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



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**2016-17
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN**

Grades K-5

**Effective July 01, 2016
Revised June 07, 2016**

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

3
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5
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10 Kelvin Soto

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15 **SUPERINTENDENT**

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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 age of six (6)
4 years by February 1 of any school year or who are older than six (6) years of age but who have not
5 attained the age of sixteen (16) years are required to attend school regularly during the entire school
6 term.
7

8 **A. Initial Entry Requirements**
9

10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County schools for
11 the first time to present the following at the time of registration:
12

13 **1. Evidence of Age**

14 Amended 06-27-06, 07-15-03
15

16 Section 1003.21, Florida Statutes, requires that students enrolling in Kindergarten or the first
17 grade must present evidence of their age. Evidence submitted shall be a valid birth certificate,
18 or other documentation of birth, as listed in Florida Statute 1003.21.
19

20 *If a passport or immigration document is used as evidence of age, it may not be duplicated.
21 Only a notation may be placed in the student's record. Adopted 06-27-00
22

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

25 **a) Proof of Physical Examination**

26 Amended 06-30-92, 07-01-08, 07-01-09, 12-17-13
27

28 Pursuant to State Board of Education Rule 6A-6.024 FAC, proof shall be presented that
29 the student has received within the last twelve months prior to the anticipated day of
30 enrollment a physical examination by a health professional who is licensed in Florida or in
31 the state where the student resided at the time of the examination.
32

33 If the student has ever been enrolled in a Florida school, that student is exempt, provided
34 that there is documented evidence of a physical examination from that Florida school.
35

36 Students entering Kindergarten from the School District of Osceola County Voluntary Pre-
37 Kindergarten (VPK) program will have already met the school entry physical requirement.
38

39 If, when requested records are received, or upon other verification as documented, no
40 valid physical examination documentation is presented, the student shall be required to
41 submit to a physical examination.
42
43

1 **b) Immunization**

2 Amended 07-21-98, 07-15-03

3
4 Each student who is otherwise entitled to admittance to an Osceola County school shall
5 be required to present a certificate of immunization on a Florida form, showing that the
6 student has received inoculations for those communicable diseases for which
7 immunization is required by the Division of Health, and Section 1003.22, Florida Statutes.

8
9 Students who have not received the required immunizations as stipulated by state law and
10 who have not received a statutory exemption will be temporarily excluded from school until
11 such immunizations have been administered. Adopted 09-07-99

12
13 **(1) Required Immunizations:**

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

30
31 Amended 09-07-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-08

32
33 **(2) Pre-K**

34 Amended 07-01-02, 07-01-08, 07-01-15

- 35
36 • All required immunizations appropriate to age, including, one (1) dose of Measles-
- 37 Mumps-Rubella (MMR), Varicella (chickenpox), and Haemophilus Influenza Type
- 38 B (HIB). Varicella vaccine is not required if a child has documentation of a history
- 39 of Varicella disease.

40
41 **(3) Kindergarten-Grade 5**

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

43 17-13, 07-01-15

- 44
45 • All required immunizations appropriate to age, including two (2) doses of Measles-
- 46 Mumps-Rubella (MMR) and two (2) doses of Varicella (chicken pox). Varicella
- 47 vaccine is not required if a child has documentation of a history of Varicella
- 48 disease.

49
50 **Exceptions may be granted as follows:**

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

1 **3. Residency Requirements**

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

- 3
- 4 • A resident parent or guardian admitting a student to an Osceola County School shall
- 5 produce **two (2) documents, one (1) from each of the following categories:**
- 6
- 7 • **Category 1**
- 8 ○ mortgage document, rental or lease agreement, property tax records
- 9
- 10 • **Category 2**
- 11 ○ current utility bill (e.g., cell phone, electric, cable, water, natural gas);
- 12 ○ income tax records;
- 13 ○ proof of receipt of government benefits.
- 14
- 15 • If the parent or guardian is not the lease holder or property owner, then the following is
- 16 required:
- 17
- 18 ○ a completed, notarized Verification of Residency form available through the
- 19 Department of Student Services at the District Office signed by the owner of the home
- 20 with one document from each of the above categories. In addition, the parent must
- 21 provide a valid Florida Driver's License (or Florida Department of Motor Vehicles
- 22 picture ID), voter registration, or auto registration with the Osceola County address
- 23 listed for which they reside.
- 24
- 25 ○ The Verification of Residency form shall apply for the school year in which it is
- 26 completed, filed, and approved by Student Services.
- 27
- 28 • If false and/ or misleading information is presented in order to meet residency
- 29 requirements, the child falsely registered shall be subject to immediate withdrawal from
- 30 Osceola District Schools and required to register in the school in the assigned attendance
- 31 zone or in the case of an out-of-district child, a school in the district of residence.
- 32
- 33 • Any person knowingly providing false and/ or misleading information may be liable for
- 34 criminal charges under Florida Statutes.
- 35

1 **B. School Admissions**

2
3 **1. Admission to Kindergarten**

4 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 school year
7 for which admission to Kindergarten is sought. (Florida Statute 1003.21)
8
9 • Any student who transfers from an out of state public school, and who does not meet
10 regular age requirements for admission to Florida public schools may be admitted if:
11 ○ the student meets the age requirements for the public schools in the state from which
12 he is transferring;
13 ○ the parent provides official documentation that the parent(s) was a legal resident of
14 the state in which the child was previously enrolled;
15 ○ the parent includes an official letter or transcript from the proper school authority which
16 shows record of attendance and academic information of no less than ninety (90) days
17 and grade placement of the student; and
18 ○ all other requirements of registration must be met.
19

20 **2. Admission to First Grade**

- 21
22 • Children must attain the age of six (6) years on or before September 1 of the school year
23 for which admission to first grade is sought or at any time thereafter, provided the child
24 has demonstrated a readiness to enter the first grade in accordance with rules adopted
25 by the State Board of Education. (Florida Statute 1003.21) Amended 07-15-03
26
27 • No student shall be admitted to the first grade who has not attended Kindergarten in a
28 public school or satisfactorily completed Kindergarten in a non-public school from which
29 the district School Board accepts transfer of academic credit.
30
31 • Any student presented for Grade 1 enrollment who has successfully completed
32 Kindergarten in a non-public school which permitted entry earlier than the state minimum
33 requirement (5 years old on or before September 1 of the school year) shall be enrolled in
34 Kindergarten until the student has demonstrated a readiness to enter the first grade.
35

36 **C. Transfer Students**

37
38 **1. General Transfer Information**

- 39
40 • The school principal or designee will determine placement of a student who transfers from
41 other countries, counties, states, private schools or from a home education program. If a
42 student transfers from a school or program other than a regionally accredited institution or
43 with inadequate or incomplete records, placement will be based upon the information
44 available, including any or all of the following:
45 ○ student's age,
46 ○ a review of all existing school records and home education records (e.g., student
47 portfolio, annual evaluations),
48 ○ a review of the previous educational program including, but not limited to, time spent
49 in a program and curriculum requirements of the program,
50 ○ a test on grade level or individual subject-area objectives or competencies to be
51 identified by the principal,
52 ○ an interview with the student and/ or the parent(s)/ guardian(s) by the principal or
53 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.

1 **5. Student Custody**
2

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

11
12 Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, Florida Statutes; SBR 6A-
13 198; 316.003 (62); Sections 1000.01, 1000.04, Florida Statutes; SBR 6A-6.311 and
14 6A.6341 and Section 1001.42 (5), Florida Statutes

15
16 **6. English Language Learner (ELL) Students**
17

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

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

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

37 **7. Student with Disabilities**
38

39 **a) 504 Students**
40

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

1 **D. Attendance Guidelines**

- 2
- 3 • School attendance is the direct responsibility of parent(s)/ guardian(s) as required by Florida
4 Statute 1003.24. All students are expected to attend school regularly and to be on time for
5 classes in order to benefit from the instructional program and to develop habits of punctuality,
6 self-discipline, and responsibility. Amended 07-15-03
 - 7
 - 8 • Notes or telephone calls from parent(s)/ guardian(s) are required either before or after an
9 absence. It is the responsibility of the student to make up work missed because of absences.
10 Students receiving out-of-school suspension **must** be assigned schoolwork that will cover
11 content and skills taught during the duration of the suspension. Amended 07-01-05
 - 12

13 **1. Student Absences**

- 14
- 15 • Non-attendance in a class shall be considered an absence unless the student is
16 participating in a school activity. Absences shall be classified as:

17 **a) Excused Absences**

18 Amended 07-01-15

- 19
- 20 • Absences shall be excused for the following reasons:
 - 21 ○ illness or injury of the student;
 - 22 ○ illness, injury, or death in the immediate family of the student. (The immediate
23 family shall be defined as listed in the United States Internal Revenue Service
24 guidelines.);
 - 25 ○ educational opportunities which are age appropriate for the student as deemed by
26 the principal or his/ her designee; or
 - 27 ○ religious holidays (see also Paragraph I.D.4.)
 - 28
 - 29
 - 30 • If there is a reasonable doubt concerning the illness claimed, the principal shall be
31 authorized to require a statement from an accepted medical authority. Failure to
32 comply with this requirement shall result in the absence being “unexcused.”
 - 33
 - 34 • The Principal of a school shall have sole discretion as to how absences shall be
35 reported to the school. The parent or legal guardian shall report absences through a
36 telephone call, a handwritten note, or both as determined by the Principal. Adopted
37 06-19-01
 - 38
 - 39 • In cases of excused or pre-arranged excused absences, the student shall be allowed
40 to make up the work and teachers of the students shall give every reasonable
41 assistance.
 - 42
 - 43 • Make-up work shall be completed during a period of time equal to at least twice the
44 time for which the absence is excused, unless the teacher allows more time.

45 **b) Pre-Arranged Excused Absences**

- 46
- 47 • The principal may approve “pre-arranged excused” absences which are “excused” but
48 planned in advance. “Excused absences” are defined in paragraph I.D.1.a. of this
49 Student Progression Plan and in the Code of Student Conduct. The principal shall
50 have the final authority to grant or deny “pre-arranged excused” absences.
 - 51
 - 52

- 1 • Situations warranting a pre-arranged excused absence shall be for any absence which
2 would be considered “excused.” Supporting documentation shall be required.
3
- 4 • Students who have a pre-arranged excused absence shall not be eligible for perfect
5 attendance.
6
- 7 • Approved pre-arranged excused absences may not exceed three (3) days.
8
- 9 • Arrangements for make-up work shall be made in advance with the instructor of each
10 class. The student is responsible for the completion of all work. Each teacher shall
11 cooperate as feasible by making assignments, grading materials, and recording
12 grades. Each teacher shall set a timeline for receiving the student’s work for credit,
13 and this timeline shall not exceed twice the number of days of absence. Unexcused
14 pre-arranged absences may be considered “accounted for unexcused” and may not
15 be eligible for credit for make-up work.
16

17 **c) Unexcused Absences**

18 Amended 07-01-08
19

- 20 • All absences other than “excused” or “permitted” shall be deemed “unexcused,” and a
21 failing grade may be recorded for the period of the “unexcused” absence, except when
22 students who are suspended from school during grade period exams or semester
23 exams, such students shall be allowed to make up these exams.
24
 - 25 ○ Upon each unexcused absence, the Principal or designee shall contact the
26 student’s parent or guardian to determine the reason for the absence.
27
 - 28 ○ If a student has had at least five (5) unexcused absences within a calendar month
29 or ten (10) unexcused absences within a ninety (90) day calendar period, the
30 student’s primary teacher shall report to the principal or designee that the student
31 may be exhibiting a pattern of non-attendance. Unless there is clear evidence that
32 the absences are not a pattern of non-attendance, the case shall be referred to the
33 Early Truancy Intervention Team to determine if early patterns of truancy are
34 developing. If the Early Truancy Intervention Team finds that a pattern of non-
35 attendance is developing, whether the absences are excused or not, a meeting
36 with the parent must be scheduled to identify potential remedies.
37
 - 38 ○ If the initial meeting with the parent does not resolve the problem, the Early
39 Truancy Intervention Team shall implement specific interventions that best
40 address the problem.
41
 - 42 ○ The Early Truancy Intervention Team shall be diligent in facilitating intervention
43 services and shall report the case to the Superintendent or his designee only after
44 all reasonable efforts to resolve the problem have been exhausted.
45
 - 46 ○ If the parent, guardian, or other person in charge of the child refuses to participate
47 in the remedial strategies because he/ she believes that those strategies are
48 unnecessary or inappropriate, the parent, guardian, or other person in charge of
49 the child may appeal to the School Board. The School Board may provide a
50 hearing officer, who may be an employee of the School Board, in lieu of a School
51 Board hearing, who shall hear the case and make a recommendation for final
52 action to the School Board. If the School Board’s final determination is that the
53 strategies of the Early Truancy Intervention Team are appropriate, and the parent,

1 guardian, or other person in charge of the child still refuses to cooperate, the
2 Superintendent may seek criminal prosecution for noncompliance with compulsory
3 school attendance.
4

- 5 ○ If a child subject to compulsory attendance will not comply with attempts to enforce
6 school attendance, the parent, guardian or Superintendent or his designee shall
7 refer the case to the case staffing committee pursuant to Florida Statutes, and the
8 Superintendent or his designee may file a truancy petition pursuant to procedures
9 outlined in Florida Statute 984.151. Amended 07-15-03, 07-01-08

10
11 **d) Tardies**

12 Adopted 07-01-13

- 13
14 • For truancy purposes, five (5) tardies *to school*, or a combination of tardies *to school*
15 and early departures that equals five (5), shall equal one unexcused absence.
16 However, this unexcused absence is for referral purposes, and the electronic record
17 is not to be altered. Actual presence or absence on campus must be accurately
18 reflected in the electronic record.
19

20 **e) Early Departures**

21 Adopted 07-01-13

- 22
23 • For truancy purposes, five (5) early departures, or a combination of tardies *to school*
24 and early departures that equals five (5), shall equal one unexcused absence.
25 However, this unexcused absence is for referral purposes, and the electronic record
26 is not to be altered. Actual presence or absence on campus must be accurately
27 reflected in the electronic record.
28
- 29 • Students who have attended more than half a school day and are released from school
30 prior to the closing of the school day shall be considered an early departure. Early
31 departures shall be either excused or unexcused. The school principal or his/ her
32 designee may require the appropriate documentation in order to determine whether or
33 not an early departure is excused or unexcused.
34
 - 35 ○ Examples of excused early departures include, but are not limited to: appointments
36 for medical, legal, or counseling purposes; funerals, family emergencies, etc.
37
 - 38 ○ Examples of unexcused early departures include, but are not limited to: parent's
39 convenience, personal reasons, shopping trips, etc.
40

1 **2. Students with Disabilities**

2
3 **a) 504 Students**

4 Amended 07-01-04

- 5
6
 - 7 • In the case of a student with excessive absences, a 504 Reevaluation meeting should
8 be held to determine if the absences are caused by the disability of record on the active
9 504 Plan. If the 504 committee determines that the absences are caused by the
10 disability, the committee must also determine a reasonable course of action, which
11 may include the possible waiver of the attendance guidelines in determining grades,
12 as well as consideration of a change of placement.
 - 13 • If the 504 committee determines that the absences are not caused by the disability,
14 the student is treated in the same manner as that for a general education student.

15
16 **b) ESE Students**

- 17
18
 - 19 • All exceptional students will follow regular education attendance procedures.
 - 20 • In the case of an ESE Student with excessive absences, an IEP team meeting must
21 be conducted to determine whether or not the absences are related to the student's
22 disability. If the IEP team determines that the excessive absences **are** related to the
23 student's disability, the IEP team must determine a reasonable course of action which
24 may include the possible waiver of the attendance guidelines in determining grades
25 as well as a change of placement.
 - 26 • **If the IEP team determines that the student's excessive absences are not related
27 to the student's disability, the student is treated in the same manner as that for
28 a general education student.**

29
30
31 **3. Hospital/ Homebound Program**

32 Amended 07-01-08

- 33
34
 - 35 • Parent(s)/ guardian(s) may request that the IEP Committee consider eligibility for a
36 hospital/ homebound program for a student with an illness predicted by certified medical
37 personnel to exceed 15 consecutive school days or due to a chronic condition for at least
38 15 school days which need not be consecutive.

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

40 Amended 07-01-15

- 41
 - 42 • Students will be excused for religious holidays on those days when the religious tenets
43 forbid secular activities on that day. Religious absences are pre-arranged absences. The
44 parents must have declared that their student is observing the holidays of that specific
45 religion and make their request in writing at least five days prior to the holiday.
 - 46 • Students will be afforded an opportunity to make up missed work without adverse school
47 effects when absent because of a religious holiday. Within five school days prior to an
48 expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal in
49 writing and request that the student be excused from attendance. A written excuse will
50 not be required upon return to school and no adverse or prejudicial effects will result for
51 any student availing herself/ himself of this provision. Students will be permitted to make
52 up missed work according to school procedures.

- If questions arise regarding this rule, principals may grant the parent(s)/ guardian(s) a conference or contact the religious organization for clarification, or a notarized statement from the parent or guardian of a minor student will be accepted. 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.

E. Student Withdrawals

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

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

2. Student Withdrawals for Enrollment in Home Education Programs

- Florida Statute 1002.41 permits parents to choose to place their children in a home education program in lieu of public school. The requirements of the 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.

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

- 9
- | | |
|--------------------|----------------------|
| o language arts | o mathematics |
| o science | o social studies |
| o foreign language | o health education |
| o the arts | o physical education |

- 10
11 • All current Florida state standards may be found on the FDOE C-PALMS (Collaborate, Plan,
12 Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>

- 13
14 • Osceola District Schools shall provide appropriate instruction to assist students in the
15 achievement of these standards. Florida's state standards have been incorporated within the
16 Osceola County Curriculum Frameworks, are on file in the Administrative Center, and are in
17 use at each school.

- 18 • District Grade Level Expectations are based upon the Florida Standards and identify what
19 each student should know and be able to do by the end of each grade.

- 20
- 21 o The following areas of study are required for each student, K-5: language arts,
22 mathematics, science/ health, and social studies.
 - 23
 - 24 o Florida Statute 1003.42 requires elementary schools to provide instructional programs in
25 character-development. Amended 07-15-03
 - 26
 - 27 o Each school shall provide 150 minutes of physical education each week for students in
28 Kindergarten through Grade 5 and for students in Grade 6 who are enrolled in a school
29 that contains one or more elementary grades so that on any day during which physical
30 education instruction is conducted there are at least 30 consecutive minutes per day. This
31 requirement shall be waived for any student who meets one of the following criteria:
32
 - 33 o The student is enrolled or required to enroll in a remedial course.
 - 34
 - 35 o The student's parent indicates in writing to the school that:
36 ▪ the parent requests that the student enroll in another course from among those offered
37 as options by the School Board, or
38 ▪ the student participates in physical activities outside the school day that are equal to
39 or in excess of the mandated requirement.
 - 40

41 Section 1003.455, Florida Statutes Adopted 07-01-09

- Additional courses of studies may include, but shall not be limited to:
 - 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, Section 1003.42, Florida Statutes 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:
 - 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.
 - 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.
 - The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
 - Flag education, including proper flag display and flag salute.
 - 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.
 - 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.
 - 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

1 of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting
2 democratic values and institutions.

