to the next grade level and toward high school graduation.
- If a student does not earn an average course grade of a "C" or higher by the time of the progress report at the midpoint of the second, third, or fourth nine weeks, then the student shall be scheduled into the appropriate middle school level course, and the average course grade earned in the high school level course shall apply toward the middle school level course grade with the weight of one letter grade higher. To accomplish this task, the teacher of the appropriate middle school level course in which the student is rescheduled shall augment the student's nine weeks average by ten (10) percentage points.
- The student's transcript shall include grades for all middle school dual enrollment in high school courses, and these course grades shall be used to calculate their high school grade point average and class rank

1           **P.     Home Education**  
 2

3           Florida Statute 1002.41 permits parents to choose to place their children in a home  
 4           education program in lieu of public school. The requirements of the law will be  
 5           monitored through Charter Schools and Educational Choices. Amended 07-23-91,  
 6           07-21-98, 06-27-00, 07-01-02, 07-15-03, and 02-05-08

7  
 8           Florida Statute 1002.41 also states that it is the responsibility of the parent to provide  
 9           a written evaluation of the home education student's progress. With respect to the  
 10          awarding of high school credit, the Superintendent agrees to the following  
 11          stipulations:                   Amended 09-17-96, 07-21-98

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

- 18
- 19               • The Southern Association of Colleges and Schools
- 20               • The Middle States Association of Colleges and Schools
- 21               • The New England Association of Colleges and Schools
- 22               • The North Central Association of Colleges and Schools
- 23               • The Northwest Association of Colleges and Schools
- 24               • The Western Association of Colleges and Schools

25  
 26          Such affiliation must be validated through appropriate documentation, which  
 27          will remain on file with Charter Schools and Educational Choices.

28  
 29          2.       Credits earned from an institution not accredited by the accrediting agencies  
 30          listed in subsection II.N.1 above may be granted under the following  
 31          conditions: Amended 07-21-98, 07-01-08

- 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 education 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 education 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 concerning grade classification is  
 10 the responsibility of the principal.  
 11

12 **A. Attendance for Credit, Grades 9-12**

13 Amended 06-30-92, 07-21-98, 06-15-99, 06-27-00, 07-01-02, 07-15-03, 07-01-06,  
 14 07-01-09, 07-01-10  
 15

- 16 • In order to receive full semester credit, a student must be enrolled in any school  
 17 a minimum of forty-five school days. Loss of credits shall be kept to a minimum.  
 18
- 19 • Students who enroll in school or class late shall be allowed to make up the class  
 20 work.  
 21
- 22 • School activities shall not be counted as absences. Assigned work shall be  
 23 turned in on the date indicated by the teacher.  
 24

25 **Grading of Make-up Work** Amended 07-01-06  
 26

27 Make-up work shall be completed during a period of time equal to at least twice the  
 28 time for which the absence is excused, unless the teacher allows more time.  
 29

30 Students whose absences have been approved as "excused" or "permitted", and  
 31 who complete the make-up assignments as required by school policy, shall receive  
 32 grades for the periods of such absences in the same manner as if not absent from  
 33 school. Each school shall establish procedures to ensure good attendance in each  
 34 grading period.  
 35

36 Authorization: FS 1001.41; Implementation: FS 1003.21 and Chapter 75-130, Laws  
 37 of Florida; FS 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53, 1011.61,  
 38 1003.26, and SBR 6A-1.451  
 39  
 40

1           **B.     General Requirements – Grades 9-12**

2  
3           A student, including an ELL student, will be placed in accordance with the number of  
4           credits earned by the beginning of the school year. Amended 06-27-00

- 5  
6           1.       A student must have earned 5 credits to be classified as a sophomore.  
7                    Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 8  
9           2.       A student must have earned 11 credits to be classified as a junior.  
10                   Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 11  
12          3.       A student must have earned 18 credits to be classified as a senior.  
13                   Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 14  
15          4.       Students who transfer into Osceola County from public schools shall be  
16                   classified according to their grade placement at the school from which they  
17                   transfer. Thereafter they will follow classification as set up by Osceola  
18                   County except for those students who transfer as seniors.
- 19  
20          5.       All **transfer students** will be expected to attempt to earn a minimum of three  
21                   (3) credits per semester in the year of their transfer; however, no requirement  
22                   for specific course work will be retroactive except as stated above.

23  
24                   The requirements of the School Board shall not be retroactive for students  
25                   transferring in their senior year provided the student has met all requirements  
26                   of the school, school district, or state from which he/ she is transferring (6A-  
27                   1.095). Adopted 06-30-92, Amended 06-27-95, and 07-01-04

28  
29                   Work or credits from state or regionally accredited SACS/ CITA public or  
30                   private schools or institutions shall be accepted at face value, subject to  
31                   validation if deemed necessary. Amended 07-01-02

- 32  
33          6.       Students may be promoted to the next grade at the end of the first semester  
34                   of a school year provided they have earned the following number of eligible  
35                   credits:
- 36  
37                   •     Sophomore - 7 credits
- 38  
39                   •     Junior - 14 credits
- 40  
41                   •     Senior - 20 credits
- 42  
43                   Adopted 07-23-91, Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06,  
44                   07-01-09
- 45  
46          7.       All students will be expected to remain a full-time student for four (4) years  
47                   after enrolling as a Grade 9 student, *unless* the student:
- 48                   •     Declares an intent to graduate on the three (3) year, 18 credits plan, or
- 49                   •     Is an overage student enrolled in a dropout prevention program.
- 50  
51

Students who earn 24 or more credits prior to graduation will be encouraged to pursue advanced academic or vocational opportunities such as Advanced Placement, Dual Enrollment, International Baccalaureate, or Industry Certification programs.

Classification	Timeline	Credits Earned
Sophomore	<i>August</i>	5
	<i>January</i>	7
	<i>May</i>	11
Junior	<i>August</i>	11
	<i>January</i>	14
	<i>May</i>	18
Senior	<i>August</i>	18
	<i>January</i>	20
	<i>May</i>	24

Adopted 07-23-91, Amended 07-01-06, 07-01-09

#### C. General Requirements – Grades 9-12, Alternative Education Programs

Students enrolled in alternative education programs may be promoted to the next grade provided they have earned the following number of credits:

- Sophomore - 5 credits
- Junior - 11 credits
- Senior - 18 credits

Amended 01-05-10

#### D. Student Performance Levels for Reading, Writing, Mathematics, and Science

Amended 07-15-03, 07-01-09

Florida Statute 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 Florida Statute 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 9-12**

A student's performance level 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 7/ 01/ 02, 07-01-04, and 07-01-06

**2. Possible Assessments**

- District-adopted program assessments
- Stanford Diagnostic Reading Test (SDRT)
- FCAT Reading
- FCAT Mathematics
- FCAT Writing
- Florida End of Course Assessments (EOC)
- Comprehensive English Language Learning Assessment (CELLA)
- Fitness Gram

**Promotion of ESE Students**

Students enrolled in exceptional student programs shall be promoted based on the acquisition of credits. Credits are earned through the successful completion of the Sunshine State Standards/ Next Generation Sunshine State Standards or Access Points to the Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory Level Amended 06-28-94, 06-27-95, 07-21-98, 07-15-03, 07-01-06, 07-01-09

**E. STUDENT PERFORMANCE LEVEL CHART**

Amended 07-01-09

The chart on the following page defines five levels of student performance within each grade level and outlines the required factors to be considered in end-of-year decision-making for promotion of students to the next grade level.