- 3
- 4 ○ The history of African Americans, including the history of African peoples before the
5 political conflicts that led to the development of slavery, the passage to America, the
6 enslavement experience, abolition, and the contributions of African Americans to society.
7
- 8 ○ The elementary principles of agriculture.
9
- 10 ○ The true effects of all alcoholic and intoxicating liquors and beverages, and narcotics upon
11 the human body and mind.
12
- 13 ○ Kindness to animals.
14
- 15 ○ The history of the state.
16
- 17 ○ The conservation of natural resources.
18
- 19 ○ Comprehensive health education that addresses concepts of community health;
20 consumer health; environmental health; family life, including an awareness of the benefits
21 of sexual abstinence as the expected standard and the consequences of teenage
22 pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal
23 health; prevention and control of disease; and substance use and abuse.
24
- 25 ○ Such additional materials, subjects, courses, or fields in such grades as are prescribed by
26 law or by rules of the State Board of Education and the district school board in fulfilling the
27 requirements of law.
28
- 29 ○ The study of Hispanic contributions to the United States.
30
- 31 ○ The study of women's contributions to the United States.
32
- 33 ○ The nature and importance of free enterprise to the United States economy.
34
- 35 ○ A character-development program in the elementary schools, similar to Character First or
36 Character Counts, which is secular in nature. Beginning in school year 2004-2005, the
37 character-development program shall be required in Kindergarten through Grade 12.
38 Each district school board shall develop or adopt a curriculum for the character-
39 development program that shall be submitted to the department for approval. The
40 character-development curriculum shall stress the qualities of patriotism; responsibility;
41 citizenship; kindness; respect for authority, life, liberty, and personal property; honesty;
42 charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
43
- 44 ○ In order to encourage patriotism, the sacrifices that veterans have made in serving our
45 country and protecting democratic values worldwide. Such instruction must occur on or
46 before Veterans' Day and Memorial Day. Members of the instructional staff are
47 encouraged to use the assistance of local veterans when practicable.
48

49 Amended 07-01-06
50

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

2 Amended 07-15-03

- 3
- 4 • A comprehensive program of general education when implemented effectively enables
- 5 students to make maximum use of their educational opportunities and to function
- 6 effectively as productive individuals.
- 7
- 8 • The District School Board shall assist schools and teachers in the implementation of
- 9 research-based reading activities, Section 1008.25(4)(b), Florida Statutes.
- 10
- 11 • The School District of Osceola County Curriculum Guidelines also reflect the priorities of
- 12 the Florida K-20 education system.
- 13

14 **B. Special Programs**

15

16 **1. English Language Learner (ELL)**

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

- 18
- 19 • All students with limited English proficiency (ELL) must be appropriately identified in order
- 20 to ensure the provision of appropriate services. Every student identified as ELL shall
- 21 continue to receive appropriate instruction and funding as specified by the District ELL
- 22 Plan, State Board Rules and Regulations, and Florida Statutes until such time as the
- 23 student is reclassified as English proficient. Note: See the School District of Osceola
- 24 County English Language Learner Plan 2004 for full explanation of services and model.
- 25 Amended 06-27-00
- 26

27 **a) Home Language Survey (HLS) and Identification Criteria**

28 Amended 06-27-00

- 29
- 30 • A student with all NO responses on the HLS is considered non-English Language
- 31 Learner.
- 32
- 33 • A student with any YES response is referred for English language proficiency
- 34 assessment.
- 35
- 36 • A student with a YES response to question #1 only is temporarily placed in non-ESOL
- 37 classes until English language proficiency assessment is completed.
- 38
- 39 • A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL
- 40 classes until English language proficiency assessment is completed.
- 41
- 42 • The grade level appropriate IDEA Oral Language Proficiency Test will be used to
- 43 determine oral/ aural English proficiency and is to be administered within the first 20
- 44 days after enrollment date.
- 45
- 46 • Students in Grades3-12 found to be fluent English speaking will be given a nationally
- 47 normed, standardized reading and writing test, within 20 days from their date of enrollment
- 48 for further assessment of their English proficiency.
- 49
- 50 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/ ELL
- 51 committee to determine appropriate ESOL assessment and placement.
- 52

- 1 • Pre-K students with any YES response are considered ELL until the English language
2 assessment is administered in Kindergarten.
- 3
- 4 • PEEP Pre-K students with any YES responses shall be reviewed by a joint ESE/ ELL
5 committee to determine ESOL status.
- 6
- 7 • Every English Language Learner student is entitled to equal access to all academic,
8 categorical, and federal programs offered by the School District of Osceola County. The
9 amount of time the ELL student is assigned to the program(s) shall be comparable to the
10 time assigned to a non-ELL student under similar conditions. An updated ELL student's
11 class schedule must be maintained in the ELL Student Plan as part of the student
12 permanent record. Adopted 06-27-00
- 13
- 14 • English Language Learner students are taught by subject area teachers following the
15 corresponding district curriculum. The instructional personnel provide appropriate and
16 individualized instruction to students through the use of ESOL teaching strategies,
17 appropriate instructional materials, curriculum accommodations, and testing
18 accommodations. The ESOL strategies and accommodations are documented in the
19 teacher's lesson plans as evidence that understandable instruction is being provided.
20 Adopted 06-27-00
- 21
- 22 • Schools with fifteen (15) or more ELL students who speak the same home language shall
23 provide at least one bilingual teacher assistant or bilingual teacher proficient in English
24 and the home language of the students. The ESOL teacher assistant's (or bilingual
25 teacher's) primary assignment is to offer the ELL students additional help in the basic
26 content areas under the supervision of the basic subject area teacher. Adopted 06-27-00
- 27

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

29 The academic program for a DOP student may differ from traditional education
30 programs and schools in scheduling, administrative structure, philosophy,
31 curriculum, and/ or setting. The DOP Program employs alternative teaching
32 methodologies, curricula, learning activities, or diagnostic and assessment
33 procedures in order to meet the needs, interests, and talents of eligible students.
34

35 **3. Gifted Education**

36 Amended 07-01-09

- 37
- 38 • For a student enrolled in the gifted program a qualitatively different curriculum consists of
39 carefully planned, coordinated learning experiences that extend beyond the basic
40 curriculum to meet the specific learning needs of the student. The elementary gifted
41 education program is offered at each elementary school.
- 42
- 43 • Elementary school students identified as Gifted shall have an Educational Plan (GEP) that
44 outlines goals and strengths and provides direction for the instructional program. The
45 differentiated instructional program includes advanced-level content, acceleration, and
46 enrichment that incorporate the student's special abilities and interests. Amended 07-01-
47 05
- 48
- 49

1 **4. Students with Disabilities**

2
3 **a) 504 Students**

4 Amended 07-01-04, 07-01-09

- 5
6 • Any alteration to the delivery of instruction of student assignments for a 504 student is
7 the decision of the Section 504 Committee and must be addressed in the 504 Plan.
8
9 • The individual student's Section 504 Plan documents the instructional
10 accommodations required to ensure the student an equal opportunity to participate in
11 or benefit from the general education curriculum. Parent(s)/ guardian(s) of a Section
12 504 student must be given the opportunity to provide input on decisions made by the
13 Section 504 Committee regarding any alteration to the delivery of instruction of their
14 Section 504 student. Parent(s)/ guardian(s) of a 504 student must be notified of any
15 changes to the student's Section 504 Plan.
16

17 **b) Exceptional Education Students**

18 Amended 07-01-06, 07-01-08

- 19
20 • **Exceptionalities include:** Intellectual Disabilities, Speech and/ or Language
21 Impaired, Deaf or Hard of Hearing, Visually Impaired, Physically Impaired with Other
22 Health Impaired, Physically Impaired with Orthopedically Impaired, Physically
23 Impaired with Traumatic Brain Injury, Emotional/ Behavioral Disabilities, Specific
24 Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired,
25 Autism Spectrum Disorder, Pre-Kindergarten Students with Developmental Delays
26 (ages 3-6), Pre-Kindergarten Students with Established Conditions (ages 0-2).
27 Amended 07-23-91, 07-21-98, 06-27-00, and 07-01-05
28

29 • **ESE Curriculum**

- 30
31 ○ The curriculum for the elementary school Exceptional Student Education student
32 will follow the Florida Standards with appropriate accommodations. Moderately
33 and severely disabled students with Intellectual Disabilities and Autism Spectrum
34 Disorder will use a curriculum appropriate for the developmental level of the
35 students. Adopted 06-30-92 and Amended 06-27-06, 07-21-98, 06-27-00, 07-01-
36 05, and 07-01-09
37
38 ○ For students with disabilities enrolled in ESE, their Individual Educational Plans
39 (IEP's) specify the appropriate goals and benchmarks and unique aspects of their
40 programs.
41
42 ○ For some students, Access Points for Florida Standards in reading/ language arts,
43 math, and science at the Independent, Supportive, or Participatory levels or Florida
44 Standards for Special Diploma in social studies may be more appropriate.
45 Amended 07-01-09
46
47 ○ The IEP developed by the team specifies the level of service for specific content
48 areas. The IEP also addresses annual goals and short-term objectives to meet
49 the unique needs of the student as well as appropriate classroom
50 accommodations. Accommodations may be in the areas of curriculum, instruction,
51 and assessment. Accommodations listed on the IEP must be implemented as
52 indicated. Amended 07-01-05
53

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5. Home Education

- Florida Statute 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 07-23-91, 07-21-98, 06-27-00, 07-15-03, and 02-05-08

1 **C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**

3 Adopted 07-01-09, 07-01-13
4

- 5 • The district is committed to the implementation of a Multi-Tiered System of Supports (MTSS)
6 framework to integrate and align efforts to improve educational outcomes and to meet the
7 academic and behavioral needs of all students. The process utilized to ensure implementation
8 of an effective MTSS framework is Problem-Solving/ Response to Intervention (PS/ Rtl). PS/
9 Rtl is a data-driven decision-making process applied to all aspects of the educational
10 organization. The systematic use of student assessment data at the district, school,
11 classroom, and student levels will guide decisions about the allocation of resources and the
12 intensity of the instruction and interventions needed to improve student learning and/or
13 behavior. The district's schools will provide high quality instruction and intervention(s)
14 matched to student needs and will use rate of progress and level of performance to inform
15 instructional decisions at all three Tiers of instruction.
16
- 17 • School-based Problem Solving Teams will identify students in need of tiered interventions
18 through the review of universal screening data and will determine the appropriate types and
19 levels of interventions based on various data sources. Standard protocol interventions will
20 generally be utilized initially when data indicate a need for interventions beyond Tier 1 core
21 instruction alone. Students' responses to interventions will determine if there is a need for
22 more intensive interventions and diagnostic assessment will assist the Problem Solving Team
23 with development and implementation of intensive interventions. Students who receive
24 interventions beyond the core curriculum will have their rate of progress and level of
25 performance included in their cumulative school records. Teachers will consult the district
26 MTSS/ Rtl Curriculum Guides for available supports.
27

1 **D. Acceleration Plan**

2 Adopted 08-07-12, 07-01-13

- 3
- 4 • The academic progress of all students, including those students who exceed curriculum
- 5 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
- 6 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the
- 7 following plan for acceleration decisions within the district's existing Multi-Tiered System of
- 8 Supports/ Response to Intervention framework.
- 9
- 10 ○ School level Problem Solving Teams shall review assessment data at the beginning of the
- 11 school year to determine which students may benefit from acceleration options.
- 12
- 13 ○ Tier 1 acceleration options may include cluster/ ability grouping differentiated
- 14 assignments, curriculum compacting, or telescoping curriculum.
- 15
- 16 ○ Tier 2 acceleration options may include single subject or virtual school instruction.
- 17
- 18 ○ Tier 3 acceleration options may include whole grade acceleration if the Problem Solving
- 19 Team determines such placement may meet the needs of highly able students.
- 20
- 21 ○ For each tier, the Problem Solving Team shall monitor the progress of all students and
- 22 administer additional assessments to determine if students continue to exceed
- 23 benchmarks and whether more targeted acceleration options are appropriate.
- 24
- 25
- 26

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 their
5 grade level academically. Promotion, however, is based primarily on student proficiency in
6 reading, writing, mathematics, social studies, and science, and is not automatic. Amended 07-
7 15-03, 12-15-15
 - 8
 - 9 • Decisions regarding student promotion, and retention and good cause placement are primarily
10 the responsibility of the individual school's professional staff. The final decision concerning grade
11 placement is the responsibility of the principal.
 - 12
 - 13 • Student promotion in the Osceola County schools is based upon an evaluation of each student's
14 achievement in terms of appropriate instructional goals. The determination should reflect the
15 recommendation of the school-based placement committee based upon the following: successful
16 progress in the county adopted curriculum, progress tests, classroom assignments, daily
17 observation, standardized tests, and other objective data. The primary responsibility for
18 determining each student's level of performance and ability to function academically, socially and
19 emotionally at the next grade level is that of the classroom teacher, subject to review and approval
20 of the principal.

21

22 **A. Attendance for Promotion Grades K-5**

23 Amended 07-01-09

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

36

37 **B. Student Performance Levels for Reading, Writing, Mathematics, and Science**

38 Amended 07-15-03

- 39
 - 40 • Florida Statute 1008.25 requires that the district define specific levels of performance in
41 reading, writing, mathematics, and science for each grade level. These levels of performance
42 will be used to identify students who **must** receive remediation or be retained within an
43 intensive program that is different from the previous year's program and takes into account
44 the student's learning style.
 - 45
 - 46 • In compliance with School Board's Objective (Improve accepted measures of success
47 annually) and Florida Statute 1008.25, students will be identified as performing at one of three
48 levels which indicates a student's achievement:
 - 49 ○ above grade level,
 - 50 ○ at grade level, or
 - 51 ○ below grade level.
- 52

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

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

- 6 • Grades K-5 promotion should be based on successful progress as indicated by report
7 cards, District and State assessments, daily assignments, teacher observation,
8 satisfactory performance in the grade level curriculum, and other data. Amended 06-15-
9 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, 07-01-09

13
14 • **Kindergarten Indicators**

15 A screening program for all Kindergarten students will be administered yearly. This
16 screening should be done within the first 30 school days of each school year. Results of
17 this screening will identify students are at-risk for academic, behavioral, and/ or social
18 difficulties. School-based Problem Solving Teams will develop and implement
19 interventions for struggling Kindergarten students and will utilize progress monitoring data
20 to determine their responses to interventions.

- 21
22 ○ Florida Kindergarten Readiness Screener – Work Sampling system (FLKRS-WSS)
23 ○ Reading Running Record(s)
24 ○ Osceola Writes (Informative, Opinion, and Narrative)
25 ○ District-adopted reading program assessments
26 ○ District-adopted mathematics program assessments
27 ○ Renaissance Learning STAR Early Literacy Enterprise
28 ○ Fountas and Pinnell Reading Assessment
29 ○ Early Reading Diagnostic Assessments (ERDA)
30 ○ Diagnostic Reading Assessment (DRA)
31 ○ Comprehensive English Language Learning Assessment (CELLA)

32
33 • **First Grade Assessments**

- 34 ○ Reading Running Record(s)
35 ○ Osceola Writes (Informative, Opinion, and Narrative)
36 ○ District-adopted reading program assessments
37 ○ District-adopted mathematics program assessments
38 ○ District-adopted science program assessments
39 ○ Renaissance Learning STAR Reading Enterprise
40 ○ Renaissance Learning STAR Math Enterprise
41 ○ Fountas and Pinnell Reading Assessment
42 ○ ERDA
43 ○ Diagnostic Reading Assessment (DRA)
44 ○ CELLA
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- **Second Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Informative, Opinion, and Narrative)
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - Basal reading program assessments
 - Renaissance Learning STAR Early Literacy Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - ERDA
 - DRA
 - CELLA

- **Third Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Informative, Opinion, and Narrative)
 - District-adopted reading program assessments
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - District Formative Assessments (Reading and Mathematics)
 - Renaissance Learning STAR Early Literacy Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - ERDA
 - DRA
 - SAT-10
 - Florida Standards Assessment (FSA) English Language Arts
 - FSA Mathematics
 - CELLA
 - Fitness Gram

- **Fourth Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Informative, Opinion, 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
 - Renaissance Learning STAR Reading Enterprise
 - Renaissance Learning STAR Math Enterprise
 - Fountas and Pinnell Reading Assessment
 - DRA
 - FSA English Language Arts
 - FSA Mathematics
 - CELLA
 - Fitness Gram

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- **Fifth Grade Assessments**

- Reading Running Record(s)
- Osceola Writes (Informative, Opinion, and Persuasive)
- District-adopted reading program assessments
- District-adopted mathematics program assessments
- District-adopted science program assessments
- District Formative Assessments (Reading, Mathematics, and Science)
- Renaissance Learning STAR Reading Enterprise
- Renaissance Learning STAR Math Enterprise
- Fountas and Pinnell Reading Assessment
- DAR
- FSA English Language Arts
- FSA Mathematics
- FSA Science
- 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 Florida Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Florida 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, 07/01/11, 07/01/12, 07/01/13, 07/01/14

- 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
<i>Student Performance Level</i>	<i>Fountas and Pinnell Reading Level</i>	<i>DRA² Independent Reading Level</i>	<i>STAR Early Literacy Enterprise</i>	<i>Writing</i>	<i>Math End of Year Benchmark Assessment</i>		<i>Placement Considerations</i>
Above Grade Level	Level D	Level ≥ 6 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Promote
On Grade Level	Level C	Level 3 - 4 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy		Promote
Below Grade Level	Level B	Level 1 - 2 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level A	Level A 90% accuracy	24 th %ile and below Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan %ile = Percentile							

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	Fountas and Pinnell Reading Level	DRA ² Independent Reading Levels	STAR Reading Enterprise	Writing	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card 	Placement Considerations
Above Grade Level	≥ Level J	> Level 16 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy		Promote
On Grade Level	Levels G to J	Levels 12 - 16 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy		Promote
Below Grade Level	Levels E to F	Levels 8 - 10 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	≤ Level D	< Level 8 90% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan %ile = Percentile							

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	Fountas and Pinnell Reading Level	DRA ² Independent Reading Levels	STAR Reading Enterprise	Writing	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	≥ Level N	Level ≥ 30 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Levels L to M	Level 24 - 28 90% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Levels J to K	Level 18 - 20 90% accuracy	25 th - 39 th %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	≤ Level J	< Level 18 90% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan

² Developmental Reading Assessment

³ Comprehensive Core Reading Program

⁴ English Language Learners

⁵ Exception Student Education- Individual Education Plan

⁶ Lexile: In Grade 2, students should be reading in a lexile range of 420 – 650 with a stretch goal up to 820. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level.
%ile = 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	FSA ELA, Reading	SAT-10 Reading	DRA ² Independent Reading Levels	STAR Reading Enterprise	FSA Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	Level 4 - 5	≥ 75 th %ile	Level ≥ 40 90%accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	Level 4-5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	50 th - 74 th %ile	Level 34 - 38 90%accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2*	25 th - 49 th %ile	Level 24 - 30 90%accuracy	25 th - 39 th %ile Student's Score: "On Watch"	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1*	≤ 24 th %ile	≤ Level 20 90%accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan

² Developmental Reading Assessment

³ Comprehensive Core Reading Program

⁴ English Language Learners

⁵ Exception Student Education- Individual Education Plan

⁶ Lexile: In Grade 3, students should be reading in a lexile range of 520 – 820. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level.
%ile = Percentile

***Mandatory Retention: Beginning with the 2002-2003 school year, if a student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for Grade 3, the student must be retained, unless the School Board exempts the student from this mandatory retention for good cause. Section 1008.25 (5)(b), Florida Statutes**

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	FSA ELA, Reading	STAR Reading Enterprise	FSA ELA Writing Rubric Score	FSA Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations
Above Grade Level	Level 4 - 5	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	5 - 6	Level 4 - 5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	4	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2	25 th - 39 th %ile Student's Score: "On Watch"	2 - 3	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	< 2	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹

¹ Progress Monitoring Plan

² Developmental Reading Assessment

³ Comprehensive Core Reading Program

⁴ English Language Learners

⁵ Exception Student Education- Individual Education Plan

⁶ Lexile: In Grade 4, students should be reading in a lexile range of 740 – 940 with a stretch goal up to 1010. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level.