<b>GRADES 9-12</b>	<b>THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS, AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION</b>				
<b>Classroom Performance</b>	<b>Factors to Consider in End-of-Year Decision-Making</b>				<b>Decisions for Next Year</b>
<ul style="list-style-type: none"> <li>• School-Based Placement Committee</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• ELL Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul>	<i>Student Performance Level</i>	<i>FCAT-SSS Reading and Math; (FCAT Science, Grade 11 only)</i>	<i>FCAT Writing</i>	<i>Did the student have an PMP<sup>1</sup> this year?</i>	<i>New PMP<sup>1</sup> Required Next Year?</i>
	<b>Above Grade Level</b>	Achievement Level 4, 5	5.0, 5.5, 6.0	NO	NO
	<b>On Grade Level</b>	Achievement Level 3	3.5, 4.0, 4.5	NO	NO
	<b>Below Grade Level, Minimally</b>	Achievement Level 2*	2.0, 2.5, 3.0	YES	YES
				NO	YES
	<b>Below Grade Level, Considerably</b>	Achievement Level 1*	1.0, 1.5	YES	YES
				NO	YES
	<b>Below Grade Level, Substantially</b>	Achievement Level 1*	0	YES	YES
				NO	YES

<sup>1</sup> 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 **F. Progress Monitoring Plan(PMP) Process**

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

3  
4 As required by Florida Statute 1008.25 (4)(b), schools must develop in consultation  
5 with student's parent(s), a School District of Osceola County Progress Monitoring  
6 Plan(PMP) for students who do not meet district and state levels of proficiency in  
7 reading, writing, mathematics, and science.

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

15  
16 Each Progress Monitoring Plan must outline an intensive remedial program in the  
17 area(s) of weakness designed to assist the student in meeting state and/ or district  
18 expectations for proficiency.

19  
20 **The Progress Monitoring Plan must clearly identify the:**

- 21  
22 1. specific, diagnosed academic needs to be remediated,  
23 2. success-based intervention strategies to be used,  
24 3. the intensive  
25 variety of remedial instruction to be provided, and  
26 4. monitoring and reevaluation activities to be employed.

27  
28 FS 1008.25 (4)(b)

29  
30 Each student who does **not** meet the levels of performance as determined by the  
31 district **must** be provided with additional diagnostic assessments to determine the  
32 nature of the student's difficulty and areas of academic need. FS 1008.25 (4)(a)

- 33  
34 ■ Data from the additional assessments are to be used to formulate the student's  
35 PMP.  
36  
37 ■ Schools shall also provide for the frequent monitoring of the student's progress.  
38 FS 1008.25 (4)(b)  
39  
40 ■ Diagnosis and remediation will occur as soon as possible after a student has  
41 been identified as deficient in reading, writing, mathematics, and/ or science. FS  
42 1008.25(4)(b)  
43  
44 ■ If the student identification occurs during the fourth marking period, the diagnosis  
45 will be made at the beginning of the following school year with remediation  
46 immediately following.

47  
48 A student who is not meeting the school district or state requirements for  
49 proficiency in reading and math shall be covered by one of the following plans to  
50 target instruction and identify ways to improve his or her academic achievement:  
51

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

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

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

- 19 ▪ teacher assessment
- 20 ▪ text/ placement tests
- 21 ▪ diagnostic software
- 22 ▪ Stanford Diagnostic Reading Test.  
23

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

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

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

- 37 ▪ Students whose performance is minimally below grade level may need an  
38 PMP.
- 39 ▪ PMP's are required for Grades 9-12 students who are performing below  
40 grade level.  
41

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

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

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

- 3
- 4       ▪ The new PMP is to be developed through the collaboration of the receiving
- 5       teacher(s) and the parent(s)/ guardian(s) and approved by the principal.
- 6       ▪ Recommendations of the sending teacher(s) are to be reviewed as part of the
- 7       PMP progress.
- 8

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

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

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

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

- 19
- 20
- 21
- 22       ▪ The reason for the academic under-performance of an ELL student must
- 23       **not** imply that he/ she needs an extra year to learn English or that it is
- 24       due to the student’s lack of English proficiency.
- 25
- 26       ▪ Establish lack of academic progress in reading, writing, mathematics, and
- 27       science using a composite of indicators that includes, but is not limited to:
- 28       grade level checklists, pre-tests and post-tests, CELLA results, alternate
- 29       assessment results, previous academic records, diagnostic assessment
- 30       in the home language, and any other appropriate indicator of academic
- 31       progress.
- 32
- 33       ▪ The first PMP/ ELL committee meeting develops an Progress Monitoring
- 34       Plan that includes a list of intensive remedial instructional strategies
- 35       designed to assist the ELL student (NOTE: ESOL accommodations are
- 36       not considered remedial strategies).
- 37
- 38       ▪ The second PMP committee meeting, with ESOL representation, is held
- 39       within 18 weeks to review the effectiveness of the remedial strategies. If
- 40       the ELL student does not make satisfactory progress, the curriculum may
- 41       be suspended and intense remedial instruction in reading and/ or
- 42       mathematics is provided based on the student’s deficiencies.
- 43
- 44       ▪ If the ELL student still has not made satisfactory progress after
- 45       implementing the Progress Monitoring Plan for at least 27 weeks, the ELL
- 46       committee may recommend retention unless conditions exist such that
- 47       retention would be more adverse for the student than promotion.
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- The ELL Committee may exempt ELL students from the retention provision. The ELL student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/ native language, receipt of two (2) years or less of instruction in an approved ESOL program, current academic progress corresponding to the language 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, 07-01-06, 07-01-09  
A PMP is to be developed for a 504 student who does not meet district and state levels of proficiency in reading, writing, mathematics, and/ or science.

- 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           **G. 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           07-01-06, 07-01-09

- 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 06-19-01
- 7
- 8           ▪ **Retention decisions will not be made on a single test score.**           Adopted
- 9           06-19-01
- 10
- 11          ▪ Students in Grades 9-12who are identified as being considerably or substantially
- 12          below grade level in reading, writing, mathematics, and/ or science **must** receive
- 13          remediation and require a PMP.
- 14
- 15          ▪ The principal, upon written authority from the Superintendent, may promote a
- 16          student who has been previously retained if the principal determines that
- 17          standards have been met, and the student will be able to benefit from instruction
- 18          at the higher grade. If the placement involves a new school, the assignment will
- 19          occur at the time agreed upon by both the sending and receiving principal.
- 20          Amended 06-15-99 and 07-01-02
- 21
- 22          ▪ Eighth grade students who are placed in the ninth grade will be enrolled in a
- 23          mandatory remediation program.
- 24
- 25          ▪ Eighth grade students promoted to the ninth grade may take courses during the
- 26          extended school year for acceleration.
- 27

28           **Special Program Considerations**

29

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

- 31
- 32           ▪ An ELL student who has received more than two (2) years of instruction
- 33           in an approved ESOL program may be retained when there is lack of
- 34           academic progress in grade level concepts.
- 35           ▪ The ELL committee shall meet to document the evidence indicating lack
- 36           of academic progress and to recommend retention. The parent/ guardian
- 37           shall be invited to attend.
- 38           ▪ The teacher(s) must show extensive documentation of the ESOL
- 39           strategies used to provide the student with understandable instruction.
- 40           ▪ The reason for retention **must not imply** the student needs an extra year
- 41           to learn English or that the under-performance is due to the child's limited
- 42           English proficiency.
- 43

44          **2. Students with Disabilities**

45

46           **a. 504 Students** Amended 07-01-04, 07-01-09

47

48                   A student with a 504 Plan must meet the district and state levels of

49                   proficiency.