%ile = Percentile

GRADE 5	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	FSA ELA, Reading	STAR Reading Enterprise	FSA Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> • PMP¹ generated • Class Performance in Math • Class Performance in Reading • School Based Placement Committee • CCRP³ Assessments • Math Program Assessments • ELL Status⁴ • ESE-IEP performance goals and assessments⁵ • Formative Benchmark Assessments • Parent Consultation • Response to Instruction/ Intervention • Possible retention indicated on report card • Lexile⁶ 	Placement Considerations	
Above Grade Level	Level 4-5	≥ 61 th %ile Proficiency Category: At/ Above Benchmark	Level 4-5	≥ 90% accuracy	≥ 61 th %ile Proficiency Category: At/ Above Benchmark			Promote
On Grade Level	Level 3	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark	Level 3	70% - 89% accuracy	40 th - 60 th %ile Proficiency Category: At/ Above Benchmark			Promote
Below Grade Level	Level 2	25 th - 39 th %ile Student's Score: "On Watch"	Level 2	60% - 69% accuracy	25 th - 39 th %ile Student's Score: "On Watch"			Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
Below Grade Level Substantially	Level 1	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"	Level 1	≤ 59% accuracy	≤ 24 th %ile Student's Score: "Intervention/ Urgent Intervention"			Retain with a new PMP ¹ -- or -- Promote with a new PMP ¹
¹ Progress Monitoring Plan ² Developmental Reading Assessment ³ Comprehensive Core Reading Program ⁴ English Language Learners ⁵ Exception Student Education- Individual Education Plan ⁶ Lexile: In Grade 5, students should be reading in a lexile range of 830 - 1010. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level. %ile = Percentile								

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

2 Amended 07-01-06, 07-01-08

- 3
- 4 • The assignment of a student to a higher grade which results in the student's accelerated
- 5 promotion should be made based on exceptionally high achievement or evidence that the
- 6 student will benefit more from the instructional program at the advanced grade level. The
- 7 Superintendent or designee should authorize the assignment.
- 8
- 9 • The assignment will occur at the end of a grading period agreed upon by both the sending
- 10 and receiving principal. If an ELL student is involved, the ELL committee shall meet to
- 11 document the change in the ELL Student Plan.
- 12
- 13 • After agreement has been reached regarding an exceptional student, an Individual Education
- 14 Plan meeting must be held prior to placement in the new assignment. The long-range
- 15 academic, social, and emotional effect of the decision shall be considered.
- 16
- 17 • The principal has the responsibility for making such an assignment, but a student will not be
- 18 accelerated without parental consent. Amended 06-30-91 and 06-27-00
- 19
- 20 • The student's cumulative record, report card, and permanent record must indicate,
- 21 "accelerated grade placement" and the name of the principal who made the placement.
- 22 . Amended 06-15-99
- 23
- 24 • Parents shall be notified in writing that their child is receiving an accelerated grade placement
- 25 to the next higher grade. A copy of this notification shall be placed in the cumulative folder.
- 26 Notices to parent/ guardian of ELL students must be provided in the primary language,
- 27 whenever feasible. Amended 06-27-00
- 28

29 **E. Progress Monitoring Plan (PMP) Process**

30 Amended 07-15-03, 07-01-06, 07-01-08

- 31
- 32 • Florida Statute 1008.25 (4)(b) requires that schools must develop, in consultation with the
- 33 student's parent(s), a School District of Osceola County Progress Monitoring Plan (PMP) for
- 34 students who do not meet district and state levels of proficiency in reading, writing,
- 35 mathematics, and/ or science. Each PMP must outline an intensive remedial program in the
- 36 area(s) of weakness designed to assist the student in meeting state and/ or district
- 37 expectations for proficiency.
- 38
- 39 • **The PMP must clearly identify the:**
- 40 ○ specific, diagnosed academic needs to be remediated,
- 41 ○ success-based intervention strategies to be used,
- 42 ○ the intensive variety of remedial instruction to be provided, and
- 43 ○ monitoring and reevaluation activities to be employed.
- 44

45 Section 1008.25 (4)(b), Florida Statutes

- 46
- 47 • Each student who does **not** meet the levels of performance as determined by the district **must**
- 48 be provided with additional diagnostic assessments to determine the nature of the student's
- 49 difficulty and areas of academic need. Section 1008.25 (4)(a), Florida Statutes
- 50
- 51 • Data from the additional assessments are to be used to formulate the student's PMP.
- 52

- 1 • Schools shall also provide for the frequent monitoring of the student's progress. Section
2 1008.25(4)(b), Florida Statutes
3
- 4 • Any student who exhibits a substantial deficiency in reading, based upon locally determined
5 assessments, statewide assessments conducted in Kindergarten or Grades 1, 2, or 3 must
6 be given intensive reading instruction immediately following the identification of the reading
7 deficiency. Section 1008.25 (5)(a), Florida Statutes
8
 - 9 ○ Diagnosis and remediation will occur as soon as possible after a student has been
10 identified as deficient in reading, writing, mathematics, and/ or science per Section
11 1008.25(4)(a), Florida Statutes.
 - 12
 - 13 ○ If the student identification occurs during the fourth marking period, the diagnosis will be
14 made at the beginning of the following school year with remediation immediately following.
15
- 16 • A student who is not meeting the school district or state requirements for proficiency in reading
17 and math shall be covered by one of the following plans to target instruction and identify ways
18 to improve his or her academic achievement:
19
 - 20 ○ A federally required student plan, such as an individual education plan, Section 1008.25
21 (4)(b)1, Florida Statutes;
 - 22
 - 23 ○ A schoolwide system of progress monitoring for all students, Section 1008.25 (4)(b)2,
24 Florida Statutes; or
 - 25
 - 26 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida Statutes
27
- 28 • The plan chosen must be designed to assist the student or the school in meeting state and
29 district expectations for proficiency. If the student has been identified as having a deficiency
30 in reading, the K-12 comprehensive reading plan required by Section 1011.62 (8), Florida
31 Statutes, shall include instructional and support services to be provided to meet the desired
32 levels of performance. District school boards may require low performing students to attend
33 remediation programs held before or after regular school hours or during summer if
34 transportation is provided. Section 1008.25 (4)(b)3, Florida Statutes
35
- 36 • If the documented deficiency is not remediated according to the PMP, the student may be
37 retained. Section 1008.25 (4)(c), Florida Statutes
38
- 39 • **Diagnostic assessments may include, but are not limited to:**
 - 40 ○ teacher assessments
 - 41 ○ text/ placement tests
 - 42 ○ Osceola Writes
 - 43 ○ reading running records
 - 44 ○ diagnostic software
 - 45 ○ DRA
 - 46 ○ ERDA

47 Amended 07-01-04, 07-01-09
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- 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 level checklists, pre-tests and post-tests, CELLA results, alternate assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.

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- The first PMP/ ELL committee meeting develops a PMP that includes a list of intensive remedial instructional strategies designed to assist the ELL student (NOTE: ESOL accommodations are not considered remedial strategies).
- The second PMP committee meeting, with ESOL representation, is held within 18 weeks to review the effectiveness of the remedial strategies. If the ELL student does not make satisfactory progress, the curriculum may be suspended and intense remedial instruction in reading and/ or mathematics is provided based on the student's deficiencies.
- If the ELL student still has not made satisfactory progress after implementing the PMP for at least 27 weeks, the ELL committee may recommend retention unless conditions exist such that retention would be more adverse for the student than 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

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

2
3 **a) 504 Students**

4 Amended 07-01-04, 07-01-06, 07-01-09

- 5
6 • A PMP must be developed for a 504 student who does not meet the district and state
7 levels of proficiency in reading, writing, mathematics, and/ or science.

8
9 **b) ESE Students –Progress Monitoring Plan Process**

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

- 11
12 • A student who is not meeting the school district or state requirements for proficiency
13 in reading and math shall be covered by one of the following plans to target instruction
14 and identify ways to improve his or her academic achievement:
- 15 ○ A federally required student plan, such as an individual education plan, Section
16 1008.25 (4)(b)1, Florida Statutes;
- 17 ○ A schoolwide system of progress monitoring for all students, Section 1008.25
18 (4)(b)2, Florida Statutes; or
- 19 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida
20 Statutes
- 21
22 • If the student’s federally required plan does not address the student’s deficiency in
23 reading or mathematics as required by Florida law, then the school must address these
24 deficits in either a schoolwide progress monitoring system or an individual progress-
25 monitoring plan.
- 26 • When an ESE student is determined to be performing below grade level in reading,
27 writing, or mathematics, the ESE/ Regular Education Teacher should write a PMP to
28 address the student’s educational needs. The PMP should be developed with the
29 involvement of the parent/ guardian.
- 30
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1 **F. Retention**

2 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-15-03, 07-01-04, 07-01-06,
3 07-01-08, 07-01-09
4

- 5 • Students in Grades K-5 who are identified as being considerably or substantially below grade
6 level in reading, writing, mathematics, and/ or science **must** receive remediation or be
7 retained with an intensive program that is different from the previous year's program and takes
8 into account the student's learning style. However, students whose test scores and classroom
9 performance indicate that they are almost at grade level may be promoted with close
10 monitoring or promoted with a PMP.
11
- 12 • Students in Kindergarten or Grade 1, Grade 2, or Grade 3 who exhibit a substantial deficiency
13 in reading must be given intensive reading instruction. The student's reading proficiency must
14 be reassessed at the beginning of the next year, and intensive reading instruction must
15 continue until the reading deficiency is remedied. Section 1008.25(5)(a), Florida Statutes
16
- 17 • The following options are available for students who have not met the levels of performance
18 for student progression:
 - 19 ○ remediate before the beginning of the next school year and promote,
 - 20 ○ promote and remediate during the following year with more intensive intervention and
21 remediation strategies identified in the revised PMP,
 - 22 ○ retain and remediate using an alternative program of instructional delivery.
- 23
- 24
- 25 • An appropriate placement, which differs from the present placement, must be considered for
26 a student who has been retained two or more years. Section 1008.25(2)(c), Florida Statutes
27
- 28 • The principal, upon written authority from the Superintendent or designee, may promote a
29 student who has been previously retained if the principal determines that standards have been
30 met and the student will be able to benefit from instruction at the higher grade. If the
31 placement involves a new school, the assignment will occur at the time agreed upon by both
32 the sending and receiving principal. Amended 06-15-99
33
34
35

36 **1. Mandatory Retention**

- 37
- 38 • No student may be assigned to a grade level based solely on age or other factors that
39 constitute social promotion. Section 1008.25 (6)(a), Florida Statutes Adopted 06-19-01
40
- 41 • Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher
42 on the statewide assessment test in reading for Grade 3 **must** be retained unless he or
43 she is exempt from mandatory retention for good cause. [See Exemption From Mandatory
44 Retention (Good Cause) in Grade 3.] Section 1008.25 (5)(b), Florida Statutes Adopted
45 07-01-02
46
- 47 • If a student transfers after the administration of the FSA in Grade 3, it is up to the district
48 to assess the student's reading proficiency at the end of the year to determine if the
49 student needs to repeat Grade 3.
50
- 51 • Retention decisions will not be made on a single test score. Adopted 06-19-01
52

1 **2. Special Program Considerations**

2 Amended 07-01-09

3
4 **a) ELL Students**

5 Amended 06-27-00, 07-01-08

- 6
- 7 • An ELL student who has received more than two (2) years of instruction in an approved
- 8 ESOL program may be retained when there is lack of academic progress in grade
- 9 level concepts.
- 10
- 11 • The ELL committee shall meet to document the evidence indicating lack of academic
- 12 progress and to recommend retention. The parent/ guardian shall be invited to attend.
- 13
- 14 • The teacher(s) must show extensive documentation of the ESOL strategies used to
- 15 provide the student with understandable instruction.
- 16
- 17 • The reason for retention must not imply the student needs an extra year to learn
- 18 English or that the under-performance is due to the child's limited English proficiency.
- 19

20 **b) Students with Disabilities**

21

22 **1) 504 Students**

23 Amended 07-01-04, 07-01-09

- 24
- 25 • A student with a 504 Plan must meet the district and state levels of proficiency.
- 26

27 **2) ESE Students**

28 Amended 07-21-98, 07-01-05, 07-01-06, and 07-01-08

29

30 A student enrolled in ESE must meet either the Florida Standards or Access Points

31 for the Florida Standards in reading/ language arts, math, and science at the

32 Independent, Supported, or Participatory level or Florida Standards for special

33 diploma in social studies.

34

35

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**

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

1 **2. Requests for Good Cause Exemptions**
2

- 3 • Requests for good cause exemptions for students from the mandatory retention
4 requirement shall be made consistent with the following:
5
6 ○ Documentation through a Grade 3 portfolio shall be submitted from the student's
7 teacher to the school principal that indicates that the promotion of the student is
8 appropriate and is based upon the student's academic record. Amended 07-01-05
9 and 07-01-06
10
11 ○ The State Board of Education adopted the following student portfolio guidelines on
12 January 21, 2003. To be accepted as meeting the portfolio option for demonstrating
13 mastery of the required reading skills, the student portfolio contents must:
14
15 ▪ be selected by the student's teacher;
16 ▪ be an accurate picture of the student's ability and only include work that has
17 been independently produced in the classroom;
18 ▪ include evidence that the benchmarks assessed by Grade 3 FSA English
19 Language Arts have been met:
20 ✓ This evidence includes multiple-choice items and passages that are
21 appropriately 60% literary text and 40% information text, and that are
22 between 100-700 words with an average of 350 words.
23 ✓ Such evidence could include:
24 ➤ chapter or unit tests from the district's/ school's adopted core reading
25 curriculum that are aligned with the Florida Standards or
26 ➤ teacher-prepared assessments that are aligned with the Florida
27 Standards.
28 ▪ be an organized collection of evidence of the student's mastery of the Florida
29 Standards Benchmarks for language arts that are assessed by Grade 3 FSA
30 English Language Arts. For each benchmark, there must be at least five (5)
31 examples of mastery as demonstrated by a grade of "C" or above;
32 ▪ be signed by the teacher and the principal as an accurate assessment of the
33 required reading skills.
34
35 • The school principal shall review and discuss such recommendation with the teacher and
36 make the determination as to whether the student should be promoted or retained. If the
37 school principal determines that the student should be promoted, the school principal shall
38 make such recommendation in writing to the District Superintendent or designee. The
39 District Superintendent or designee shall accept or reject the school principal's
40 recommendation in writing. Section 1008.25 (6)(c)2, Florida Statutes
41
42 • Each school shall provide written notification to the parent of any Grade 3 student who is
43 retained that his or her child has not met requirements for promotion and the reasons the
44 child is not eligible for a good cause exemption. The notification must include a description
45 of proposed interventions and supports that will be provided to the child. Section 1008.25
46 (7)(b)3, Florida Statutes
47
48 • Third grade students who are retained must be provided intensive interventions in reading
49 to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic
50 assessment. The intensive interventions must include: effective instructional practices;
51 participation in the District's summer camp; and appropriate teaching methodologies.
52 Section 1008.25 (7)(a), Florida Statutes
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- Each school will conduct a review of PMP's for all retained Grade 3 students who did not score above Level 1 on the FSA English Language Arts and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. Section 1008.25 (7)(b)1, Florida Statutes
- A student portfolio will be completed for each retained Grade 3 student. Section 1008.25 (7)(b)1, Florida Statutes
- Retained Grade 3 students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing third and fourth grade students; extended school day, week, or year; and/ or summer reading camps. Section 1008.25 (7)(b)2, Florida Statutes
- Retained Grade 3 students will be provided a high-performing teacher as determined by student performance data and above satisfactory performance appraisals. Section 1008.25 (7)(b)5, Florida Statutes
- The District shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports that were provided to Grade 3 students who scored Level 1 on the FSA English Language Arts and were retained. Section 1008.25 (7)(b)9, Florida Statutes
- Retained Grade 3 students who can demonstrate that he or she is a successful independent reader, reading at or above grade level, and ready to be promoted to Grade 4 may be promoted mid-year after careful evaluation by the principal. Evaluating any retained Grade 3 student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the Grade 3 FSA as determined by the State Board. Section 1008.25 (7)(b)4, Florida Statutes

1 **3. Mid-Year Promotion**

2 **a) Before November 1 of the school year:**

- 3
- 4 • Current Student Progression Plan Guidelines for Promotion will be followed:
- 5
- 6 • Student promotion in the Osceola County schools is based upon an evaluation of each
- 7 student’s achievement in terms of appropriate instructional goals. The determination
- 8 should reflect teacher judgment based upon the following: successful progress in the
- 9 county adopted curriculum, progress tests, classroom assignments, daily observation,
- 10 standardized tests, and other objective data. The primary responsibility for
- 11 determining each student’s level of performance and ability to function academically,
- 12 socially and emotionally at the next grade level is that of the classroom teacher, subject
- 13 to review and approval of the principal.
- 14
- 15 • Successful completion of the Grade 3 portfolio to demonstrate mastery of the Grade 3
- 16 Reading Florida Standards for Promotion to Grade 4 as outlined by the State Board of
- 17 Education in compliance with Section 1008.25 (6)(b)4), Florida Statutes.
- 18
- 19 • The teacher/ s, principal and parent/ guardian should meet and be in agreement as to
- 20 the mid-year promotion.
- 21
- 22 • Decisions regarding student promotion, and retention and good cause placement are
- 23 primarily the responsibility of the individual school’s professional staff. The final
- 24 decision concerning grade placement is the responsibility of the principal.
- 25
- 26 • The Superintendent or designee should be notified in writing and authorize the
- 27 assignment.
- 28
- 29 • If an ELL student is involved, the ELL committee shall meet to document the change
- 30 in the ELL Student Plan.
- 31
- 32 • After agreement has been reached regarding an exceptional student, an Individual
- 33 Education Plan meeting must be held prior to placement in the new assignment. The
- 34 long-range academic, social, and emotional effect of the decision shall be considered.
- 35
- 36 • The student’s cumulative record and report card must indicate “mid-year grade
- 37 placement.”
- 38
- 39 • The parent notification letter of the mid-year promotion should be placed in the
- 40 student’s cumulative folder.
- 41

1 **b) After November 1 of the School Year:**
2

- 3 • To be eligible for mid-year promotion, a student must demonstrate that he or she:
4 ▪ is a successful and independent reader as demonstrated by reading at or above
5 grade level,
6 ▪ has progressed sufficiently to master appropriate fourth grade reading skills; and
7 ▪ has met additional requirements, as satisfactory achievement in the other
8 curriculum areas as evidenced by the grade of “C” or above on the district progress
9 report and/ or report card in the core curriculum subjects of mathematics, writing,
10 science and social studies.
11 • The student must have completed one of the following:
12 ▪ Successful completion of the Grade 3 portfolio to demonstrate mastery of the
13 Grade 3 Reading Florida Standards for Promotion to Grade 4 as outlined by the
14 State Board of Education in compliance with Section 1008.25 (6)(b)4), Florida
15 Statutes. In addition, there must be evidence that the student scored at or above
16 grade level in reading comprehension consistent with the month of promotion to
17 fourth grade. To accomplish this it would be necessary to administer the Grade 4
18 Group Reading Assessment and Diagnostic Evaluation (GRADE) test to provide
19 the on-grade level evidence. (For example, if the test is given in December, the
20 child must score a 4.5 grade equivalent in reading comprehension.)
21 ▪ Successful completion of the Grade 3 and Grade 4 portfolios to demonstrate
22 mastery of the Grade 3 Reading Florida Standards for Promotion to Grade 4 as
23 outlined by the State Board of Education in compliance with Section 1008.25
24 (6)(b)4), Florida Statutes.
25 • The PMP for any retained third grade student who has been promoted mid-year to
26 fourth grade must continue to be implemented for the entire academic year.
27 Authority: Section 1008.25 (7)(b)(4), Florida Statutes.
28 • The mid-year promotion must be a joint agreement with the teacher, principal,
29 parent and the Superintendent or designee. Section 1003.02 (1)(a), Florida
30 Statutes, gives the school board the responsibility for admission, classification,
31 promotion and graduation of students.
32 • Decisions regarding student promotion, and retention and good cause placement
33 are primarily the responsibility of the individual school’s professional staff. The
34 final decision concerning grade placement is the responsibility of the principal.
35 • The same guidelines will apply for the Exceptional Student Education (ESE) and
36 English for Speakers of Other Languages (ESOL) students.
37 • If an ELL student is involved, the ELL committee shall meet to document the
38 change in the ELL Student Plan.
39 • After agreement has been reached regarding an exceptional student, an Individual
40 Education Plan meeting must be held prior to placement in the new assignment.
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1 The long-range academic, social, and emotional effect of the decision shall be
2 considered.

- 3
- 4 • The district mid-year promotion letter must be sent by the principal to the involved
5 teachers and the parents/ guardian. The Superintendent or designee must receive
6 a copy for approval. A copy should also be placed in the student’s cumulative
7 folder.
 - 8
 - 9 • Retained Grade 3 students who have received intensive instructional services but
10 are still not ready for grade promotion must be offered the option of being placed
11 in a transitional instructional setting. Such a setting shall specifically be designed
12 to produce learning gains sufficient to meet Grade 4 performance standards while
13 continuing to remediate the areas of reading deficiency. Section 1008.25
14 (7)(b)10), Florida Statutes
 - 15
 - 16 • Retained Grade 3 students will be provided at least one of the following
17 instructional options: supplemental tutoring in research-based reading services; a
18 “Read at Home” plan outlined in a parental contract, including participation in
19 “Families Building Better Readers Workshops” and regular parent-guided home
20 reading; and/ or a mentor or tutor with specialized reading training. Section
21 1008.25 (7)(b)6, Florida Statutes
 - 22

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

24

25

1 **H. Remediation**

2 Amended 07-15-03, 07-01-06, 07-01-09

3
4 **1. Program Description**

- 5
6 • Remediation must be based on the results of diagnostic assessment(s) and it must be
7 systematically embedded in the total educational program for the student. The daily
8 instruction for the student will be modified based on both the diagnosis and the contents
9 of the PMP or other educational plan(s) (e.g., IEP, ELL Student Plan). Remediation must
10 include an instructional program that is not identical to that provided during the previous
11 school year.
- 12
13 • Remedial and supplemental instructional resources must be allocated as follows: First, to
14 students who are deficient in reading by the end of Grade 3, and second to students who
15 fail meet performance levels required for promotion. Section 1008.25(3), Florida Statutes
- 16
17 • The PMP must include one or more of the following instructional intervention 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 Section 1008.25, Florida Statutes)

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

- 28
29 • The K-5 Continuous Progress Program provides immediate and ongoing assistance to
30 students throughout the school year as needed. The K-5 Continuous Progress Program
31 is designed to assist students in achieving adequate progress in the education program.
32 The eligibility criteria for student participation in Grades K-5 may include any combination
33 of the following:
34
35 ○ teacher recommendation,
36 ○ participation necessary to maintain continuous academic progress,
37 ○ score within Achievement Level 1 or 2 on FSA English Language Arts,
38 ○ score in the lowest quartile of the FSA English Language Arts,
39 ○ score below the twenty-fifth percentile on SAT-9 or SAT-10, **or**
40 ○ in the case of a student with disabilities enrolled in ESE, recommendation of the IEP
41 team, or
42 ○ in the case of an ELL student enrolled in an ESOL program, recommendation of the
43 ELL Committee based upon the student's CELLA score.

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

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 [Section 1008.25 (7)(b)7; 1008.25 (7)(b)8g, Florida
- 5 Statutes] is to prevent the retention of Grade 3 students and to offer intensive accelerated
- 6 reading instruction to:
- 7 ○ Grade 3 students who failed to meet standards for promotion to Grade 4
- 8 ○ Each K-3 student who is assessed as exhibiting a reading deficiency.
- 9
- 10 • The READ Initiative must:
- 11 ○ be provided to all K-3 students at risk of retention as identified by the Florida School
- 12 Readiness Screening (FLKRS), Early Reading Diagnostic Assessment (ERDA),
- 13 Comprehensive English Language Learning Assessment (CELLA), and/ or the
- 14 appropriate Renaissance Learning Reading assessments that measure phonemic
- 15 awareness, phonics, fluency, vocabulary, and comprehension.
- 16 ○ be provided during regular school hours in addition to the regular reading instruction.
- 17 ○ provide a curriculum in core academic subjects to assist the student in maintaining or
- 18 meeting proficiency levels for the appropriate grade in all academic subjects.
- 19 ○ provide a state-identified reading curriculum (district-adopted textbook/ program) that
- 20 has been reviewed by the Florida Center for Reading Research (FCRR) and meets,
- 21 at a minimum, the following specifications:
- 22 ▪ assists students with a reading deficiency in developing the ability to read at grade
- 23 level
- 24 ▪ provides skill development in phonemic awareness, phonics, fluency, vocabulary
- 25 and comprehension
- 26 ▪ provides scientifically based and reliable assessment
- 27 ▪ provides initial and ongoing analysis of each student's reading progress
- 28 ▪ is implemented during regular school hours.
- 29 ▪ provides a curriculum in core academic subjects to assist the student in
- 30 maintaining or meeting proficiency levels for the appropriate grade in all academic
- 31 subjects. Section 1008.25 (7)(c), Florida Statutes
- 32
- 33

1 **a) Tier 1 Students –Grade K-3 Students Identified With a Reading Deficiency**
2

- 3 • The state requires that all students K-5 have a 90-minute reading block that includes
4 initial instruction and differentiated instruction (ii) per the district's core reading
5 program. Research-based supplemental materials should be used to reinforce the
6 initial instruction and provide differentiated instruction.
7 • Extra time for immediate intensive intervention (iii) must be provided for students who
8 are having difficulty. Suggested materials – Research-based materials that teach the
9 areas of deficits as determined by a diagnostic test: MacMillan-McGraw-Hill Reading
10 Triumphs Intervention, Comprehension Strategies, Read Well, Soar to Success, Quick
11 Reads, Elements of Vocabulary, Elements of Fluency, Making Words, Leap Pad
12 materials, Phonics and Word Study, Sequential Systematic Phonics, Voyager
13 Passport, Compass Learning.
14 • Screening, progress monitoring, and diagnostic assessments must be used in order
15 to guide instruction.
16 • Screening –Renaissance Learning Reading assessments, district-adopted textbook/
17 program assessments, FSA English Language Arts
18 • Progress Monitoring –Renaissance Learning Reading assessments, district-adopted
19 textbook/ program assessments
20 • Diagnostic – DRA, ERDA, Renaissance Learning Reading assessments
21 • The teacher-student ratio is the same as other students.
22 • A PMP) should be written for any child that is not on grade level. When determination
23 is made that a child is not on grade level, no matter what time of year, a PMP should
24 be written that is driven by a diagnostic assessment.
25 • Students in Grade 3 who score Level 1 on the FSA English Language Arts test must
26 be offered the opportunity to attend a Summer Reading Camp.
27
28

1 **b) Tier 2 Students – Students Retained Once in Grade 3 – READ Initiative**
2

- 3 • Students may have a reduced student-teacher ratio.
- 4 • Students must be provided a minimum of 90-minutes of daily, uninterrupted,
5 scientifically-based reading instruction which includes small group instruction.
6 Immediate Intensive Intervention should continue after the 90 minute block.
- 7 • The students must be provided a different curriculum from the year before. The
8 supplemental materials may be different. The core reading program may be the same.
- 9 • Screening, progress monitoring, and diagnostic assessments must be used in order
10 to guide instruction.
- 11 • Screening – Renaissance Learning Reading assessments, district-adopted textbook/
12 program assessments, FSA English Language Arts
- 13 • Progress Monitoring should be on-going and weekly – Renaissance Learning Reading
14 assessments, district-adopted textbook/ program assessments, timed readings, or
15 observations.
- 16 • Diagnostic measures are required – DRA, ERDA, Renaissance Learning Reading
17 assessments.
- 18 • All students retained must have a PMP. The PMP must be driven by a diagnostic
19 assessment.
- 20 • The teacher must review the student’s previous PMP to address additional needed
21 supports and services.
- 22 • A child retained in Grade 3 must have an ongoing portfolio that meets the state
23 portfolio requirement.
- 24 • A child who scores Level 1 on the FSA English Language Arts test must be offered
25 attendance in a Summer Reading Camp.
- 26 • All students may be assigned a trained volunteer or mentor and/ or assign someone
27 to tutor each student on deficit areas.
- 28 • Students should be provided on-grade level work for the subject areas that are not at
29 risk. An option is a Grade 3 – Grade 4 transition class.
- 30 • A student may be promoted mid-year, following the district’s mid-year promotion
31 policy.
- 32 • A student may be placed in a transitional instructional setting.
- 33 • Before school, after school, Saturday School, and extended year programs with
34 research-based materials and certified teachers to tutor and remediate students must
35 be provided.
- 36 • Retained third grade students should be provided a high-performing teacher as
37 determined by student performance data and above-satisfactory performance
38 appraisals. A first year teacher may not instruct Grade 3 retained students.
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c) Tier 3 Students – Students Retained Twice in Grade 3

(1) Intensive Acceleration Class

- The Intensive Acceleration Class must be provided to any Grade 3 student scoring Level 1 on FSA English Language Arts who was retained in third grade the prior year because of scoring Level 1 on FSA English Language Arts. 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.
- There must be a reduced class size. The class size must be smaller than the other Grade 3 classrooms.
- 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 Florida 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.
- 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.
- 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.
- 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.
- The student must have a PMP. The PMP must be driven by a diagnostic assessment.
- 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.
- The student should be provided grade level work for the subject areas that are not at risk.
- A Grade 3 – Grade 4 transition class is an option.
- The teacher must be a high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.
- The paraprofessional working in this classroom should be trained on materials and strategies used in the classroom.
- 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.

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- The student must be given the appropriate Renaissance Learning Reading assessments. The student must be registered with the state Progress Monitoring and Reporting Network (PMRN).
- The student should be given a diagnostic assessment that meets psychometric standards. The appropriate Renaissance Learning Reading assessment is the diagnostic test to be used.
- 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**

2 Amended 07-01-09

3
4 **1. ELL Students**

- 5 • All English Language Learner (ELL) students in Grades K-5 are eligible for an extended
6 school year for either academic or language maintenance needs, provided the services
7 are rendered at the school. The following requirements must be met:
 - 8 ○ The need for an extended school year must be documented in the student's ELL
9 Student Plan.
 - 10 ○ The specific academic or language maintenance needs of the student must be listed
11 in the student's individual ELL Student Plan.

12
13 **2. Students with Disabilities**

14
15 **a) 504 Students**

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

20
21 **b) ESE Students**

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

29
30 **3. Home Education Students**

- 31
32 • Home education students may participate in an extended school year if it is available and
33 if they meet the same eligibility requirements as established for all regularly attending
34 students.
- 35
36 • Students who expect to earn credit in a home education program during the summer must
37 register with the Superintendent by the end of the first grading period (second week).

38
39 **4. Summer Reading Camp**

40 Adopted 07-01-04

- 41
42 • Beginning April 2003, school districts were directed by the Department of Education to
43 provide a "research-based intensive summer reading activities for all students who have
44 failed to meet third grade promotion standards. Such reading camps should be available
45 to all third grade students who score Level 1 on the FSA English Language Arts and focus
46 on intensive intervention in reading."
- 47
48 • Priority should be given to students who are deficient in reading by the end of Grade 3.
49 The next priority is to serve students in other grade levels who fail to meet performance
50 levels required for promotion as outlined in the Student Progression Plan.

51

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 • Section 1008.25 (8)(a), Florida Statutes, specifies that the district school board must annually
7 report to the parent of each student the progress of the student towards achieving state and
8 district expectations for proficiency in reading, writing, science and mathematics, including the
9 student’s results on each statewide assessment test.

 - 10 • The evaluation of each student’s progress must be based upon the student’s classroom work,
11 observations, tests, district and state assessments, and other relevant information.

 - 12 • Progress reporting must be provided to the parent in writing in the format adopted by the
13 district school board. Progress reports for ELL students shall be provided in the parent’s
14 native language when feasible.

 - 15 • No one test with a single administration should determine promotion or retention. The
16 preponderance of evidence from evaluations should be used to determine if a student is ready
17 for the work of the next grade.

 - 18 • Section 1008.25 (5)(c), Florida Statutes, specifies that beginning with the 2002-2003 school
19 year, the parent of any student in K-3 who exhibits a substantial deficiency in reading must be
20 notified in writing immediately of the following:
21
 - 22 ○ That his or her child has been identified as having a substantial deficiency in reading and
23 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 and supports that will
26 be provided to the child that are designed to remediate the identified area of reading
27 deficiency;
 - 28 ○ That if the child’s reading deficiency is not remediated by the end of Grade 3, the child
29 must be retained unless he or she is exempt from mandatory retention for good cause;
 - 30 ○ Strategies for parents to use in helping their child succeed in reading proficiency;
 - 31 ○ That the FSA is not the sole determiner of promotion;
 - 32 ○ That additional evaluations, portfolio reviews, and assessments are available; and
 - 33 ○ The district’s specific criteria and policies for mid-year promotion.
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1 **B. Report Cards**

2 Amended 07-15-03, 07-01-08, 07/01/14

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- 4 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all elementary
5 school students must clearly grade or mark:
6
 - 7 ○ the student's academic performance in each class or course in Grades K-5 (based upon
8 examinations as well as written papers, class participation and other academic
9 performance criteria);
 - 10 ○ the student's conduct and behavior; and
 - 11 ○ the student's attendance, including absences and tardiness.
 - 12 • The student's final report card for a school year shall contain a statement indicating end-of-
13 year status regarding performance or nonperformance at grade level, acceptable or
14 unacceptable behavior and attendance and promotion or nonpromotion.
15
 - 16 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5) as the
17 primary means of reporting student progress.
 - 18 ○ With the approval of the Superintendent and the School Board, schools may develop
19 additional or supplementary instruments, which may be used in conjunction with the
20 standard report card. Amended 07-29-97 and 06-25-99
 - 21 ○ Report cards shall be issued for all students, Grades K-5, at the close of each grading
22 period. Amended 06-30-92
 - 23 ○ Progress Reports may be issued at the end of the extended year programs and services,
24 i.e., extended school year, Saturday school, before and after school programs. Adopted
25 06-27-00, Amended 07-01-09
 - 26 ○ Parents are to be notified in writing midway during the nine-week grading period as to the
27 progress of their child. This progress report will be sent home following the district
28 progress report calendar. The district Progress Report and/ or district-approved electronic
29 Progress Report form may be used for this notification. Amended 12-06-05
 - 30 ○ Parents are to be notified in writing midway during a nine week grading period or at any
31 time during a grading period when it is apparent that the student may not pass or is
32 performing unsatisfactorily in any course or grade level. The district Progress Report and/
33 or approved electronic Progress Report form will be used for this notification. Amended
34 06-15-99 and 06-27-00
 - 35 • Report cards for English Language Learner (ELL) students must be in the primary language
36 of the parent/ guardian, whenever feasible. Amended 7/27/00 These primary language report
37 cards are to be attached to the English report card.
38
39
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1 **C. General Rules of Marking or Awarding Grades**

2
3 **1. Report Card Grades**

4 Amended 07-01-04, 07-01-09, 07/01/14, 07/01/15

- 5
6
- 7 • Teachers shall determine report card grades that provide the student and the student's
8 parents(s)/ guardians(s) with an objective evaluation of the student's mastery of state
9 standards. Students and parents are to be advised of the grading criteria employed in the
10 school and in each class at the time of enrollment.

 - 11 • The student's academic grades are to reflect academic achievement. The quality of the
12 work will be assessed by multiple measures that include, but are not limited to:
 - 13 ○ teacher observations (oral presentations or reports, speeches, recitations, impromptu
14 speaking, student participation and demonstrations);
 - 15 ○ classroom assignments (reports, term or research papers, models, projects, exhibits,
16 posters, computer programs and homework);
 - 17 ○ examinations (essay, multiple-choice and completion tests, oral tests and skill tests
18 requiring demonstrations);
 - 19 ○ weekly core curriculum benchmark assessments;
 - 20 ○ alternative methods (portfolios and performance assessment).

 - 21 • Grades in conduct are to be assigned independently of academic achievement.
22 Standards for grading in these areas are to be explained to the students within the first
23 two (2) weeks of the school year or within the first two (2) weeks of assignment to the
24 teacher's classroom, whichever occurs first.

 - 25 • Students who enroll in school or class late shall be allowed to make up the class work. In
26 order to receive full semester credit, a student must be enrolled in any school a minimum
27 of forty-five days.

 - 28 • Assignments shall be labeled clearly so that a teacher, parent, or student can determine
29 upon which standard(s) the student is being graded.

 - 30 • Assessments and assignments shall be designed to determine the student's mastery of
31 state standards.

 - 32 • Each student shall have at least one (1) grade per week per Reading and Mathematics
33 course for each marking period. A marking-period grade shall not be based solely upon
34 a single project or test. No single project or test shall count more than 20% of the student's
35 final marking-period grade/ mark.

 - 36 • Passing grades on report cards indicate that the student has achieved mastery of the state
37 standards for the course in which the student is enrolled, unless the course is clearly
38 identified as remedial.