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**b. ESE Students**

Amended 07-21-98, 07-15-03, 07-01-06, 07-01-09

A student enrolled in ESE **must** meet either the Sunshine State Standards/ Next Generation Sunshine State Standards or the Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/language arts, math, and science at the Independent, Supported, or Participatory levels, or Sunshine State Standards/ Next Generation Sunshine State Standards for special diploma in social studies.

**H. Remediation** Amended 07-15-03, 07-01-04, and 07-01-06

Progress Monitoring Plans must be provided to all students:

- who scored Level 1 or Level 2 on FCAT-SSS Reading or Math or below a 3.0 on FCAT Writing,
- substantially behind in credits, and
- with a GPA less than 2.0. Amended 07-21-98, 06-15-99, 06-27-00, 07-01-04, 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 Student 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
- other (see FS 1008.25).

Parents of students who have been 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.

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**I. Extended School Year**

High school students may attend an extended school year program for grade forgiveness, remediation, and when provided accelerated credit.

Amended 06-27-00, 07-01-09

**1. ELL Students**

All English Language Learner (ELL) students in Grades9-12, are eligible for an extended school year for either academic or language maintenance needs, provided the services are rendered at the school. The following requirements must be met:

- The need for an extended school year must be documented in the student’s ELL Student Plan.
- The specific academic or language maintenance needs of the student must be listed in the student’s ELL Student Plan.

**2. Students with Disabilities**

**a. 504 Students**

Section 504 students may participate in an extended school year if it is available and if the students meet the same eligibility requirements as established for all regularly attending students. The current Section 504 Plan would remain in effect for the extended school year.  
Adopted 07-01-09

**b. 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 an extended school year if it is available and if they meet the same eligibility requirements as established for all regularly attending students.

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

1 **IV. GRADUATION REQUIREMENTS**

2 Amended 06-30-92, 07-29-97, 07-15-03, 07-01-06, 07-01-09, 07-01-12

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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**

10 Amended 07-01-04, 07-01-06, 07-01-09, 07-01-10, 07-01-12

11  
12 Beginning with the 2003-2004 school year, all students scheduled to graduate in  
13 2004 and thereafter may select one of the graduation options listed on the following  
14 charts that applies to the year of the student's enrollment as a Grade 9 student.  
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**Graduation Requirements for Students Entering Grade 9 in *2007-2008 through 2009-2010 School Years***

<b>Subject Area</b>	<b>Four Year 24 Credit Program</b>	<b>Three Year, 18 Credit College Preparatory Program</b>	<b>Three-Year, 18 Credit Career Preparatory Program</b>
<b>English</b>	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
<b>Mathematics</b>	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university system (SUS)	3 credits, one of which must be Algebra I or its equivalent
<b>Science</b>	3 credits in science, 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
<b>Social Studies</b>	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
<b>Foreign Language</b>	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
<b>Fine Arts or Performing Arts, Speech, Debate, or Practical Arts</b>	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not required	Not required
<b>Physical Education</b>	1 credit in physical education to include the integration of health	Not required	Not required
<b>Electives</b>	8 credits	2 credits in electives	3 credits in single vocational/ career education program and 2 credits in electives <u>OR</u> 3 credits in single career/ technical certificate dual enrollment and 2 credits in electives <u>OR</u> 5 credits in vocational/ career education (including 3 credits in one sequential career and technical education program)
<b>Total</b>	<b>24 Credits</b>	<b>18 credits</b>	<b>18 credits</b>
<b>Grade Point Average (GPA) Requirements</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
<b>State Assessment Requirements</b>	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)

**Graduation Requirements for Students Entering Grade 9 in 2010-2011**

Subject Area	Four Year 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three-Year, 18 Credit Career Preparatory Program
<b>English</b>	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
<b>Mathematics</b>	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent
<b>Science</b>	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component
<b>Social Studies</b>	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
<b>World Languages</b>	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
<b>Fine Arts or Performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
<b>Physical Education</b>	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
<b>Electives</b>	8 credits	2 credits in electives	3 credits in single vocational/ career education program and 1 elective credit <u>OR</u> 3 credits in single career/ technical certificate dual enrollment and 1 elective credit <u>OR</u> 4 credits in vocational/ career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
<b>Total</b>	<b>24 Credits</b>	<b>18 credits</b>	<b>18 credits</b>
<b>Grade Point Average (GPA) Requirements</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
<b>State Assessment Requirements</b>		<ul style="list-style-type: none"> <li>• Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)</li> <li>• Algebra 1 EOC Assessment is required and the results will count as 30 percent of the final course grade, if enrolled.</li> </ul>	
<b>Special Notes</b>			
<ul style="list-style-type: none"> <li>• All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education.</li> </ul>			

## Graduation Requirements for Students Entering Grade 9 in **2011-2012**

Subject Area	Four Year 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three-Year, 18 Credit Career Preparatory Program
<b>English</b>	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
<b>Mathematics</b>	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent
<b>Science</b>	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
<b>Social Studies</b>	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
<b>World Languages</b>	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
<b>Fine Arts or Performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
<b>Physical Education</b>	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
<b>Electives</b>	8 credits	2 credits in electives	3 credits in single vocational/ career education program and 1 elective credit <u>OR</u> 3 credits in single career/ technical certificate dual enrollment and 1 elective credit <u>OR</u> 4 credits in vocational/ career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
<b>Total</b>	<b>24 Credits</b>	<b>18 credits</b>	<b>18 credits</b>
<b>Grade Point Average (GPA) Requirements</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
<b>State Assessment Requirements</b>	<ul style="list-style-type: none"> <li>• Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading).</li> <li>• Students must earn a passing score or attain an equivalent score on the Algebra 1 EOC Assessment in order to earn course credit.</li> <li>• Geometry and Biology 1 EOC Assessment is required and the results will constitute 30 percent of the student's final course grade, if enrolled.</li> </ul>		
<b>Special Notes</b>	<ul style="list-style-type: none"> <li>• All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education.</li> <li>• At least one course within the 24-credit program must be completed through online learning.</li> </ul>		

## Graduation Requirements for Students Entering Grade 9 in **2012-2013**

Subject Area	Four Year 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three-Year, 18 Credit Career Preparatory Program
<b>English</b>	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
<b>Mathematics</b>	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
<b>Science</b>	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
<b>Social Studies</b>	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
<b>World Languages</b>	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
<b>Fine Arts or Performing Arts, Speech and Debate, or Practical Arts</b>	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
<b>Physical Education</b>	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
<b>Electives</b>	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit <i>OR</i> 3 credits in single career/technical certificate dual enrollment and 1 elective credit <i>OR</i> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
<b>Total</b>	<b>24 Credits</b>	<b>18 credits</b>	<b>18 credits</b>
<b>Grade Point Average (GPA) Requirements</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
<b>State Assessment Requirements</b>	<ul style="list-style-type: none"> <li>Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading).</li> <li>Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit.</li> </ul>		

**Special Notes**

- All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education.
- At least one course within the 24-credit program must be completed through online learning.