 - 39 • To receive a report card a student shall have been enrolled in school at least one-half (1/
40 2) of the forty-five day grading period as established by the official school calendar. The
41 report card needs to reflect the date of entry and attendance record. If a student
42 withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal.
43 Amended 07-02-96, 06-27-00, and 07-01-06

 - 44 • Students are to receive grades in all subjects in which they have received instruction that
45 grading period.
- 46
47
48
49
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52
53

1 **2. Change of Grades**
2

- 3 • Once a grade has been entered into a report card or electronically entered into a system
4 for the preparation of report cards, then any and all grade changes should be made as
5 follows:
6

7 **a) Request by Teacher for Grade Change**
8

- 9 • If the teacher who has made, entered or reported the grade feels it necessary to
10 change the grade, he or she must submit a request in writing to the principal for a
11 grade change.
12
- 13 • Whether the basis for the change is a mistake at the time of entry, or reconsideration
14 of the assessment materials and evaluative sources, the teacher shall demonstrate in
15 the writing the rationale, basis, and support for the grade as intended to be entered on
16 the change.
17
- 18 • The principal shall consider the request made by the teacher, and meet with the
19 teacher as the principal deems necessary, and determine whether to make the change
20 as requested.
21
- 22 • The principal shall determine the request in writing and provide a written explanation
23 as to the basis for the determination to the requesting teacher.
24
- 25 • Following the direction of the principal, the grade may be changed or left unchanged.
26 Only if directed by the written notification of the principal, may the teacher entered
27 grade be changed.
28
- 29 • Should a change in grade be directed after the student and parent(s)/ or parent(s)
30 have been first notified of the grade, then the grade change shall be made on an official
31 notification form to the parents, which shall contain the reasons and methodology for
32 the change.
33
34

1 **b) Change of Grade without Teacher Request**
2

- 3 • If a Principal considers changing a report card grade made, entered, or reported by a
4 teacher, he or she must report in writing to the teacher that he or she is considering a
5 student report card grade change.
6
7 • The teacher will be afforded an opportunity in writing to present the rationale, basis,
8 and explanation for the grade as was entered.
9
10 • The principal shall consider the teacher's written support in making the grade.
11
12 • If the principal should determine to leave the grade as was entered unchanged, the
13 principal need take no further action. If the principal determines to make a grade
14 change over the teacher's objection, the principal shall set forth in writing the reason
15 for the grade change, and provide therein a basis for the change of grade.
16
17 • Following the written notification of the teacher of the decision and basis for grade
18 change, at the direction of the principal, the grade may be changed.
19
20 • Should a change in grade be directed by the principal; after the student and parent(s)/
21 or parent(s) have been first notified of the grade, then the grade change shall be made
22 on an official notification form to the parents, which shall contain the reasons and
23 methodology for the change.
24
25 • Grade change documentation, including grade change forms, notices, and other
26 relevant documents, shall be retained in the student's cumulative record. Adopted 02-
27 05-08
28

29 **(1) Dual Language (One Way and Two Way) Considerations – Language Arts and**
30 **Reading Classes**

31 Adopted 02-05-08, Amended 07-01-09
32

- 33 • Elementary students enrolled in a dual language program shall receive two grades
34 for both Language Arts and Reading classes. The Language Arts class taught in
35 English shall be the one recorded on the student's report card, and the Reading
36 class taught in English shall be the one recorded on the student's report card. In
37 addition, the Language Arts class and the Reading class taught in the target
38 language (e.g., Spanish) shall be treated together as a single special area and
39 recorded on the student's report card as a single special area grade (e.g., Spanish
40 Language Arts/ Reading). Other core subjects shall be taught in either English or
41 the target language and shall be recorded on the student's report card as a single
42 grade by the appropriate teacher.
43
44

1 **D. Description and Definition of Marks**

2 Amended 07-15-03, 07-01-06, 07-01-09

- 3
- 4 • Schools shall adhere to the following evaluation plan for grading and reporting student
 - 5 progress. The same evaluation plan applies to English Language Learner (ELL).
 - 6 Amended 06-15-99, 06-27-00, and 06-19-01

7

8 **1. Kindergarten-1**

- 9
- 10 ○ O Outstanding/ Exceeds Expectation
 - 11 ○ S Successfully Meeting Standards
 - 12 ○ N Not Demonstrating Consistently
 - 13 ○ U Unsatisfactory/ Needs Attention

14

15 **2. Grades 2-5**

16

17 Effective July 1, 2009, Grades 2-5 will be given corresponding letter grades using the scale

18 below: Amended 06-19-01, 07-01-06, 07-01-09

19

<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

20

21 For **Special Area classes in Grades K-5**, the following grading scale may be used: Amended

22 06-30-92, and 06-27-06, and 07-01-06

- 23
- 24 ○ O Outstanding
 - 25 ○ S Satisfactory
 - 26 ○ N Not Demonstrating Consistently
 - 27 ○ U Unsatisfactory/ Needs Attention
- 28
- 29 • If the resulting average is not a whole number, the number is rounded to the nearest whole
 - 30 number as follows:
 - 31 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest
 - 32 whole number.
 - 33 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.
 - 34
 - 35
 - 36
 - 37 • If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was
 - 38 assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes
 - 39 "F." At the teacher's discretion a longer period of time may be allowed for makeup work.

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

2 Amended 06-27-00

- 3
- 4 • The course grade and academic progress of ELL students will be based on the results of
- 5 teacher observation, alternative assessments, and modified tests used to assess the
- 6 understandable instruction provided through the use of ESOL teaching strategies, appropriate
- 7 instructional materials, and curriculum accommodations.
- 8
- 9 • If there is a continued pattern of failure in classroom performance and assessments, the ELL
- 10 committee shall meet to review the reasons for the student's lack of progress. The reason(s)
- 11 documented for the academic under-performance of an ELL student **cannot imply** that he/
- 12 she needs an extra year to learn English or that it is due to the student's lack of English
- 13 proficiency.
- 14
- 15 • The following documentation needs to be in the student permanent records:
- 16
- 17 ○ Documentation of the ESOL strategies used by the ESOL language arts and basic content
- 18 area teacher(s) to provide understandable instruction, including the alternative
- 19 assessment instruments and test accommodations used to evaluate the student's
- 20 academic progress.
- 21
- 22 ○ The records of parental contacts or attempts made to inform the parent/ guardian of the
- 23 student's under-performance. When applicable, copies of the deficiency reports signed
- 24 by the student and parent/ guardian. Notices to parent/ guardian of ELL students must be
- 25 provided in the home/ native language, whenever feasible.
- 26
- 27 ○ The instructional support requested by the teacher(s) to provide additional assistance for
- 28 the student from the ESOL Assistant, Title III Specialist (if available), or ESOL Educational
- 29 Specialist available at the school.
- 30

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

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

- 3
- 4 • All students must participate in all regular district and state assessments for accountability
- 5 purposes [Sections 1008.22, 1008.25 (4)(a), Florida Statutes]. Each student in Grades 1-5
- 6 must participate in the appropriate Renaissance Learning Reading assessment. Each student
- 7 in Grades 3 and 4 will take district formative assessments in reading and mathematics. Each
- 8 student in Grade 5 will take district formative assessments in reading, mathematics, and
- 9 science.
- 10
- 11 • Parents are to be advised of their child's performance on all standardized tests administered
- 12 as part of the countywide testing program.
- 13
- 14 • Beginning with the 2002-2003 school year, all school districts are required to administer the
- 15 school readiness uniform screening implemented by the Department of Education to each
- 16 Kindergarten student in the district school system upon the student's entry into Kindergarten.
- 17 Section 1008.21, Florida Statutes
- 18
- 19 • Home education students who wish to participate in the FSA may do so under the following
- 20 conditions:
- 21
- 22 ○ Home education students may take the FSA only at the school for which they are zoned.
- 23
- 24 ○ Home education students must abide by all the rules of the Student Code of Conduct while
- 25 on any Osceola County school campus. Failure to do so will result in the removal of the
- 26 student from the campus and loss of testing privileges.
- 27
- 28 ○ Home education parents must notify the appropriate school(s) of their intention to
- 29 participate in testing at least two weeks in advance of the scheduled assessment.
- 30

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

2
3 **1. ELL Students**

4 Amended 07-01-08

- 5
6
- 7 • ELL students who are currently receiving ESOL services in accordance with the District
8 ELL Plan, shall receive the following test accommodations: flexible setting, flexible
9 scheduling, additional time, assistance in the Heritage language as specified in the Test
10 Accommodations for ELLs in the administrative manual of the FSA and shall have access
11 to an approved English to heritage language translation dictionary and/ or heritage
12 language to English translation dictionary. Accommodations for all other state
13 assessment(s) will be provided according to the recommendations of test publishers and/
14 or appropriate district staff.

15 **2. Students with Disabilities**

16
17 **a) 504 Students**

18 Amended 07-01-04, 07-01-09

- 19
- 20 • Students with 504 plans may receive accommodations on both district and state
21 assessments. The student's Section 504 Plan should address the accommodations
22 that are regularly provided for classroom activities and assessment and should guide
23 decisions on accommodations for specific test situations. However, allowable
24 accommodations for statewide tests are limited to those listed in the State Board Rule
25 and the state test administration manuals.
 - 26
27 • Accommodations may include: flexible setting, flexible scheduling, flexible timing,
28 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

29
30 **b) ESE Students**

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

- 32
- 33 • Test accommodations during district/ state testing will be implemented as specified in
34 the student's IEP.
 - 35
36 • Statewide assessment accommodations may be used only if they do not alter the
37 underlying content that is being measured by the assessment or negatively affect the
38 assessment's reliability or validity. Allowable accommodations are those that have
39 been used by the student in classroom instruction. Such accommodations may
40 include: presentation, responding, scheduling, setting, and/ or assistive devices.
 - 41
42 • The need for any unique accommodations for use on state assessments not outlined
43 above must be approved by the Commissioner of Education.
- 44

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

13 **2. Students With Disabilities**

14
15 **a) 504 Students**

- 16
17 • Students with 504 plans may not be exempted from state assessments.
18

19 **b) ESE Students**

- 20
21 • The IEP committee determines whether a student with a disability participates in state
22 and district assessments. The decision to exclude any student with a disability must
23 be documented by the IEP team by answering “yes” to all of the following questions:
24 ○ Is the student unable to master the grade-level Florida Standards, even with
25 appropriate and allowable course accommodations?
26 ○ Is the student’s demonstrated cognitive ability the primary reason for the inability
27 to master grade-level standards?
28 ○ Is the student participating in a modified or functional curriculum based on
29 competencies from the Access Points for all academic areas?
30 ○ Does the student require extensive direct instruction in functional academics and
31 Career and Technical competencies as well as domestic, community living and
32 leisure activities?
33 ○ Does the student have deficits in adaptive behavior, as demonstrated by the
34 inability to function effectively and independently in everyday living skills
35 (interpersonal and social interactions) across a variety of settings?
36
37 • Students who are excluded from state and district assessments will be assessed
38 through the Florida Alternate Assessment.
39
40

1 **I. Annual Report in Local Newspaper**

2 Adopted 07-15-03, Amended 07-01-06

- 3
- 4 • Beginning with the 2002-2003 school year, each district school board must annually publish
- 5 in the local newspaper, and report in writing to the State Board of Education by September 1
- 6 of each year, the following information on the prior school year:
- 7
- 8 ○ the provisions of the law relating to public school student progression and the district
 - 9 school board's policies and procedures on student retention and promotion;
 - 10
 - 11 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
 - 12 at levels 1 and 2 on the FSA English Language Arts;
 - 13
 - 14 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
 - 15
 - 16 ○ information on the total number of Grade 3 students who were promoted for good cause
 - 17 by each category of good cause as specified in Section 1008.25 (6)(b), Florida Statutes;
 - 18
 - 19 ○ any revisions to the district school board's policy on student retention and promotion from
 - 20 the prior year. Section 1008.25 (8)(b), Florida Statutes

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



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**2016-17
MIDDLE SCHOOL
STUDENT PROGRESSION PLAN**

Grades 6-8

**Effective July 01, 2016
Revised June 07, 2016**

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

3
4 **SCHOOL BOARD MEMBERS**

5
6 **CHAIR**

7 Tim Weisheyer

8
9 Ricky Booth

10 Kelvin Soto

11 Clarence Thacker

12 Jay Wheeler

13
14
15 **SUPERINTENDENT**

16 Dr. Debra Pace

17
18 **CHIEF OF STAFF**

19 Dr. Ronald Scott Fritz

20
21
22 **STUDENT PROGRESSION PLAN TASK FORCE**

23
24 Michael Allen, Assistant Superintendent

25 **MIDDLE SCHOOL CURRICULUM AND INSTRUCTION**

26
27 John Boyd, Director of Government and Labor Relations

28 **HUMAN RESOURCES**

29 (407) 870-1450

30
31 **MIDDLE SCHOOL CONTRIBUTORS**

32
33 Frank Telemko, Principal, Narcoossee Middle School

34
35 Daryla Bungo, Director of Student Services

36 Robert Curran, Chief of Information and Technology

37 Dr. Sonia Vazquez Esposito, Executive Director of Charter Schools and Educational Choices

38 Dalia Medina, Director of Multicultural Education

39 Belynda Pinkston, Executive Director of Secondary and Post-Secondary Education

40 Beth Rattie, Principal of Adult Learning Center Osceola (ALCO) and Alternative Programs

41 Linda Schroder-King, Director of Exceptional Student Education

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

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

7
8 **A. Initial Entry Requirements**

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

12
13 **1. Evidence of Age**

14 Amended 06-27-95, 07-15-03

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

19
20 *If a passport or immigration document is used as evidence of age, it may not be duplicated.
21 Only a notation may be placed in the student's record. Adopted 06-27-00

22
23 **2. Health Requirements – Initial Entry**

24
25 **a) Proof of Physical Examination**

26 Amended 06-30-92, 07-01-08, 12-17-13

27
28 Pursuant to State Board of Education Rule 6A-6.024 FAC, proof shall be presented that
29 the student has received within the last twelve months prior to the anticipated day of
30 enrollment a physical examination by a health professional who is licensed in Florida or in
31 the state where the student resided at the time of the examination.

32
33 If the student has ever been enrolled in a Florida school, that student is exempt, if there is
34 documented evidence of a physical examination from that Florida school.

35
36 Students entering Kindergarten from the School District of Osceola County Voluntary Pre-
37 Kindergarten (VPK) program will have already met the school entry physical requirement.

38
39 If, when requested records are received, or upon other verification as documented, no
40 valid physical examination documentation is presented, the student shall be required to
41 submit to a physical examination.

42
43 **b) Immunization**

44 Amended 07-21-98, 07-15-03

45
46 Each student who is otherwise entitled to admittance to an Osceola County school shall
47 be required to present a certificate of immunization on a Florida form, showing that the
48 student has received inoculations for those communicable diseases for which
49 immunization is required by the Division of Health, and Section 1003.22, FS.

50
51 Students who have not received the required immunizations as stipulated by state law and
52 who have not received a statutory exemption will be temporarily excluded from school until
53 such immunizations have been administered. Adopted 9/ 7/ 99

54 **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, 07-01-15

All required immunizations, including two (2) doses of Measles-Mumps-Rubella (MMR) and two (2) doses of Varicella (chickenpox). Varicella vaccine is not required if child has documentation of Varicella disease as documented by the healthcare provider.

Grade 7

Amended 07-01-15

All required immunizations, including two (2) doses of Measles-Mumps-Rubella (MMR), two (2) doses 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.

Grade 8

Adopted 07-01-08, Amended 07-01-09, 07-01-11, 07-01-15, 07-01-16

All required immunizations, including two (2) doses of Measles-Mumps-Rubella (MMR), two (2) doses 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

1 **3. Residency Requirements**

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

3
4 A resident parent or guardian admitting a student to an Osceola County School shall produce
5 **two (2) documents, one (1) from each of the following categories:**

6
7 **Category 1**

8 mortgage document
9 rental or lease agreement
10 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 following is
18 required:

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

26
27 The Verification of Residency form shall apply for the school year in which it is completed,
28 filed, and approved by Student Services.

29
30 If false and/ or misleading information is presented in order to meet residency requirements,
31 the child falsely registered shall be subject to immediate withdrawal from Osceola District
32 Schools and required to register in the school in the assigned attendance zone or in the case
33 of an out-of-district child, a school in the district of residence.

34
35 Any person knowingly providing false and/ or misleading information may be liable for criminal
36 charges under Florida Statutes.

1 **B. Transfer Students**

2
3 **1. General Transfer Information**

4
5 The school principal or designee will determine placement of a student who transfers from
6 other countries, counties, states, private schools or from a home education program. If a
7 student transfers from a school or program other than a regionally accredited institution or
8 with inadequate or incomplete records, placement will be based upon the information
9 available, including any or all of the following:

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

21
22 **2. Placement of Transfer Students – Grades 6-8**

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

24
25 A student in Grades 6-8 who transfers from any other public school in the United States or a
26 foreign country is placed in comparable classes, and all records from the previous school are
27 accepted.

28
29 Grades will be transferred as follows:

- 30
31 A = 100
- 32 B = 89
- 33 C = 79
- 34 D = 69
- 35 F = 59

36
37 In the event percentages are provided, percentages will be used.
38

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

2 Amended 07-01-12

3
4 In order to enroll any student who is not residing with his or her natural parent or legal
5 guardian, the responsible adult shall sign a Temporary Educational Guardianship for Student
6 form available through the Department of Student Services at the District Office. Temporary
7 Educational Guardianship for Student shall only be given in the event of:

- 8
9 ▪ Hospitalization
10 ▪ Incarceration
11 ▪ Death
12 ▪ Foreign Exchange Student (per School Board Rule 5.25)
13 ▪ Parent unable to care for child

14
15 All of the events listed above require appropriate legal documentation which the responsible
16 adult shall provide to Student Services. The Temporary Educational Guardianship for Student
17 form shall apply for the school year in which it is completed, filed, and approved by Student
18 Services.

19
20 **4. Student Custody**

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

29
30 Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, FS; SBR 6A-198; 316.003
31 (62), FS; 1000.01, 1000.04, FS; SBR 6A-6.311 and 6A.6341 and 1001.42 (5), FS
32

1 **5. Student with Disabilities**

2
3 **a) 504 Students**

4
5 A transferring 504 student is a student who was previously enrolled in any other school or
6 agency with an active 504 plan and who is enrolling in a Florida school district. Upon
7 notification that a transferring student is one with an active 504 Plan, the receiving school
8 must review the existing 504 Plan and must revise as needed.
9

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

- 11
- 12 ▪ A transferring ESE student is one who was previously enrolled as an ESE student in
13 any other school or agency and who is enrolling in a Florida school district or in an
14 educational program operated by the Exceptional Student Education Department
15 through grants or contractual agreements.
 - 16
17 ▪ An ESE student who is transferring from one Florida public school district to the School
18 District of Osceola County who has a current Individual Education Plan including Gifted
19 Students (IEP/ GEP) will be placed in the appropriate educational program(s) with a
20 permanent assignment consistent with the plan. The receiving school **must** review
21 and may revise the current IEP/ GEP as necessary. Amended 07-01-06
 - 22
23 ▪ An ESE student who is transferring from an out-of-state public school with ESE
24 documentation will be placed immediately in the appropriate educational program(s).
25 A permanent assignment may be made for the student if the student has an IEP and
26 evaluation information. If the ESE documentation is not complete, a transfer
27 assignment may be made in order for the district to conduct an initial evaluation
28 pursuant to Rule 6A-6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08
29

30 **6. English Language Learner (ELL) Students**

31
32 For a student identified as English Language Learner (ELL) and transferring from a school in
33 another country, placement must comply with appropriate procedures for students in the
34 English for Speakers of Other Languages (ESOL) programs found in the ESOL District ELL
35 Plan.
36

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

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

1 **7. Home Education**
2

3 Students who are participating in a home education program in accordance with Section
4 1002.41, FS, may be admitted to public school on a part-time basis. Adopted 09-17-96
5

- 6 • Students in home education who wish to attend public school must meet the same
7 registration requirements as full-time students, and enroll for and attend at least one (1)
8 regularly scheduled class period at the zoned school. Such students must register prior
9 to the start of the semester they will attend. Full-time students will be given priority in
10 course registration. Home education students who are excluded from a class/ course at
11 their zoned school due to space limitations may attend another school if space in that
12 class/ course is available. Adopted 09-17-96, Amended 06-19-01 and 02-05-08
13
- 14 • The Board is not responsible for the transportation of students in a home education
15 program to or from the school. The school principal will establish the time and place for
16 arrival and departure of home education students. Students who attend school on a part-
17 time basis are subject to all applicable rules and regulations pertaining to full-time
18 students. Adopted 09-17-96
19
- 20 • Home education students are eligible to participate in interscholastic extracurricular
21 student activities. The school principal will establish guidelines for participation pursuant
22 to Section 1006.15, FS, and these guidelines will be made available to home education
23 students choosing to participate in interscholastic extracurricular activities. Adopted 07-
24 02-96
25
26

1 **C. Attendance Guidelines**

2
3 School attendance is the direct responsibility of parent(s)/ guardian(s) as required by Section
4 1003.24, FS. All students are expected to attend school regularly and to be on time for classes
5 in order to benefit from the instructional program and to develop habits of punctuality, self-
6 discipline, and responsibility. Amended 07-15-03
7

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

13 **1. Student Absences**

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

17
18 **a) Excused Absences**

19 Amended 07-01-15

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 immediate family
24 shall be defined as listed in the United States Internal Revenue Service guidelines.);
- 25 ○ educational opportunities which are age appropriate for the student as deemed by the
26 principal or his/ her designee; or
- 27 ○ religious holidays (see also Paragraph I.C.4.)
28

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

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

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

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

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

1 **b) Pre-Arranged Excused Absences**
2

- 3 • The principal may approve “pre-arranged excused” absences which are “excused” but
4 planned in advance. “Excused absences” are defined in paragraph I.D.1.a. of this
5 Student Progression Plan and in the Code of Student Conduct. The principal shall
6 have the final authority to grant or deny “pre-arranged excused” absences.
7
8 • Situations warranting a pre-arranged excused absence shall be for any absence which
9 would be considered “excused.” Supporting documentation shall be required.
10
11 • Students who have a pre-arranged excused absence shall not be eligible for perfect
12 attendance.
13
14 • Approved pre-arranged excused absences may not exceed three (3) days.
15
16 • Arrangements for make-up work shall be made in advance with the instructor of each
17 class. The student is responsible for the completion of all work. Each teacher shall
18 cooperate as feasible by making assignments, grading materials, and recording
19 grades. Each teacher shall set a timeline for receiving the student’s work for credit,
20 and this timeline shall not exceed twice the number of days of absence. Unexcused
21 pre-arranged absences may be considered “accounted for unexcused” and may not
22 be eligible for credit for make-up work.
23

24 **c) Unexcused Absences**
25

26 All absences other than “excused” or “permitted” shall be deemed “unexcused.” Middle
27 school students who are suspended from school shall be allowed to make up all
28 schoolwork missed and receive full credit for all completed schoolwork. Amended 07-01-
29 05, 07-01-08
30

- 31 • Upon each unexcused absence, the Principal or designee shall contact the student’s
32 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 calendar month or
35 ten (10) unexcused absences within a ninety (90) day calendar period, the student’s
36 primary teacher shall report to the principal or designee that the student may be
37 exhibiting a pattern of non-attendance. Unless there is clear evidence that the
38 absences are not a pattern of non-attendance, the case shall be referred to the Early
39 Truancy Intervention Team to determine if early patterns of truancy are developing. If
40 the Early Truancy Intervention Team finds that a pattern of non-attendance is
41 developing, whether the absences are excused or not, a meeting with the parent must
42 be scheduled to identify potential remedies.
43
44 • If the initial meeting with the parent does not resolve the problem, the Early Truancy
45 Intervention Team shall implement specific interventions that best address the
46 problem.
47
48 • The Early Truancy Intervention Team shall be diligent in facilitating intervention
49 services and shall report the case to the Superintendent or his designee only after all
50 reasonable efforts to resolve the problem have been exhausted.
51
52 • If the parent, guardian, or other person in charge of the child refuses to participate in
53 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. Section 984.151, FS Amended 07-15-03

d) Tardies

Adopted 07-01-13

For truancy purposes, five tardies *to school*, or a combination of tardies *to school* and early departures that equals five (5), shall equal one unexcused absence. However, this unexcused absence is for referral purposes, and the electronic record is not to be altered. Actual presence or absence on campus must be accurately reflected in the electronic record.

e) Early Departures

Adopted 07-01-13

For truancy purposes, five (5) early departures, or a combination of tardies *to school* and early departures that equals five (5), shall equal one unexcused absence. However, this unexcused absence is for referral purposes, and the electronic record is not to be altered. Actual presence or absence on campus must be accurately reflected in the electronic record.

Students who have attended more than half a school day and are released from school prior to the closing of the school day shall be considered an early departure. Early departures shall be either excused or unexcused. The school principal or his/ her designee may require the appropriate documentation in order to determine whether an early departure is excused or unexcused.

- Examples of excused early departures include, but are not limited to: appointments for medical, legal, or counseling purposes; funerals, family emergencies, etc.
- Examples of unexcused early departures include, but are not limited to: parent's convenience, personal reasons, shopping trips, etc.

1 **2. Students with Disabilities**
2

3 **a) 504 Students**

4 Amended 07-01-04
5

6 In the case of a student with excessive absences, a 504 Reevaluation meeting should be
7 held to determine if the absences are caused by the disability of record on the active 504
8 Plan. If the 504 committee determines that the absences are caused by the disability, the
9 committee must also determine a reasonable course of action, which may include the
10 possible waiver of the attendance guidelines in determining grades, as well as
11 consideration of a change of placement.
12

13 If the 504 committee determines that the absences are not caused by the disability, the
14 student is treated in the same manner as that for a general education student.
15

16 **b) ESE Students**

17 All exceptional students will follow regular education attendance procedures.
18

19 In the case of an ESE Student with excessive absences, an IEP team meeting must be
20 conducted to determine whether the absences are related to the student's disability. If the
21 IEP team determines that the excessive absences **are** related to the student's disability,
22 the IEP team must determine a reasonable course of action which may include the
23 possible waiver of the attendance guidelines in determining grades as well as a change
24 of placement.
25

26 If the IEP team determines that the student's excessive absences **are not** related to the
27 student's disability, the student is treated in the same manner as that for a general
28 education student.
29

30 **3. Hospital/ Homebound Program**
31

32 Parent(s)/ guardian(s) may request that the IEP committee consider eligibility for a hospital/
33 homebound program for a student with an illness predicted by certified medical personnel to
34 exceed 15 consecutive school days or due to a chronic condition for at least 15 school days
35 which need not run consecutively. Amended 07-01-08
36

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

38 Amended 07-01-15
39

- 40 • Students will be excused for religious holidays on those days when the religious tenets
41 forbid secular activities on that day. Religious absences are pre-arranged absences. The
42 parents must have declared that their student is observing the holidays of that specific
43 religion and make their request in writing at least five days prior to the holiday.
44
- 45 • Students will be afforded an opportunity to make up missed work without adverse school
46 effects when absent because of a religious holiday. Within five school days prior to an
47 expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal in
48 writing and request that the student be excused from attendance. A written excuse will
49 not be required upon return to school and no adverse or prejudicial effects will result for
50 any student availing herself/ himself of this provision. Students will be permitted to make
51 up missed work according to school procedures.
52

- If questions arise regarding this rule, principals may grant the parent(s)/ guardian(s) a conference or contact the religious organization for clarification, or a notarized statement from the parent or guardian of a minor student will be accepted. 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 arrange for the administration of any tests if appropriate.

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

2. Student Withdrawals for Enrollment in Home Education Programs

Section 1002.41, FS, 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 ramifications of prejudice, racism, and stereotyping, and an examination of what it means to
2 be a responsible and respectful person, for the purposes of encouraging tolerance of diversity
3 in a pluralistic society and for nurturing and protecting democratic values and institutions.
- 4 8. The history of African Americans, including the history of African peoples before the political
5 conflicts that led to the development of slavery, the passage to America, the enslavement
6 experience, abolition, and the contributions of African Americans to society.
 - 7 9. The elementary principles of agriculture.
 - 8 10. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the
9 human body and mind.
 - 10 11. Kindness to animals.
 - 11 12. The history of the state.
 - 12 13. The conservation of natural resources.
 - 13 14. Comprehensive health education that addresses concepts of community health; consumer
14 health; environmental health; family life, including an awareness of the benefits of sexual
15 abstinence as the expected standard and the consequences of teenage pregnancy; mental
16 and emotional health; injury prevention and safety; nutrition; personal health; prevention and
17 control of disease; and substance use and abuse.
 - 18 15. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law
19 or by rules of the State Board of Education and the district school board in fulfilling the
20 requirements of law.
 - 21 16. The study of Hispanic contributions to the United States.
 - 22 17. The study of women's contributions to the United States.
 - 23 18. The nature and importance of free enterprise to the United States economy.
 - 24 19. A character-development program in the elementary schools, similar to Character First or
25 Character Counts, which is secular in nature. Beginning in school year 2004-2005, the
26 character-development program shall be required in Kindergarten through Grade 12. Each
27 district school board shall develop or adopt a curriculum for the character-development
28 program that shall be submitted to the department for approval. The character-development
29 curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect
30 for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic,
31 and religious tolerance; and cooperation.
 - 32 20. In order to encourage patriotism, the sacrifices that veterans have made in serving our country
33 and protecting democratic values worldwide. Such instruction must occur on or before
34 Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use
35 the assistance of local veterans when practicable.

36 Amended 07-01-06
37

1 **4. Physical Education**

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

4
5 Beginning with the 2009-2010 school year, the equivalent of one class period per day of
6 physical activity for one semester of each school year is required for students enrolled in
7 Grades 6 through 8. This requirement shall be waived for any student who meets one of the
8 following criteria:

- 9
10 • The student is enrolled or required to enroll in a remedial course.
11 • The student’s parent indicates in writing to the school that:
12 ○ the parent requests that the student enroll in another course from among those offered
13 as options by the School Board, or
14 ○ the student participates in physical activities outside the school day that are equal to
15 or in excess of the mandated requirement.

16
17 (Section 1003.455, FS) Adopted 07-01-08

18
19 **5. Computer Literacy**

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

22
23 **6. Civics**

24 Adopted 07-01-10

25
26 Beginning with students entering Grade 6 in the 2012-2013 school year, one of the three
27 social studies courses required for promotion must be at least a one-semester civics education
28 course.

29
30 The civics education course must address: the roles and responsibilities of federal, state, and
31 local governments; the structures and functions of the legislative, executive, and judicial
32 branches of government; and the meaning and significance of historic documents, such as
33 the Articles of Confederation, Declaration of Independence, and Constitution of the United
34 States.

35
36 During the 2013-2014 school year, each student’s performance on the statewide,
37 standardized end-of-course assessment in civics education must constitute 30% of the
38 student’s final course grade.
39

1 **7. Career and Education Planning**

2 Adopted 07-01-10

3
4 Beginning with students entering Grade 6 in the 2006-2007 school year, this requirement may
5 be completed in either Grade 7 or 8, and must include:

- 6 • career exploration using Florida CHOICES or a comparable cost-effective program;
- 7 • educational planning using the online student advising system known as Florida Academic
8 Counseling and Tracking for Students (FACTS);
- 9 • and shall result in the completion of a personalized academic and career plan which must
10 inform students of:
 - 11 ○ high school graduation requirements,
 - 12 ○ high school assessment and college entrance test requirements,
 - 13 ○ Florida Bright Futures Scholarship Program requirements,
 - 14 ○ state university and Florida college admission requirements, and
 - 15 ○ programs through which a high school student can earn college credit, including
16 Advanced Placement, International Baccalaureate, Advanced International Certificate
17 of Education, dual enrollment, career academy opportunities, and courses that lead to
18 national industry certification.

19
20 **8. Middle School Acceleration for High School Credit**

21 Amended 06-30-92, 06-29-93, 07-21-98, 06-15-99, 06-19-01, 07-01-02, 07-01-06, 07-01-08,
22 07-01-09, 07-01-10, 04/21/15

- 23
24 • Middle school students may elect to enroll in high school courses, if offered at their school
25 of enrollment with the following conditions:
 - 26 ○ The teachers of these courses must have the appropriate certification(s) to teach the
27 course(s) offered.
 - 28 ○ The textbook, the district performance standards, and the grading policy are the same
29 as for the high school course.
 - 30 ○ These courses must be Level II or above as outlined in the Florida Course Code
31 Directory.
 - 32 ○ Students who earn credit through middle school acceleration in high school courses
33 shall meet requirements toward promotion to the next grade level and toward high
34 school graduation if the student earns passing scores on statewide, standardized end-
35 of-course assessments, as state law requires.
 - 36 ○ If a student does not earn an average course grade of a “C” or higher by the time of
37 the progress report at the midpoint of the second, third, or fourth nine weeks, then the
38 student shall be scheduled into the appropriate middle school level course, and the
39 average course grade earned in the high school level course shall apply toward the
40 middle school level course grade with the weight of one letter grade higher. To
41 accomplish this task, the teacher of the appropriate middle school level course in which
42 the student is rescheduled shall augment the student’s nine weeks average by ten (10)
43 percentage points.
 - 44 ○ The student’s high school transcript shall include grades for all high school courses
45 taken while enrolled in middle school, and these course grades shall be used to
46 calculate their high school grade point average and class rank.
- 47 • Successful completion of a high school level Algebra I, Geometry, or Biology I course
48 is not contingent upon the student’s performance on the statewide, standardized end-
49 of-course assessment required under Section 1008.22(3)(c)2.a., FS.
- 50 • However, the following conditions apply in order to earn high school credit.
 - 51 ○ Beginning with the 2011-2012 school year, to earn high school credit for an Algebra I
52 course, a middle school student must pass the Algebra I statewide, standardized end-
53 of-course assessment.

- Beginning with the 2012-2013 school year, to earn high school credit for a Geometry course, a middle school student must pass the Geometry statewide, standardized end-of-course assessment.
- Beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle school student must pass the Biology I statewide, standardized end-of-course assessment.

9. Student Performance - State K-20 Education Priorities

Amended 07-15-03

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

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

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

a) 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.

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- 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 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

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

Middle school students identified as Gifted have an Educational Plan (GEP) that outlines goals 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

1 **4. Students with Disabilities**

2
3 **a) 504 Students**

4 Amended 07-01-04, 07-01-09

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

15
16 **b) Exceptional Education Students**

17
18 **Exceptionalities include:** Intellectual Disabilities, Speech and/ or Language Impaired,
19 Deaf or Hard of Hearing, Visually Impaired, Physically Impaired with Other Health
20 Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with
21 Traumatic Brain Injury, Emotional/ Behavioral Disabilities, Specific Learning Disabled,
22 Gifted, Homebound or Hospitalized, Dual Sensory Impaired, and Autism Spectrum
23 Disorder. Amended 7/ 23/ 91, 07-21-98, 06-27-00, 07-01-05, 07-01-06, and 07-01-08

24
25 **ESE Curriculum**

26 Adopted 06-30-92

27 Amended 06-27-95, 07-21-98, 06-27-00, 07-01-05, 07-01-06, 07-01-08, 07-01-09

28
29 The curriculum for the middle school Exceptional Student Education students will follow
30 the Florida Standards with appropriate accommodations. Moderately and severely
31 disabled students with Intellectual Disabilities and Autism Spectrum Disorder will use a
32 curriculum appropriate for the developmental level of the students.

33
34 For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP's)
35 specify the appropriate goals and benchmarks and unique aspects of their programs.

36
37 For some students, Access Points for Florida Standards in reading/ language arts, math,
38 and science at the Independent, Supportive, or Participatory Levels or Florida Standards
39 for Special Diploma in social studies may be appropriate.

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

46
47 **5. Home Education**

48
49 Section 1002.41, FS, permits parents to choose to place their children in a home education
50 program in lieu of public school. The requirements of the law will be monitored through
51 Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-00, 07-01-
52 02, 07-15-03, 02-05-08

1 **C. Multi-Tiered Systems of Support (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**

3 Adopted 07-01-09, 07-01-13
4

5 The district is committed to the implementation of a Multi-Tiered System of Supports (MTSS)
6 framework to integrate and align efforts to improve educational outcomes and to meet the
7 academic and behavioral needs of all students. The process utilized to ensure implementation of
8 an effective MTSS framework is Problem-Solving/ Response to Intervention (PS/ Rtl). PS/ Rtl is
9 a data-driven decision-making process applied to all aspects of the educational organization. The
10 systematic use of student assessment data at the district, school, classroom, and student levels
11 will guide decisions about the allocation of resources and the intensity of the instruction and
12 interventions needed to improve student learning and/or behavior. The district's schools will
13 provide high quality instruction and intervention(s) matched to student needs and will use rate of
14 progress and level of performance to inform instructional decisions at all three Tiers of instruction.
15

16 School-based Problem Solving Teams will identify students in need of tiered interventions through
17 the review of universal screening data and will determine the appropriate types and levels of
18 interventions based on various data sources. Standard protocol interventions will generally be
19 utilized initially when data indicate a need for interventions beyond Tier 1 core instruction alone.
20 Students' responses to interventions will determine if there is a need for more intensive
21 interventions and diagnostic assessment will assist the Problem Solving Team with development
22 and implementation of intensive interventions. Students who receive interventions beyond the
23 core curriculum will have their rate of progress and level of performance included in their
24 cumulative school records. Teachers will consult the district MTSS/ Rtl Curriculum Guides for
25 available supports.
26

27 **D. Acceleration Plan**

28 Adopted 08-07-12, 07-01-13
29

30 The academic progress of all students, including those students who exceed curriculum
31 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
32 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the
33 following plan for acceleration decisions within the district's existing Multi-Tiered System of
34 Supports/ Response to Intervention framework.
35

- 36 • School level Problem Solving Teams shall review assessment data at the beginning of the
37 school year to determine which students may benefit from acceleration options.
38
- 39 • Tier 1 acceleration options may include cluster/ ability grouping differentiated assignments,
40 curriculum compacting, or telescoping curriculum.
41
- 42 • Tier 2 acceleration options may include single subject or virtual school instruction.
43
- 44 • Tier 3 acceleration options may include whole grade acceleration if the Problem Solving Team
45 determines such placement may meet the needs of highly able students.
46
- 47 • For each tier, the Problem Solving Team shall monitor the progress of all students and
48 administer additional assessments to determine if students continue to exceed benchmarks
49 and whether more targeted acceleration options are appropriate.
50

1 **III. PROMOTION**

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

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

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

20 **A. Attendance for Promotion, Grades 6-8**

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

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

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

32 Make-up work shall be completed during a period of time equal to at least twice the time for which
33 the absence is excused, unless the teacher allows more time.
34

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

40 Authorization: Section 1001.41, FS; Implementation: Section 1003.21, FS, and Chapter 75-130,
41 Laws of Florida; 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53, 1011.61, 1003.26, FS,
42 and SBR 6A-1.451
43

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

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

3
4 In order to be promoted to the next grade level, students in Grades 6-8 must meet the following
5 criteria:

- 6
7 • Pass each of the core subjects of mathematics, language arts, science, and social studies.
8 The district-adopted grading scale (see IV.D.) will determine a passing grade for each course.
9
10 • Pass at least one elective course each semester.
11 ○ Schools may require students to pass reading as a fifth core subject in lieu of the elective
12 course requirement.