- 1           ▪ Students who selected the accelerated option before July 1, 2004, are  
2           grandfathered in under the original state requirements.  
3
- 4           ▪ Florida Statute 1003.43 permits that participation in an interscholastic sport, at  
5           the junior varsity, or varsity level for two full seasons, may substitute for the  
6           Physical Education requirement if the student passes a competency test on  
7           personal fitness with a score of "C" or better. This substitution fulfills the Physical  
8           Education requirement but does not grant credit toward the overall 24-credit state  
9           requirement for graduation.  
10
- 11          ▪ Students who entered prior to the 2007 school year and are enrolled in a  
12          marching band class or a physical activity class that requires participation in  
13          marching band activities may substitute ½ the Physical Education requirement  
14          with participation in the marching band. This substitution fulfills ½ the Physical  
15          Education requirement but does not grant credit toward the overall 24-credit state  
16          requirement for graduation. Amended 7/ 01/ 02 and 07-01-06  
17
- 18          ▪ Students must still satisfy the 24-credit requirement for graduation by earning  
19          equivalent credit in another course but will not be required to meet the one (1)  
20          credit requirement in physical education. The Physical Education credit cannot  
21          be required of ninth grade students. Adopted 07-29-97, Amended 07-21-98  
22
- 23          ▪ Students who entered Grade 9 prior to the 2007-08 school year may fulfill the  
24          practical arts requirement with any credit for a secondary or eligible  
25          postsecondary course in the Career and Technical Section of the Florida Course  
26          Code Directory or by substituting one of the basic Computer Education Courses  
27          or Journalism II, III or IV on a curriculum equivalency basis. Amended 07-01-08  
28
- 29          ▪ Students who entered Grade 9 in the 2007-08 school year and thereafter may  
30          fulfill the fine or performing arts requirement with a practical arts credit from an  
31          official Florida Department of Education list of eligible courses approved by the  
32          State Board of Education that incorporate artistic content and techniques for  
33          creativity, interpretation, and imagination. Adopted 07-01-08  
34
- 35          ▪ No more than one (1) credit in Exploratory Technical courses may be used for  
36          credit toward high school graduation.  
37
- 38          ▪ A student may not enroll in Level I courses unless the assessment of the student  
39          indicates that a more rigorous course of study would be inappropriate, in which  
40          case, a written assessment of the need must be included in the student's  
41          individual education plan or in a student performance plan signed by the  
42          principal, guidance counselor, and the parent. Adopted 7/ 29/ 04  
43

44                   Amended 07-21-98, 06-27-00, and 07-01-04  
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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 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;  
47          Amended 1/ 16/ 01, 07-01-04, 07-01-07, and 02-05-08

48  
49          3. Students who have not attained the required grade point average are eligible  
50          for an extended school year in an attempt to raise the cumulative grade point  
51          average. Adopted 07-29-97, Amended 07-01-09  
52

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

2 Amended 02-05-08, 07-01-09

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

10  
11 In addition, students entering the ninth grade in 2007-2008 and beyond are required  
12 to earn a passing score on the Grade 10 FCAT Writing test. The passing score for  
13 the Grade 10 FCAT Writing test shall be a rubric score equal to or greater than 3.0  
14 on a 6.0 scale.

15  
16  
17 The requirements shall not apply to a new student who enters the Florida public  
18 school system in Grade 12, who may either achieve a passing score on the FCAT or  
19 use an approved subject area concordant score to fulfill the graduation requirement.  
20 Therefore, a new student entering the Florida public school system in Grade 12 is  
21 not required to take the Grade 10 FCAT if he or she is able to document the  
22 approved concordant scores.

23  
24 Students who are eligible to use a concordant score, as described above, and have  
25 attained the current ACT or SAT scores concordant with the FCAT passing scores  
26 shown in the applicable table below, shall satisfy the assessment requirement for a  
27 standard high school diploma [Florida Statutes 1003.43(5)(a), 1003.429(6)(a)].

28  
29 Once a student has met the assessment graduation requirement for a standard high  
30 school diploma with a concordant score (and taken and failed the Grade 10 FCAT a  
31 total of three times, if applicable), Florida's school code does not require the student  
32 to continue retaking the Grade 10 FCAT for the purpose of high school graduation.

33

2005-2010 Concordant Scores		
Assessment	Reading	Math
FCAT	1926	1889
SAT	410	370
ACT	15	15

34

2011 and Thereafter Concordant Scores		
Assessment	Reading	Math
FCAT	1926	1889
SAT	420*	340*
ACT	18*	15

\* Reflects a change from previous cut-scores.

35

1 Beginning the 2008-2009 school year, students who were ninth graders prior to  
2 1999-2000 and were eligible to take the High School Competency Test (HSCT) must  
3 achieve a passing concordant score on the Florida Comprehensive Assessment  
4 Test.  
5

<b>FCAT Concordant Scores for Students Formerly Eligible to Take the HSCT</b>		
<b>Subject Area</b>	<b>Scale Score</b>	<b>Developmental Scale Score</b>
<b>Reading</b>	268	1753
<b>Math</b>	278	1799

6  
7 **ESE Students**  
8

9 The Individual Education Plan (IEP) team may waive the FCAT as a requirement for  
10 graduation with a standard high school diploma for students with disabilities whose  
11 abilities cannot accurately be measured by the statewide assessment test. This  
12 provision applies to seniors beginning with the class of 2003.  
13

14 Per Section 1003.43 (11), Florida Statutes, students eligible for consideration are  
15 those students with disabilities who

- 16 • are currently seniors in high school who have an IEP and for whom the FCAT is  
17 the graduation test.
- 18 • have met the state's graduation requirement of 24 credits/ courses and 2.0  
19 cumulative GPA, and any other district requirements for graduation with a  
20 standard diploma.
- 21 • have taken the Grade 10 FCAT with allowable accommodations at least twice but  
22 have not attained a passing score (e.g., one opportunity in Grade 10 and one  
23 opportunity in Grade 11).
- 24 • have participated in intensive remediation for FCAT Reading and for FCAT  
25 Mathematics, if passing scores were not earned.
- 26 • have demonstrated mastery of the Grade 10 Sunshine State Standards/ Next  
27 Generation Sunshine State Standards.
- 28 • For whom the IEP team determines that the FCAT cannot accurately measure  
29 the student's abilities taking into consideration allowable accommodations.  
30

31 Amended 06-15-99, 06-27-00, 07-15-03, 07-01-05, 07-01-06, 05-19-09  
32  
33

1           **D. End-of-Course Assessment Requirements**

2           Adopted 07-01-10, 02-07-12, 06/05/12, 08/07/12

3  
4           1. Beginning in the 2011-2012 school year, in order to earn course credit, students  
5           must earn a passing score on the statewide, standardized end-of-course  
6           assessment (EOC) for:

- 7  
8           ▪ Algebra I

9  
10          2. Beginning with students entering Grade 9 in the 2012-2013 school year, in order  
11          to earn course credit, students must earn a passing score on the statewide,  
12          standardized end-of-course assessment for:

- 13  
14          ▪ Geometry  
15          ▪ Biology I  
16          ▪ United States History

17  
18          3. A minimum of 30% of the student's course grade must be comprised of  
19          performance on the statewide, standardized assessment if one is required for  
20          that course.

21  
22          4. A student with a disability, as defined in Section 1007.02(2), Florida Statutes, for  
23          whom the IEP committee determines that an end-of-course assessment cannot  
24          accurately measure the student's abilities, taking into consideration all allowable  
25          accommodations, shall have the end-of-course assessment results waived for  
26          the purpose of determining the student's course grade and credit.

27  
28          5. If a student transfers into an Osceola high school from out of country, out of  
29          state, a private school, or a home school, and the student's transcript, or  
30          equivalent document required for official decision-making for EOC assessments  
31          and course credits, shows credit received in any course for which the state  
32          administers an EOC assessment for eligible credit, the student shall be exempt  
33          from the EOC course requirement.

34  
35           **E. Student Standards for Participation in Extracurricular Activities**

36           Amended 06-29-93, 07-01-09

37  
38           Extracurricular activities are a vital part of the total school program. Such activities  
39           include any after-school faculty-sponsored group such as athletic teams, music  
40           groups, and special-interest organizations. Amended 06-27-00

41  
42           1. In general, for a high school student to participate in extracurricular activities,  
43           the student must maintain a 2.0 grade point average (on a 4.0 scale).

44  
45           2. In order for a high school student to participate in extracurricular activities  
46           during the first grading period of the regular school year, (s)he must meet all  
47           requirements of the Florida High School Athletic Association (FHSAA),  
48           including the earning of five (5) credits the preceding school year and have  
49           an overall 2.0 grade point average (on a 4.0 scale) for the preceding school  
50           year.

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- Grades earned in an extended school year (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 an extended school year will be utilized in determining FHSAA eligibility for the first grading period of the next school year.
  - Incoming, first time ninth graders do not have a "preceding school year" requirement.
3. In order for a high school student to be eligible to participate in extracurricular activities during the second, third, and/ or fourth grading periods, the student must maintain a 2.0 grade point average on a 4.0 scale, for the grading period immediately preceding participation. Amended 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

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5. **Home Education Students**

An individual home education 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, Amended 06-17-01

- 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 education student must demonstrate educational progress as required in all subjects taken in home education 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 education student must be able to participate in curricular activities if that is a requirement for the extracurricular activity.
- A home education student who transfers from a home education program during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year.
- The student shall also be progressing satisfactorily toward graduation as provided in the Student Progression Plan for Osceola County.
- The principal or his designee may suspend a student from participation in an activity for Level I - Level III offenses as outlined in the Osceola County School District Code of Student Conduct. Amended 07-01-04
- Those students unable to meet the criteria because of extenuating circumstances may appeal to the school activities committee, a standing committee whose membership shall include, but not be limited to, representatives from extracurricular sponsors, classroom teachers, the guidance department, administration, exceptional student education, and the school advisory committee.

**F. Graduation Requirements for ESE Students** Amended 07-15-03

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

Amended 06-27-00

**1. Accommodations to Basic Courses**

Accommodations for basic courses shall not include modifications to the curriculum frameworks or Sunshine State Standards/ Next Generation Sunshine State Standards. When modifying I career and technical education courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's Individual Education Plan. Amended 07-21-98 07-01-05, 07-01-09

Accommodations may include any of the following:

- The instructional time may be increased or decreased.
- Instructional methodology may be varied.
- Special communications systems may be used by the teacher or student.
- Classroom and district test administration procedures and other evaluation procedures may be modified to accommodate the student's handicap.

**2. Standard 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 Standard 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 Intellectual Disabilities, 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,

1 Visually Impaired, Autism Spectrum Disorder or Emotional/ Behavior  
 2 Disabilities may be awarded a Standard Diploma if they meet the  
 3 requirements established below. Amended 06-27-95, 8/ 6/ 96, 07-21-98  
 4 06-27-00, and 07-01-06

- 5
- 6 • Course Requirements
- 7
- 8 • Cumulative Grade Point Average (GPA) Requirements
- 9
- 10 • Florida Comprehensive Assessment Test (FCAT) Requirements
- 11
- 12 • Attendance
- 13 Meet attendance requirements.
- 14
- 15 • Curriculum
- 16 The curricular approach for high school Exceptional Student Education
- 17 students shall be a regular education curriculum that follows the Florida
- 18 Sunshine State Standards/ Next Generation Sunshine State Standards
- 19 with appropriate accommodations.
- 20 Adopted 7/ 21/ 97, Amended 07-01-06, 07-01-08, 07-01-09

21 **3. Special Diploma Option 1A (Basic, ESE, and CTE)**

22 Amended 07-23-91,06-27-99, 07-21-98, 06-27-00, 07-01-06, 07-01-09

- 23 • Requirements
- 24 Any student classified as Intellectual Disabilities, Deaf or Hard of Hearing,
- 25 Language Impaired, Specific Learning Disabled, Physically Impaired with
- 26 Other Health Impaired, Physically Impaired with Orthopedically Impaired,
- 27 Physically Impaired with Traumatic Brain Injury, Autism Spectrum
- 28 Disorder, or Emotional/ Behavior Disabilities may be awarded a special
- 29 diploma if the following requirements are met:
- 30
- 31 ○ Complete course requirements as outlined below:

Language Arts (or Language Arts through ESOL)	3 credits
Mathematics	3 credits
Social Studies	2 credits
Science	1 credit
Physical Education	1 credit
Health or Life Management Skills	0.5 credit
Career Exploration (ESE) or Career Preparation (ESE) or Career Experiences (ESE) or Career Placement (ESE)	1 credit
Career and Technical Education [Minimum of 2 sequential credits in a program area resulting in an Occupational Completion Point (OCP) or modified]	4 credits
Electives	6.5 credits

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Total: 22 Credits (15.5 required, 6.5 elective)

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

- Attendance

Meet attendance requirements.

- Curriculum

The curricular approach for high school exceptional students shall follow the Florida Sunshine State Standards/ Next Generation Sunshine State Standards or the Access Points of the Florida Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels, or Sunshine State Standards/ Next Generation Sunshine State Standards for special diploma in social studies. Moderately and severely disabled students will use a curriculum appropriate to the developmental level of the student. Amended 07-01-06, 07-01-08

- Any exceptional student, excluding students classified as Visually Impaired or Speech Impaired only, who has acquired appropriate credits and GPA for a regular high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP Team may be awarded a Special Diploma Option 1A.