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

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

21
22 If the resulting average is not a whole number, the number is rounded to the nearest whole
23 number as follows:

- 24
25 • If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest
26 whole number.
27
28 • If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.

29
30 In Grades 6-8, the grade percentage values of the grading period and exam grade are averaged
31 to determine the final grade. No grade percentage below 60% will be considered passing for that
32 subject. In determining final grades, a zero shall be assigned for no work or dishonest work.
33 Grades in high school dual enrollment classes taught in Grades 7 and 8 must be determined
34 following the high school academic policy. Amended 06-30-92, 06-27-00, 07-01-05, and 07-01-
35 06

36
37 Students not meeting the above criteria for promotion may earn promotion by successfully
38 completing a summer remediation or testing program as provided at their school. Students who
39 are not successful with the provided opportunity are to be retained. Amended 07-02-96 and 06-
40 15-99
41

1 **C. Student Performance Levels for Reading, Writing, Mathematics, and Science**

2 Amended 07-15-03

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

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

- 12
- 13 ▪ above grade level,
- 14 ▪ at grade level, or
- 15 ▪ below grade level.
- 16

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

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

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

28 **2. Possible Grade-Level Assessments**

29 Amended 07-01-08

30 **Sixth Grade Assessments**

- 31
- 32 ▪ Reading Running Record(s)
- 33 ▪ District-adopted mathematics program assessments
- 34 ▪ District-adopted science program assessments
- 35 ▪ Basal reading program assessments
- 36 ▪ Stanford Diagnostic Reading Test (SDRT)
- 37 ▪ Renaissance Learning STAR Reading Enterprise
- 38 ▪ Renaissance Learning STAR Math Enterprise
- 39 ▪ Florida Standards Assessment (FSA) Reading
- 40 ▪ FSA Mathematics
- 41 ▪ Florida End of Course Assessments (EOC)
- 42 ▪ Comprehensive English Language Learning Assessment (CELLA)
- 43 ▪ Fitness Gram
- 44

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Seventh Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SDRT
- Renaissance Learning STAR Reading Enterprise
- Renaissance Learning STAR Math Enterprise
- FSA English Language Arts
- FSA 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
- Renaissance Learning STAR Reading Enterprise
- Renaissance Learning STAR Math Enterprise
- FSA English Language Arts
- FSA Mathematics
- FSA 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 Florida Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Sunshine State Standards/ Next Generation Sunshine State Standards/ Florida 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

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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.

GRADES 6-8	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, MATHEMATICS, AND SCIENCE-- PROMOTION / REMEDIATION / RETENTION						
Classroom Performance	Factors to Consider in End-of-Year Decision-Making					Decisions for Next Year	
<ul style="list-style-type: none"> • School-Based Placement Committee • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • ELL Students - English Language Development • ESE - IEP performance goals and assessments • Parent conference and consultation • Principal recommendation 	<i>Student Performance Level</i>	<i>FSA ELA and Math; (FSA Science, Grade 8 only)</i>	<i>SAT 10 Reading and Math (Grade 7 only)</i>	<i>FSA ELA, Writing</i>	<i>Did the student have a PMP¹ this year?</i>	<i>New PMP¹ Required Next Year?</i>	<i>Promote or Retain?</i>
	Above Grade Level	Achievement Level 4, 5	Stanines 7, 8, 9	5.0, 5.5, 6.0	NO	NO	<i>Promote to next grade level</i>
	On Grade Level	Achievement Level 3	Stanines 4, 5, 6	3.5, 4.0, 4.5	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Achievement Level 2	Stanine 3	2.0, 2.5, 3.0	YES	YES	<i>Retain with a new PMP¹ or Promote with a new PMP¹</i>
					NO	YES	
	Below Grade Level, Considerably	Achievement Level 1	Stanine 2	1.0, 1.5	YES	YES	<i>Retain with a new PMP¹ or Promote with a new PMP¹</i>
					NO	YES	
Below Grade Level, Substantially	Achievement Level 1	Stanine 1	0	YES	YES	<i>Retain with a new PMP¹ or Promote with a new PMP¹</i>	
				NO	YES		

¹ Progress Monitoring Plan

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 student
5 will benefit more from the instructional program at the advanced grade level. The Superintendent
6 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 and
9 receiving principal. If an ELL student is involved, the ELL committee shall meet to document the
10 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 Education
13 Plan meeting must be held prior to placement in the new assignment. The long-range academic,
14 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, "accelerated
20 grade placement" and the name of the principal who made the placement. Amended 06-15-99
21

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

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

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

3
4 As required by Section 1008.25 (4)(b), FS, schools must develop, in consultation with the
5 student's parent(s), a School District of Osceola County Progress Monitoring Plan (PMP) for
6 students who do not meet district and state levels of proficiency in reading, writing, mathematics,
7 and/ or science. Each Progress Monitoring Plan must outline an intensive remedial program in
8 the area(s) of weakness designed to assist the student in meeting state and/ or district
9 expectations for proficiency.

10 **The Progress Monitoring Plan must clearly identify the:**

- 11
12
13 1. specific, diagnosed academic needs to be remediated,
14
15 2. success-based intervention strategies to be used, and
16
17 3. the intensive variety of remedial instruction to be provided, and
18
19 4. monitoring and reevaluation activities to be employed, Section 1008.25 (4)(b), FS.

20
21 Each student who does **not** meet the levels of performance as determined by the district **must**
22 be provided with additional diagnostic assessments to determine the nature of the student's
23 difficulty and areas of academic need, Section 1008.25 (4)(a), FS.

- 24
25 ▪ Data from the additional assessments are to be used to formulate the student's PMP.
26
27 ▪ Schools shall also provide for the frequent monitoring of the student's progress, Section
28 1008.25(4)(b), FS.
29
30 ▪ Diagnosis and remediation will occur as soon as possible after a student has been identified
31 as deficient in reading, writing, mathematics, and/ or science, Section 1008.25(4)(a), FS.
32
33 ▪ If the student identification occurs during the fourth marking period, the diagnosis will be made
34 at the beginning of the following school year with remediation immediately following.
35

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

- 39
40 1. A federally required student plan, such as an individual education plan, Section 1008.25
41 (4)(b)1, FS;
42
43 2. A schoolwide system of progress monitoring for all students, Section 1008.25 (4)(b)2, FS;
44 or
45
46 3. An individualized progress monitoring plan, Section 1008.25 (4)(b)3, FS.
47
48

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

9 If the documented deficiency is not remediated according to the PMP, the student may be
10 retained, Section 1008.25 (4)(c), FS.

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

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

19
20 **Intensive instruction is usually associated with the following:**

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

29
30 Students in Grades 6-8 whose performance in reading, writing, mathematics, and/ or science
31 requires remediation **must** have a PMP or comparable individual academic plan.

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

34
35 An existing PMP is to be **closed** at the conclusion of the school year.

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

40
41 If a student is to continue remediation during the following year, he or she is to receive a **new**
42 **PMP**.

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

46
47 Students who do not meet minimum performance expectations for the statewide assessment tests
48 in reading, writing, mathematics, and/ or science must continue remedial instruction until
49 expectations are met.
50

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

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

3
4 English Language Learner students who are unable to demonstrate mastery in academic
5 subject areas as described in the Student Progression Plan will be referred to a Progress
6 Monitoring Plan/ ELL committee. This committee will develop a PMP for the student in
7 accordance with the following guidelines and procedures:

8 Adopted 06-27-00

- 9
- 10 ▪ The reason for the academic under-performance of an ELL student must **not** imply that
 - 11 he/ she needs an extra year to learn English or that it is due to the student’s lack of English
 - 12 proficiency.
 - 13
 - 14 ▪ Establish lack of academic progress in reading, writing, mathematics, and/ or science
 - 15 using a composite of indicators that includes, but is not limited to: grade level checklists,
 - 16 pre-tests and post-tests, CELLA results, alternate assessment results, previous academic
 - 17 records, diagnostic assessment in the home language, and any other appropriate indicator
 - 18 of academic progress.
 - 19
 - 20 ▪ The first PMP/ ELL committee meeting develops a PMP that includes a list of intensive
 - 21 remedial instructional strategies designed to assist the ELL student (NOTE: ESOL
 - 22 accommodations are not considered remedial strategies).
 - 23
 - 24 ▪ The second PMP committee meeting, with ESOL representation, is held within 18
 - 25 weeks to review the effectiveness of the remedial strategies. If the ELL student does
 - 26 not make satisfactory progress, the curriculum may be suspended and intense
 - 27 remedial instruction in reading and/ or mathematics is provided based on the student’s
 - 28 deficiencies.
 - 29
 - 30 ▪ If the ELL student still has not made satisfactory progress after implementing the PMP
 - 31 for at least 27 weeks, the ELL committee may recommend retention unless conditions
 - 32 exist such that retention would be more adverse for the student than promotion.
 - 33
 - 34 ▪ The ELL Committee may exempt ELL students from the retention provision. The ELL
 - 35 student may be recommended for promotion based on at least three (3) good cause
 - 36 considerations such as educational background, academic ability in home/ native
 - 37 language, receipt of two (2) years or less of instruction in an approved ESOL program,
 - 38 current academic progress corresponding to the language arts through ESOL manual,
 - 39 acculturation to new culture, home support, age appropriateness, and mobility.
 - 40

41 **2. Gifted Students**

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

1 **3. Students with Disabilities –Progress Monitoring Plan Process**
2

3 **a) 504 Students**

4 Amended 07-01-04, 07-01-06, 07-01-09

5
6 A PMP is to be developed for a 504 student who does not meet district and state levels of
7 proficiency in reading, writing, mathematics, and/ or science.
8

9 **b) ESE Students – Progress Monitoring Plan Process**

10 Amended 07-01-06

11
12 A student who is not meeting the school district or state requirements for proficiency in
13 reading and math shall be covered by one of the following plans to target instruction and
14 identify ways to improve his or her academic achievement:
15

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

22
23 If the student's federally required plan does not address the student's deficiency in reading
24 or mathematics as required by Florida law, then the school must address these deficits in
25 either a schoolwide progress monitoring system or an individual progress-monitoring plan.
26

27
28 When an ESE student is determined to be performing below grade level in reading, writing,
29 or mathematics, ESE/ Regular Education Teacher should write a PMP to address the
30 student's educational needs. The PMP should be developed with the involvement of the
31 parent/ guardian.
32

1 **G. Middle School Success Plan**

2 Adopted 07-01-04, Amended 07-01-06

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

9 Each student's success plan must be:

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

19 Each student's success plan must:

- 20
- 21 • identify educational goals and intermediate benchmarks for the student in the core curriculum
22 areas;
 - 23 • be based upon academic performance data and the identification of the student's strengths
24 and weaknesses;
 - 25 • include academic intervention strategies with frequent progress monitoring;
 - 26 • provide innovative methods to promote the student's advancement which may include:
 - 27 ▪ flexible scheduling,
 - 28 ▪ tutoring,
 - 29 ▪ focus on core curricula,
 - 30 ▪ online instruction,
 - 31 ▪ an alternative learning environment, and
 - 32 ▪ other interventions that have been shown to accelerate the learning process.
- 33

1 **H. Retention**

2 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, 07-
3 01-09

- 4
- 5 **▪ No student may be assigned to a grade level based solely on age or other factors that**
6 **constitute social promotion, Section 1008.25 (6)(a), FS. Adopted 06-19-01**
 - 7
 - 8 **▪ Retention decisions will not be made on a single test score. Adopted 06-19-01**
 - 9
 - 10 **▪ Students in Grades 6-8 who are identified as being considerably or substantially below grade**
11 **level in reading, writing, mathematics, and/ or science **must** receive remediation or be**
12 **retained with an intensive program that is different from the previous year's program and takes**
13 **into account the student's learning style. However, students whose test scores and classroom**
14 **performance indicate that they are almost at grade level may be promoted with close**
15 **monitoring or promoted with a PMP.**
 - 16
 - 17 **▪ The following options are available for students who have not met the levels of performance**
18 **for student progression:**
 - 19 **• remediate before the beginning of the next school year and promote,**
 - 20 **• promote and remediate during the following year with more intensive intervention and**
21 **remediation strategies identified in the revised PMP,**
 - 22 **• retain and remediate using an alternative program of instructional delivery.**
 - 23

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

- 26
- 27 **▪ Students classified as retained after the summer programs will be eligible for such appropriate**
28 **placement. Recommendation for placement is to be determined on an individual basis**
29 **considering:**
 - 30 **• Teacher recommendations**
 - 31 **• Parent recommendations**
 - 32 **• Test scores -- FCAT, FCAT 2.0, FSA, SAT-10**
 - 33 **• Rtl Intervention Assistance Team recommendations**
 - 34 **• ELL committee recommendation for ELL students.**
 - 35
 - 36 **▪ The principal, upon written authority from the Superintendent, may promote a student who**
37 **has been previously retained if the principal determines that standards have been met and**
38 **the student will be able to benefit from instruction at the higher grade. If the placement**
39 **involves a new school, the assignment will occur at the time agreed upon by both the sending**
40 **and receiving principal. Amended 06-15-99**
 - 41
 - 42 **▪ Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory**
43 **remediation program.**
 - 44
 - 45 **▪ Eighth grade students promoted to the ninth grade may take courses during an extended**
46 **school year for acceleration.**
 - 47
 - 48

1 **1. Special Program Considerations**
2

3 **a) ELL Students**

4 Amended 06-27-00

- 5
- 6 ▪ An ELL student who has received more than two (2) years of instruction in an approved
7 ESOL program may be retained when there is lack of academic progress in grade
8 level concepts.
 - 9
 - 10 ▪ The ELL committee shall meet to document the evidence indicating lack of academic
11 progress and to recommend retention. The parent/ guardian shall be invited to attend.
 - 12 ▪ The teacher(s) must show extensive documentation of the ESOL strategies used to
13 provide the student with understandable instruction.
 - 14 ▪ The reason for retention **must not imply** the student needs an extra year to learn
15 English or that the under-performance is due to the child's limited English proficiency.
 - 16

17 **b) Students with Disabilities**

18

19 **(1) 504 Students**

20 Amended 07-01-04, 07-01-09

21

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

23

24 **(2) ESE Students**

25

26 A student enrolled in ESE must meet either the Florida Standards, or the Access
27 Points for Florida Standards in reading/ language arts, math, and science at the
28 Independent, Supported, or Participatory level, or Florida Standards for Special
29 Diploma in social studies. Amended 07-21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-
30 09

31

1 **I. Remediation**

2 Amended 07-15-03, 07-01-06, 07-01-09

3
4 Remediation must be based on the results of diagnostic assessment(s) and it must be
5 systematically embedded in the total educational program for the student. The daily instruction
6 for the student will be modified based on both the diagnosis and the contents of the PMP or other
7 educational plan(s) (e.g., IEP, ELL Student Plan). Remediation must include an instructional
8 program that is not identical to that provided during the previous school year.

9
10 The PMP must include one or more of the following instructional intervention strategies:

- 11 ▪ tutoring
- 12 ▪ classroom organization
- 13 ▪ instructional alternatives
- 14 ▪ assignment alternatives-adaptations
- 15 ▪ ESE referral
- 16 ▪ before/ after school instruction
- 17 ▪ extended school year
- 18 ▪ other (see Section 1008.25, FS).

19
20 Parents of students who have been retained or identified as needing remediation may contract
21 with state certified teachers or enroll students in an approved remedial program to teach individual
22 students in lieu of attendance in a remedial school program. However, if the parent chooses this
23 option, he or she must notify the child's school principal in writing within fifteen (15) days after the
24 PMP conference. Such students will be required to pass a school-approved exam.

25
26 Amended 07-02-96

1 **J. Extended School Year**

2 Amended 07-01-09

3
4 **1. ELL Students**

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

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

12
13 **2. Students with Disabilities**

14
15 **a) 504 Students**

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

20
21 **b) ESE Students**

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

29 Adopted 06-27-00, Amended 07-01-06

30
31 **3. Home Education Students**

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

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

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

1 **B. Report Cards**

2 Amended 07-15-03, 07-01-08

- 3
- 4 • Section 1003.33 (1), FS, requires that district report cards for all secondary school students
- 5 must clearly grade or mark:
- 6
- 7 ○ the student's academic performance in each class or course in Grades 6-8 (based upon
- 8 examinations as well as written papers, class participation and other academic
- 9 performance criteria);
- 10
- 11 ○ the student's conduct and behavior; and
- 12
- 13 ○ the student's attendance, including absences and tardiness.
- 14
- 15 • The student's final report card for a school year shall contain a statement indicating end-of-
- 16 year status regarding performance or nonperformance at grade level, acceptable or
- 17 unacceptable behavior and attendance and promotion or nonpromotion.
- 18
- 19 • All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5, 6-8, and 9-
- 20 12) as the primary means of reporting student progress.
- 21
- 22 • With the approval of the Superintendent and the School Board, schools may develop
- 23 additional or supplementary instruments, which may be used in conjunction with the standard
- 24 report card. Amended 07-29-97 and 06-25-99
- 25
- 26 • Report cards shall be issued for all students, 6-8, at the close of each grading period.
- 27 Amended 06-30-92
- 28
- 29 • Progress Reports may be issued at the end of the extended year programs and services, i.e.,
- 30 extended school year, Saturday school, before and after school programs. Adopted 06-27-
- 31 00, 07-01-09
- 32
- 33 • Parents are to be notified in writing midway in a nine week grading period or at any time during
- 34 a grading period when it is apparent that the student may not pass or is performing
- 35 unsatisfactorily in any course or grade level. The county Deficiency/ Progress Report and/ or
- 36 approved electronic Progress Report form will be used for this notification.
- 37 • Amended 06-15-99 and 06-27-00
- 38
- 39 • Report cards for English Language Learner (ELL) students must be in the primary language
- 40 of the parent/ guardian, whenever feasible. These primary language report cards are to be
- 41 attached to the English report card. Adopted 06-27-00
- 42

1 **C. General Rules of Marking or Awarding Grades**

2
3 **1. Report Card Grades**

4 Amended 07-01-04, 07-01-09, 07-01-15

- 5
6 • Teachers shall determine report card grades that provide the student and the student's
7 parents(s)/ guardians(s) with an objective evaluation of the student's mastery of state
8 standards. Students and parents are to be advised of the grading criteria for each course
9 at the time of enrollment.
- 10
11 • The student's academic grades are to reflect academic achievement. The quality of the
12 work will be assessed by multiple measures that include, but not limited to:
- 13 ○ teacher observations (oral presentations or reports, speeches, recitations, impromptu
14 speaking, student participation and demonstrations);
 - 15 ○ classroom assignments (reports, term or research papers, models, projects, exhibits,
16 posters, computer programs and homework);
 - 17 ○ examinations (essay, multiple-choice and completion tests, oral tests and skill tests
18 requiring demonstrations);
 - 19 ○ weekly core curriculum benchmark assessments;
 - 20 ○ alternative methods (portfolios and performance assessment).
- 21
22 • Grades in conduct are to be assigned independently of academic achievement.
23 Standards for grading in these areas are to be explained to the students within the first
24 two (2) weeks of the school year or within the first two (2) weeks of assignment to the
25 teacher's classroom, whichever occurs first.
- 26
27 • Students who enroll in school or class late shall be allowed to make up the class work. In
28 order to receive full semester credit, a student must be enrolled in any school a minimum
29 of forty-five days.
- 30
31 • Assignments shall be labeled clearly so that a teacher, parent, or student can determine
32 upon which standard(s) the student is being graded.
- 33
34 • Assessments and assignments shall be designed to determine the student's mastery of
35 state standards.
- 36
37 • Each student shall have at least one (1) grade per week per course for each marking
38 period. A marking-period grade shall not be based solely upon a single project or test.
39 No single project or test shall count more than 20% of the student's final marking-period
40 grade/ mark.
- 41
42 • Passing grades on report cards indicate that the student has achieved mastery of the state
43 standards for the course in which the student is enrolled, unless the course is clearly
44 identified as remedial.
- 45
46 • To receive a report card a student shall have been enrolled in school at least one-half (1/
47 2) of the forty-five day grading period as established by the official school calendar. The
48 report card needs to reflect the date of entry and attendance record. If a student
49 withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal.
50 Amended 07-02-96, 06-27-00, and 07-01-06
- 51
52 • Students are to receive grades in all subjects in which they have received instruction that
53 grading period.