- 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 1B (Basic and ESE)**

Adopted 07-01-09

- Requirements

Any student classified as Intellectual Disabilities, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled, Physically Impaired with Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury, Autism Spectrum Disorder, or Emotional/ Behavior Disabilities may be awarded a special diploma if the following requirements are met:

- Complete course requirements as outlined below:

Language Arts (or Language Arts through ESOL)	3 credits
Mathematics	3 credits
Social Studies	2 credits
Science	1 credit
Physical Education	1 credit
Health or Life Management Skills	0.5 credit
Employability Skills	0.5 credit
Electives	11 credits

Total: 22 Credits (11 required, 11 elective)

- Course requirements can be modified only by specific permission from the Director of Exceptional Student Education.
- Courses designed for students functioning at supported or participatory levels may be substituted for the courses outlined above as determined by the IEP committee.
- Students must have a 2.0 Grade Point Average (GPA) calculated from the courses outlined above to be eligible for a special diploma.
- Attendance  
Meet attendance requirements.
- Curriculum  
The curricular approach for high school exceptional students shall follow the Florida Sunshine State Standards/ Next Generation Sunshine State Standards or the Access Points of the Florida Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels, or Sunshine State Standards/ Next Generation Sunshine State Standards for special diploma in social studies. Moderately and severely disabled students will use a curriculum appropriate to the developmental level of the student.
- Any exceptional student, excluding students classified as Visually Impaired or Speech Impaired only, who has acquired appropriate credits and GPA for a regular high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP Team) may be awarded a Special Diploma Option 1B.
- Note: Students classified as Visually Impaired or Speech Impaired only are not eligible for a special diploma at this time.

Auth: 6A-1.095, FAC

1                   **5. Special Diploma Option 2**

2  
3                   • Requirements

4                   In accordance with Rule 6A-1.0996, FAC, exceptional students who  
5                   demonstrate mastery of specified employment and community  
6                   competencies may graduate with more or less than four years of  
7                   attendance in Grades 9-12.                   Amended 06-27-95 and 07-21-  
8                   98

9  
10                  ○ Students shall be at least sixteen (16) years of age to be considered  
11                  for this option, and shall be at least eighteen (18) years of age to  
12                  graduate.

13  
14                  ○ Complete course requirements as outlined below:

- 15                      Language Arts                      - Two (2) credits  
16                      Mathematics                      - Two (2) credits  
17                      Electives                      - Seven (7) credits  
18                      (Career and Technical Education courses, Practical Arts, OJT,  
19                      etc.)

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

22  
23                  ○ Age and course requirements can be modified only by specific  
24                  permission from the Director of Exceptional Student Education.

25  
26                  ○ Students must have a 2.0 Grade Point Average (GPA) calculated from  
27                  the course requirements outlined above to be eligible for a special  
28                  diploma.

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

37  
38                  ○ The student's individual education plan shall include a transition plan  
39                  containing annual goals and short-term objectives related to the  
40                  employment and community competencies.                   Amended 06-27-  
41                  95

42  
43                  ○ A training plan shall be developed and signed by the student, parent,  
44                  teacher, and employer. The plan shall identify the job specific  
45                  employment and related community competencies, the criteria for  
46                  determining and certifying mastery of the competencies, the work  
47                  schedule and the minimum number of hours to be worked per week, a  
48                  description of the supervision to be provided by the school district  
49                  staff, and any special considerations.                   Amended  
50                  06-27-95

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- Attendance  
Meet attendance requirements.

- Curriculum Amended 07-21-98 and 07-01-06

The curricular approach for high school exceptional students shall follow the Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science 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, 07-01-06, 07-01-09

- Note: Students classified as Visually Impaired or Speech Impaired only are not eligible for a special diploma at this time.

**6. 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 may be awarded a Certificate of Completion.

**7. Special Certificate of Completion**  
Amended 06-27-95, 07-21-98 06-27-00, 07-01-06, 07-01-08, 07-01-09

Any Intellectual Disabilities, Deaf or Hard of Hearing, Language Impaired, Autism Spectrum Disorder, 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, student who meets all graduation requirements for his or her exceptionality but is unable to meet the Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels, may be awarded a special certificate of completion.

**8. 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.

**9. 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

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**10. 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.

**G. 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. Standard Diploma**

A Standard Diploma shall be issued to students who meet the conditions set forth in this Student Progression Plan section IV. 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.

Beginning with the 2008-09 school year, the following diploma designations shall be available for the Standard Diploma:

- Completion of four (4) or more accelerated college credit courses in
  - Advanced Placement (AP),
  - International Baccalaureate (IB),
  - Advance International Certificate of Education (AICE), or
  - Dual Enrollment (DE),
- Career education certification, and
- Florida Ready to Work Credential.

Amended 07-23-91, 06-27-00, and 07-01-08

**2. Special Diploma (See also Subsection IV.F.)**

- Option 1A or 1B Amended 07-23-91, 06-28-94, 07-21-98, 07-01-06, 07-01-08, 07-01-09

A Special Diploma shall be awarded to a student who is properly classified as Intellectual Disabilities, 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 whose ability to communicate orally or in writing is seriously impaired. These students must also master the Access Points for Sunshine State Standards/ Next Generation Sunshine State Standards in reading/ language arts, math, and science 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

1 Test (FCAT) waiver was not approved by the IEP team, may be awarded  
2 a Special Diploma Option IA or 1B. Amended 07-21-98, 07-01-02, and 07-  
3 01-08, 07-01-09  
4

5 • Option 2 Adopted 07-21-98

6 A Special Diploma Option 2 shall be awarded to any exceptional student,  
7 excluding Visually Impaired or Speech Impaired only, who demonstrates  
8 mastery of specified employment and community competencies. The  
9 student may graduate with more or less than four years of attendance in  
10 Grades 9-12. This student must satisfactorily complete the equivalent of  
11 eleven credits as specified and be employed at least 25 hours per week  
12 in a community based job earning minimum wage or more for a minimum  
13 of one semester unless the student is placed in supported competitive  
14 employment. In such cases, the student must be employed at least 20  
15 hours per week for the equivalent of one semester. The student's  
16 Individual Education Plan and training plan shall be developed to identify  
17 job specific competencies.  
18

19 The student must also be at least sixteen (16) years of age to be  
20 considered for this option and shall be at least eighteen (18) years of age  
21 to graduate.  
22

23 Amended 06-27-00  
24

25 **3. Certificate of Completion** Amended 07-23-91, 07-01-08  
26

27 A Certificate of Completion may be awarded to all students who acquire  
28 appropriate credits and GPA for a regular high school diploma and for whom  
29 the Florida Comprehensive Assessment Test (FCAT) waiver was not  
30 approved by the IEP team.  
31

32 **4. Special Certificate of Completion** Amended 07-01-06, 07-01-08, 07-01-09  
33

34 A Special Certificate of Completion may be awarded to an eligible exceptional  
35 education student who meets the requirements for a special diploma, but is  
36 unable to meet the Sunshine State Standards/ Next Generation Sunshine  
37 State Standards for Special Diploma or the Access Points for Sunshine State  
38 Standards/ Next Generation Sunshine State Standards in reading/ language  
39 arts, math, and science at the Independent, Supportive, or Participatory  
40 levels.  
41

42 **5. GED**  
43 Amended 07-23-91, 09-17-96, 07-29-97, and 07-15-03  
44

45 Students or residents who are eighteen (18) years old or older may apply to  
46 take the GED exam.  
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48 Under the following extraordinary circumstances, 16- and 17-year-old  
49 students may be admitted into the GED program:  
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- 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
- 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

**H. 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.

**I. Florida Bright Futures Scholarship Program**

Amended 7-15-03, 07-01-04, 07-01-06, and 07-01-08

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 Career and 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 Career and Technical 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.

1 **V. REPORTING STUDENT PROGRESS**

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

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

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

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 9-12 (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           ▪ With the approval of the Superintendent and the School Board, schools may  
34           develop additional or supplementary instruments, which may be used in  
35           conjunction with the standard report card. Amended 07-29-97 and 6/ 25/ 99
- 36           ▪ Report cards shall be issued for all students, 9-12, at the close of each grading  
37           period. Amended 06-30-92
- 38           ▪ Parents are to be notified in writing at any time during a grading period when it is  
39           apparent that the student may not pass or is performing unsatisfactorily in any  
40           course or grade level. The county Deficiency/ Progress Report and/ or approved  
41           electronic Progress Report form will be used for this notification.  
42           Amended 06-15-99 and 06-27-00
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- Progress Reports may be issued at the end of the extended year programs and services, i.e., extended school year, Saturday school, before and after school programs. Adopted 06-27-00, 07-01-09
- 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**

Amended 07-01-09

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/ Next Generation 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);
  - weekly core curriculum benchmark assessments;
  - 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.

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- 7. The teacher will record a sufficient number of grades/ marks, as defined in subsection V.C.3. in this section, to justify the marking-period grade/ mark. A marking-period grade is not based solely on a single project. Passing grades on report cards indicate that the student is working within a range acceptable for the grade or subject, unless the subject is clearly identified as remedial.
- 8. To receive a report card a student shall have been enrolled in school at least one-half (1/ 2) of the forty-five day grading period as established by the official school calendar. If an elementary student is enrolled for less than one-half (1/ 2) of the forty-five day grading period, a report card shall be issued, but a grade is not required. The report card needs to reflect the date of entry and attendance record. If a student withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal. Amended 07-02-96, 06-27-00, and 07-01-06
- 9. Students are to receive grades in all subjects in which they have received instruction that grading period.

10. Change of Grades

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

REQUEST BY TEACHER FOR GRADE CHANGE:

- If the teacher who has made, entered or reported the grade feels it necessary to change the grade, he or she must submit a request in writing to the principal for a grade change.
- Whether the basis for the change is a mistake at the time of entry, or reconsideration of the assessment materials and evaluative sources, the teacher shall demonstrate in the writing the rationale, basis and support for the grade as intended to be entered on the change.
- The principal shall consider the request made by the teacher, and meet with the teacher, as the principal deems necessary, and determine whether to make the change as requested.
- The principal shall determine the request in writing and provide a written explanation as to the basis for the determination to the requesting teacher.
- Following the direction of the principal, the grade may be changed or left unchanged. Only if directed by the written notification of the principal, may the teacher entered grade be changed.
- Should a change in grade be directed after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on official notification to the parents, which shall contain the reasons and methodology for the change.

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2 CHANGE OF GRADE WITHOUT TEACHER REQUEST:  
3

- 4 • If a Principal considers changing a report card grade made, entered, or  
5 reported by a teacher, he or she must report in writing to the teacher that  
6 he or she is considering a student report card grade change.  
7  
8 • The teacher will be afforded an opportunity in writing to present the  
9 rationale, basis, and explanation for the grade as was entered.  
10  
11 • The principal shall consider the teacher's written support in making the  
12 grade.  
13  
14 • If the principal should determine to leave the grade as was entered  
15 unchanged, the principal need take no further action. If the principal  
16 determines to make a grade change over the teacher's objection, the  
17 principal shall set forth in writing the reason for the grade change, and  
18 provide therein a basis for the change of grade.  
19  
20 • Following the written notification of the teacher of the decision and basis  
21 for grade change, at the direction of the principal, the grade may be  
22 changed.  
23  
24 • Should a change in grade be directed by the principal; after the student  
25 and parent(s)/ or parent(s) have been first notified of the grade, then the  
26 grade change shall be made on official notification to the parents, which  
27 shall contain the reasons and methodology for the change.  
28

29 Grade change documentation, including grade change forms, notices, and  
30 other relevant documents, shall be retained in the student's cumulative  
31 record. Adopted 02-05-08  
32

- 33 11. A student shall complete a semester's work in order to be promoted or to  
34 receive credit for the semester's work. Students who complete the  
35 semester's work, except taking the final examinations, may at the discretion  
36 of the principal, arrange to take the examination prior to the opening of the  
37 next succeeding school year.  
38

39 Work or credit earned from a non-accredited school or school from outside  
40 Osceola County shall be accepted toward graduation upon validation.  
41 Validation of credit may be made by the student's successful completion of a  
42 standardized test in the subject.  
43

- 44 12. Grades will be awarded at the end of each grading period. These grades will  
45 reflect all work assigned and achieved during that grading period. Credit may  
46 be awarded at the end of a grading period (nine weeks or semester).  
47 Amended 06-30-92 and Amended 06-27-95  
48

- 49 13. Final grades will be awarded on a semester basis in high schools. Credit for  
50 high school level courses taken at a middle school will be awarded on a  
51 yearly basis. Amended 06-27-95 and 07-01-06  
52

1 14. When two nine weeks are used to determine a final grade, each nine weeks  
2 shall count 50% of the final grade. The total shall be divided by two (2).  
3

4 For a course in which **semester exam** is given, each of the nine weeks  
5 grades shall count 40% and the exam grade shall count 20% of the final  
6 grade, and the total shall be divided by five (5).  
7

8 For a course in which a **quarterly exam** is given, the quarterly exam grade  
9 shall count no more than 10% of the final grade.  
10

11 A minimum of 30% of the student's course grade must be comprised of  
12 performance on the **statewide, standardized end-of-course assessment** if  
13 one is required for that course (see IV.D.). For such a course,  
14

15 ■ When two semesters are used to determine a final grade, each semester  
16 shall count 35% of the final grade, and the statewide, standardized end-  
17 of-course assessment shall count 30% of the final grade. The total shall  
18 be divided by three (3).  
19

20 ■ When two nine weeks are used to determine a final grade, each nine  
21 weeks shall count 35% of the final grade, and the statewide, standardized  
22 end-of-course assessment shall count 30% of the final grade. The total  
23 shall be divided by three (3).  
24

25 Amended 06-30-92, 07-02-96, and 07-01-10  
26

27 15. In Grades 9-12, a numerical average is determined by the teacher, at the end  
28 of each nine (9) week grading period and the corresponding letter grade (as  
29 determined by the grading scale in subsection V.D.1.) is recorded on the  
30 report card. If a semester exam is given, the numerical exam score is also  
31 converted to the corresponding letter grade as determined by the grading  
32 scale in subsection V.D.1. To determine the final grade, the numerical  
33 grades are averaged together, as outlined in subsection V.C.14, and the  
34 numerical average will be converted to the corresponding letter grade from  
35 the grading scale, and reported on the report card.  
36

37 If the resulting average is not a whole number, the number is rounded to the  
38 nearest whole number as follows:  
39

- 40 • If the decimal is equal to or greater than 0.5, then the number is  
41 rounded up to the nearest whole number.
- 42
- 43 • If the decimal is less than 0.5, then the number is rounded down to  
44 the nearest whole number.  
45

46 Amended 07-02-96, 07-01-06, and 02-05-08  
47

48 16. If an "I" (incomplete) is recorded on a report card, the requirements for which  
49 the incomplete was assigned must be satisfied within two weeks of the  
50 issuance of report cards or the "I" becomes "F." At the teacher's discretion, a  
51 longer period of time may be allowed for makeup work. For each student  
52 granted additional time, the teacher shall complete and submit in a timely

1 fashion a grade change form. Amended 07-23-91 and 06-27-00, and 07-01-  
2 06

3  
4 17. Pursuant to Section 1003.436, Florida Statutes, in awarding credit for high  
5 school graduation, the district shall maintain a one-half credit earned system  
6 that shall include courses provided on a full-year basis. A student enrolled in  
7 a full-year course shall receive:

- 8  
9 • **Half credit** if the student successfully completes either the first half or  
10 the second half of a full-year course but fails to successfully complete  
11 the other half of the course and *the averaging of the grades obtained*  
12 *in each half would not result in a passing grade.*
- 13  
14 • **Full credit** if the student successfully completes either the first half or  
15 the second half of a full-year course but fails to successfully complete  
16 the other half of the course and *the averaging of the grades obtained*  
17 *in each half would result in a passing grade*, provided that such  
18 additional requirements specified in district school board policies,  
19 such as class attendance, homework, participation, and other  
20 indicators of performance, shall be successfully completed by the  
21 student.

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23 Amended 07-01-08  
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**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. For students who enrolled in Grade 9 *prior to the 2009-2010 school year*, the following criteria shall apply:

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

Amended 06-19-01, 07-01-09

Effective July 1, 2001, Grades 6-12 shall be given corresponding letter grades using the scale below:

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

**b. Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian**

Adopted 07-29-97, Amended 06-15-99, 06-27-00 06-19-01, 07-01-09

All high schools shall utilize a Pacer Scale for honors courses as a means to determine senior class rank and valedictorian/ salutatorian selections. These determinations shall be made at the end of the eighth semester and shall include all high school courses taken. Pacer Points shall 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 shall **not** be used when determining the 2.0 grade point average required for graduation, or the final grade point average.

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2. For students who enroll in Grade 9 **during and after the 2009-2010 school year**, the following criteria shall apply:

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

Adopted 07-01-09

Grades 6-12 shall be given corresponding letter grades using the scale below:

Grade	Percent	Point Value	Definition	Pacer Point Value (AP, IB, DE Courses)	Pacer Point Value (Honors, Other Level 3 Courses)
A	90-100	4	outstanding progress	5	4.5
B	80-89	3	above average	4	3.5
C	70-79	2	average progress	3	2.5
D	60-69	1	below average progress	2	1.5
F	0-59	0	not passing	0	0
I	0	0	incomplete	0	0

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**b. Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian**

Adopted 07-01-09

All high schools shall utilize a Pacer Scale for honors courses as a means to determine senior class rank and valedictorian/ salutatorian selections. These determinations shall be made at the end of the eighth semester and shall include all high school courses taken. Pacer Points shall be assigned based upon the Grading Scale and as defined in the chart under subsection V. D.2.a. adopted by the School Board. Pacer Point values for Advanced Placement, International Baccalaureate, and Dual Enrollment courses shall be one-half (0.5) Pacer Point greater than those for Honors and other Level 3 courses. Level 3 courses in physical education are not eligible for Pacer Points. Pacer Points shall **not** be used when determining the 2.0 grade point average required for graduation, or the final grade point average.

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

3           Amended 06-27-00, 07-01-09  
4

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

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

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

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

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

31           Adopted 06-19-01, Amended 07-01-06  
32

33           All students must participate in all regular district and state assessments for  
34           accountability purposes [FS 1008.22, 1008.25 (4)(a)].  
35

36           Parents are to be advised of their child's performance on all standardized tests  
37           administered as part of the countywide testing program.  
38

39           Home education students who wish to participate in the Florida Comprehensive  
40           Assessment Test (FCAT) and Florida End of Course Assessments (EOC) may do so  
41           under the following conditions:  
42

- 43           ▪ Home education students may take the FCAT only at the school for which they  
44           are zoned.  
45

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

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

11

12           **1. ELL Students** Amended 07-01-08

13

14           ELL students who are currently receiving ESOL services in accordance  
15           with the District ELL Plan, shall receive the following test  
16           accommodations: flexible setting, flexible scheduling, additional time,  
17           assistance in the Heritage language as specified in the Test  
18           Accommodations for ELLs in the administrative manual of the FCAT and  
19           shall have access to an approved English to heritage language  
20           translation dictionary and/ or heritage language to English translation  
21           dictionary. Accommodations for all other state assessment(s) will be  
22           provided according to the recommendations of test publishers and/ or  
23           appropriate district staff.

24

25           **2. Students with Disabilities**

26

27           **a. 504 Students** Amended 07-01-04, 07-01-09

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

39

40           **b. ESE Students** Amended 07-15-03, 007-01-05, and 07-01-06

41           Test accommodations during district/ state testing will be implemented  
42           as specified in the student's IEP.

43

44           Statewide assessment accommodations may be used only if they do  
45           not alter the underlying content that is being measured by the  
46           assessment or negatively affect the assessment's reliability or validity.  
47           Allowable accommodations are those that have been used by the  
48           student in classroom instruction. Such accommodations may include:  
49           presentation, responding, scheduling, setting, and/ or assistive  
50           devices.

51

1 The need for any unique accommodations for use on state  
2 assessments not outlined above must be approved by the  
3 Commissioner of Education.  
4

5 **H. Exemptions from District/ State Assessments for Special Program Students**  
6 Amended 07-01-08

7  
8 **1. ELL Students**  
9

10 All ELL students are expected to participate in the FCAT-SSS Reading  
11 and FCAT Writing tests. However, ELL students who have received 12  
12 months or less of instruction in an approved ESOL program can be  
13 exempt from taking FCAT-SSS Reading and FCAT Writing if an ELL  
14 Committee decides it is appropriate. The alternate assessment to be  
15 used is the CELLA which will be given at the appropriate grade level. All  
16 ELL students, regardless of years of instruction, are expected to  
17 participate in the FCAT-SSS Mathematics and Science tests.  
18

19 **2. Students With Disabilities**

20  
21 **a. 504 Students**

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

25 **b. ESE Students** Amended 07-01-06, 07-01-09

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

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

48 Students who are excluded from state and district assessment will be  
49 assessed through the Florida Alternate Assessment. Students excluded  
50 from the state required graduation test will not be eligible for a standard  
51 high school diploma.  
52

1  
2 Students with disabilities, as defined in Section 228.041(18), Florida  
3 Statutes, are eligible for consideration of a special exemption from the  
4 graduation test requirement under extraordinary circumstances that  
5 create a situation where the results of administration of the graduation  
6 test would reflect a student's impaired sensory, manual, or speaking  
7 skills rather than the student's achievement.  
8

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

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

- 14     ▪ the provisions of the law relating to public school student progression and  
15     the district school board's policies and procedures on student retention  
16     and promotion;
- 17     ▪ by grade, the number and percentage of all students in Grades 3 through  
18     10 performing at levels 1 and 2 on the reading portion of the FCAT;
- 19     ▪ by grade, the number and percentage of all students retained in Grades 3  
20     through 10;
- 21     ▪ information on the total number of Grade 3 students who were promoted  
22     for good cause by each category of good cause as specified in FS  
23     1008.25 (6)(b);
- 24     ▪ any revisions to the district school board's policy on student retention and  
25     promotion from the prior year. FS 1008.25 (8)(b).