1
2 **2. Change of Grades**
3

4 Once a grade has been entered into a report card or electronically entered into a system for
5 the preparation of report cards, then any and all grade changes should be made as follows:
6

7 **a) Request by Teacher for Change of Grade**
8

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

1 **b) Change of Grade without Teacher Request**
2

- 3 • If a Principal considers changing a report card grade made, entered, or reported by a
4 teacher, he or she must report in writing to the teacher that he or she is considering a
5 student report card grade change.
6
- 7 • The teacher will be afforded an opportunity in writing to present the rationale, basis,
8 and explanation for the grade as was entered.
9
- 10 • The principal shall consider the teacher's written support in making the grade.
11
- 12 • If the principal should determine to leave the grade as was entered unchanged, the
13 principal need take no further action. If the principal determines to make a grade
14 change over the teacher's objection, the principal shall set forth in writing the reason
15 for the grade change, and provide therein a basis for the change of grade.
16
- 17 • Following the written notification of the teacher of the decision and basis for grade
18 change, at the direction of the principal, the grade may be changed.
19
- 20 • Should a change in grade be directed by the principal; after the student and parents(s)/
21 or parent(s) have been first notified of the grade, then the grade change shall be made
22 on an official notification form to the parents, which shall contain the reasons and
23 methodology for the change.
24
- 25 • Grade change documentation, including grade change forms, notices, and other
26 relevant documents, shall be retained in the student's cumulative record. Adopted 02-
27 05-08
28

1 **D. Description and Definition of Marks**

2 Amended 07-15-03

3
4 Schools shall adhere to the following evaluation plan for grading and reporting student progress.
5 The same evaluation plan applies to English Language Learners (ELL).
6 Amended 06-15-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-06

7
8 In Grades 6-8, the determination of individual nine weeks grades shall be computed by the
9 following system. However, for the determination of end-of-year final grades for promotion, see
10 III.A.

11
12 **1. Grades 6-12 Percentage Value Definition**

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

15

<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

- 16
- 17 • If the resulting average is not a whole number, the number is rounded to the nearest whole
18 number as follows:
 - 19 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the
20 nearest whole number.
 - 21 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest whole
22 number.

23 Adopted 02-05-08

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

- For **Special Area/ Exploratory classes in Grades 6-8**, the following grading scale may be used: Adopted 06-30-92

<u>Grade</u>	<u>Definition</u>
S	▪ Successful Progress
N	▪ Needs Improvement
U	▪ Unsatisfactory

E. Guidelines for Grading and Reporting Academic Progress of ELL Students
Amended 06-27-00, 07-01-09

- 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.

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

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

- 3
- 4 • All students must participate in all regular district and state assessments for accountability
- 5 purposes [Sections 1008.22, 1008.25 (4)(a), FS]. Each student in Grades 6-8 must participate
- 6 in the Spring SAT-10 testing for Reading Comprehension and Math Problem Solving subtests.
- 7
- 8 • Home education students who wish to participate in the Florida Standards Assessment (FSA)
- 9 may do so under the following conditions:
- 10
- 11 ○ Home education students may take the FSA only at the school for which they are zoned.
- 12
- 13 ○ Home education students must abide by all the rules of the Student Code of Conduct while
- 14 on any Osceola County school campus. Failure to do so will result in the removal of the
- 15 student from the campus and loss of testing privileges.
- 16
- 17 ○ Home education parents must notify the appropriate school(s) of their intention to
- 18 participate in testing at least two weeks in advance of the scheduled assessment.
- 19

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

2
3 **1. ELL Students**

4 Amended 07-01-08

- 5
6
- 7 • ELL students who are currently receiving ESOL services in accordance with the District
8 ELL Plan, shall receive the following test accommodations: flexible setting, flexible
9 scheduling, additional time, assistance in the Heritage language as specified in the Test
10 Accommodations for ELLs in the administrative manual of the FSA and shall have access
11 to an approved English to heritage language translation dictionary and/ or heritage
12 language to English translation dictionary. Accommodations for all other state
13 assessment(s) will be provided according to the recommendations of test publishers and/
14 or appropriate district staff.

15 **2. Students with Disabilities**

16
17 **a) 504 Students**

18 Amended 07-01-04, 07-01-09

- 19
- 20 ○ Students with 504 plans may receive accommodations on both district and state
21 assessments. The student's Section 504 Plan should address the accommodations
22 that are regularly provided for classroom activities and assessment and should guide
23 decisions on accommodations for specific test situations. However, allowable
24 accommodations for statewide tests are limited to those listed in the State Board Rule
25 and the state test administration manuals.
 - 26
27 ○ Accommodations may include: flexible setting, flexible scheduling, flexible timing,
28 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

29
30 **b) ESE Students**

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

- 32
- 33 ○ Test accommodations during district/ state testing will be implemented as specified in
34 the student's IEP.
 - 35
36 ○ Statewide assessment accommodations may be used only if they do not alter the
37 underlying content that is being measured by the assessment or negatively affect the
38 assessment's reliability or validity. Allowable accommodations are those that have
39 been used by the student in classroom instruction. Such accommodations may
40 include: presentation, responding, scheduling, setting, and/ or assistive devices.
 - 41
42 ○ The need for any unique accommodations for use on state assessments not outlined
43 above must be approved by the Commissioner of Education.
- 44

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

13 **2. Students With Disabilities**

14
15 **a) 504 Students**

- 16
17 • Students with 504 plans **may not** be exempted from state assessments.
18

19 **b) ESE Students**

20 Amended 07-01-09

- 21
22 • The IEP committee determines whether a student with a disability participates in state
23 and district assessments. The decision to exclude any student with a disability must
24 be documented by the IEP team answering “yes” to all of the following questions:
25 ○ Is the student unable to master the grade-level Florida Standards, even with
26 appropriate and allowable course accommodations?
27 ○ Is the student’s demonstrated cognitive ability the primary reason for the inability
28 to master grade-level standards?
29 ○ Is the student participating in a modified or functional curriculum based on
30 competencies from the Access Points for all academic areas?
31 ○ Does the student require extensive direct instruction in functional academics and
32 Career and Technical competencies as well as domestic, community living and
33 leisure activities?
34 ○ Does the student have deficits in adaptive behavior, as demonstrated by the
35 inability to function effectively and independently in everyday living skills
36 (interpersonal and social interactions) across a variety of settings?
37
38 • **Students who are excluded from state and district assessment will be assessed**
39 **through the Florida Alternate Assessment.**
40
41

1 **I. Annual Report in Local Newspaper**

2 Adopted 07-15-03, Amended 07-01-06

- 3
- 4 • Beginning with the 2002-2003 school year, each district school board must annually publish
- 5 in the local newspaper, and report in writing to the State Board of Education by September 1
- 6 of each year, the following information on the prior school year:
- 7
- 8 ○ the provisions of the law relating to public school student progression and the district
 - 9 school board's policies and procedures on student retention and promotion;
 - 10
 - 11 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
 - 12 at levels 1 and 2 on FSA English Language Arts;
 - 13
 - 14 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
 - 15
 - 16 ○ information on the total number of Grade 3 students who were promoted for good cause
 - 17 by each category of good cause as specified in Section 1008.25 (6)(b), FS;
 - 18
 - 19 ○ any revisions to the district school board's policy on student retention and promotion from
 - 20 the prior year. Section 1008.25 (8)(b), FS.

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



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**2016-17
HIGH SCHOOL
STUDENT PROGRESSION PLAN**

Grades 9-12

**Effective July 01, 2016
Revised June 07, 2016**

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

3
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5
6 **CHAIR**

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10 Kelvin Soto

11 Clarence Thacker

12 Jay Wheeler

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15 **SUPERINTENDENT**

16 Dr. Debra Pace

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18 **CHIEF OF STAFF**

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42 Linda Schroder-King, Director of Exceptional Student Education

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10

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 age of six (6)
4 years by February 1 of any school year or who are older than six (6) years of age but who have not
5 attained the age of sixteen (16) years are required to attend school regularly during the entire school
6 term.
7

8 **A. Initial Entry Requirements**
9

10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County schools for
11 the first time to present the following at the time of registration:
12

13 **1. Evidence of Age**
14

15 Amended 06-27-95, 07-15-03, 07-01-14
16

17 Section 1003.21, Florida Statutes, requires that students enrolling in Florida public schools
18 must present evidence of their age. Evidence submitted shall be a valid birth certificate, or
19 other documentation of birth, as listed in Florida Statute 1003.21.
20

21 *If a passport or immigration document is used as evidence of age, it may not be duplicated.
22 Only a notation may be placed in the student's record. Adopted 06-27-00
23

24 **a) Maximum Age Limit for Attendance**
25

- 26 • A person who has attained the age of eighteen (18) years and has not earned at least
27 16 credits on or before opening of the school year shall be referred to the Review
28 Committee, composed of a guidance counselor, the principal, and the Assistant
29 Superintendent of High School Curriculum and Instruction (or designee), to determine
30 the most appropriate educational placement. This placement may be in any regular
31 comprehensive high school, alternative school, or the Adult Learning Center of
32 Osceola County (ALCO). Comprehensive high schools can have fifth year seniors or
33 nineteen year old seniors.
34
- 35 • A student who attains the age of sixteen (16) years during the school year is not subject
36 to compulsory school attendance beyond the date upon which he/ she attains that age
37 if the student files a formal declaration of intent to terminate school enrollment with the
38 district at the exit interview. The declaration must acknowledge that terminating school
39 enrollment is likely to reduce the student's earning potential and must be signed by
40 the exiting student and the parent/ guardian.
41
- 42 • A child who attains the age of eighteen (18) years during the school year is not subject
43 to compulsory school attendance beyond the date which he/ she attains that age.
44
45

- A student with a disability shall be considered to be “in a continuous study program” when that student’s Individual Education Plan (IEP) requires continued services by the district. If a student with a disability graduates with a special diploma, a certificate of completion, or a special certificate of completion, and has not reached the age of 22, the student may, at his/ her option, continue to receive Free and Appropriate Public Education (FAPE) until that student's twenty-second (Age 22) birthday or until he/ she earns a standard diploma whichever comes first. Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE requiring written prior notice.

2. Health Requirements

a) Proof of Physical Examination

Amended 06-30-92, 07-01-09, 12-17-13

Pursuant to State Board of Education Rule 6A-6.024 FAC, proof shall be presented that the student has received within the last twelve months prior to the anticipated day of enrollment a physical examination by a health professional who is licensed in Florida or in the state where the student resided at the time of the examination.

If the student has ever been enrolled in a Florida school, that student is exempt, provided that there is documented evidence of a physical examination from that Florida school.

Students entering Kindergarten from the School District of Osceola County Voluntary Pre-Kindergarten (VPK) program will have already met the school entry physical requirement.

If, when requested records are received, or upon other verification as documented, no valid physical examination documentation is presented, the student shall be required to submit to a physical examination.

b) Immunization

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

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

Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be temporarily excluded from school until such immunizations have been administered. Adopted 09-07-99

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(1) 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

(2) Grades 9-11

Amended 07-01-02, 07-01-08, 07-01-09, 07-01-11, 07-01-12, 07/01/15

All required immunizations, including two (2) doses of Measles-Mumps-Rubella (MMR), one (1) dose of Varicella (chicken pox), and a 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.

(3) Grades 12

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

All required immunizations and a 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 **3. Residency Requirements**

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

3
4 A resident parent or guardian admitting a student to an Osceola County School shall produce
5 two (2) documents, one (1) from each of the following categories:

- 6
7 • Category 1
8 ○ mortgage document
9 ○ rental or lease agreement
10 ○ 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 leaseholder or property owner, then the following is
18 required:

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

25
26 The Verification of Residency form shall apply for the school year in which it is completed,
27 filed, and approved by Student Services.

28
29 If false and/ or misleading information is presented in order to meet residency requirements,
30 the child falsely registered shall be subject to immediate withdrawal from Osceola District
31 Schools and required to register in the school in the assigned attendance zone or in the case
32 of an out-of-district child, a school in the district of residence.

33
34 Any person knowingly providing false and/ or misleading information may be liable for criminal
35 charges under Florida Statutes.
36

1 **B. Transfer Students**

2
3 **1. General Transfer Information**

4 Amended 07-01-04 and 07-01-06

- 5
6 • The school principal or designee will determine placement of a student who transfers from
7 other countries, counties, states, private schools or from a home education program.
8
9 • The procedures for the acceptance of transfer work and credit for students entering
10 Osceola County's public high schools shall be as follows:
11
12 • Credits and grades earned and offered for acceptance shall be based on official
13 transcripts, when available, and shall be accepted at face value subject to validation if
14 required by the receiving school's accreditation. All out of state credits will be accepted
15 as regular level credits unless specifically designated otherwise. If validation of the official
16 transcript is deemed necessary, or if the student is unable to obtain an official transcript
17 or is a home education student, credits shall be validated through performance during the
18 first grading period as outlined in subsection B.1.(2). However, schools shall make every
19 appropriate effort to assist the student in obtaining an official transcript.
20
21 • Validation of credits shall be based on performance in classes at the receiving school. A
22 student transferring into a school shall be placed at the appropriate sequential course level
23 and should have a minimum grade point average of 2.0 at the end of the first grading
24 period. Students who do not meet this requirement shall have credits validated using the
25 Alternative Validation Procedure, as outlined in subsection (3).
26
27 • Alternative Validation Procedure. If validation based on performance as described above
28 is not satisfactory, then any one of the following alternatives shall be used for validation
29 purposes as determined by the teacher, principal, and parent:
30 ○ Portfolio evaluation by the superintendent or designee;
31 ○ Written recommendation by a Florida certified teacher selected by the parent and
32 approved by the principal;
33 ○ Demonstrated performance in courses taken through dual enrollment or at other public
34 or private accredited schools;
35 ○ Demonstrated proficiencies on nationally-normed standardized subject area
36 assessments;
37 ○ Demonstrated proficiencies on the FSA; or
38 ○ Written review of the criteria utilized for a given subject provided by the former school.
39 Students must be provided at least ninety (90) days from date of transfer to prepare
40 for assessments outlined in subsection I.B.1.(3)(d) and (3)(e) if required.
41

42 Auth: Section 1003.25(3), Florida Statutes; Imple: Section 1003.25(3), Florida Statutes
43

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

2 Amended 07-01-06

- 3
- 4 • A student in Grades 9-12 who transfers from any other public school in the United States
- 5 or a foreign country is placed in comparable classes and all records from the previous
- 6 school are accepted.
- 7
- 8 • Students who transfer into Osceola County from public schools shall be classified
- 9 according to their grade placement at the school from which they transfer. If a student is
- 10 unable to obtain an official transcript after receiving assistance from the school, students
- 11 may be placed at an appropriate sequential course level and may validate their placement
- 12 through performance during the first grading period as outlined in subsection B.1.(2).
- 13 Thereafter they will follow classification as set up by Osceola County except for those
- 14 students who transfer as seniors.
- 15
- 16 • The requirements of the School Board shall not be retroactive for transfer students
- 17 provided the student has met all requirements of the school, school district, or state from
- 18 which he/ she is transferring (6A-1.095). However, in order to receive a diploma from a
- 19 Florida school, the student must take and pass the state assessments required by state
- 20 law.
- 21 Adopted 06-30-92, Amended 06-27-95, 07-01-06, 07-01-14
- 22
- 23 • In the year of their transfer, all transfer students will be expected to attempt to earn a
- 24 minimum of three and one-half (3 ½) credits per semester. However, no requirement for
- 25 specific course work will be retroactive except as stated above.
- 26
- 27 • Work or credits from state or regionally accredited SACS/ CITA public or private schools
- 28 or institutions shall be accepted at face value, subject to validation if deemed necessary.
- 29 Amended 07-01-02
- 30
- 31 • Graduation with a diploma from any school system in the United States or any other
- 32 country, regardless of age, fulfills a student's compulsory public education required by
- 33 state law.
- 34
- 35 • Schools may inform parents and students that transferring from a school with a six period
- 36 schedule to a school with a different schedule, or vice versa, may delay graduation and/
- 37 or result in lower grades or loss of credits.
- 38

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

2 Amended 07-01-09, 07-01-12

- 3
- 4 • In order to enroll any student who is not residing with his or her natural parent or legal
- 5 guardian, the responsible adult shall sign a Temporary Educational Guardianship for
- 6 Student form available through the Department of Student Services at the District Office.
- 7
- 8 ○ Temporary Educational Guardianship for Student shall only be given in the event of:
- 9 ○ Hospitalization
- 10 ○ Incarceration
- 11 ○ Death
- 12 ○ Foreign Exchange Student (per School Board Rule 5.25)
- 13 ○ Parent unable to care for child
- 14
- 15 • All of the events listed above require appropriate legal documentation which the
- 16 responsible adult shall provide to Student Services. The Temporary Educational
- 17 Guardianship for Student form shall apply for the school year in which it is completed,
- 18 filed, and approved by Student Services.
- 19

20 **4. Student Custody**

- 21
- 22 • Any person or agency who has been given exclusive care, custody, or control over any
- 23 student by order of any court having jurisdiction to enter such order, may provide a certified
- 24 or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous
- 25 criteria not covered by specific rule, to the principal of the school in which each student is
- 26 enrolled. The order shall be placed in the student's official records and thereafter such
- 27 person or agency shall be recognized for all purposes as the sole parent or guardian of
- 28 the student until such time as subsequent or additional orders changing such status are
- 29 likewise provided.
- 30

31 Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, Florida Statutes; STATE

32 BOARD RULE 6A-198; Section 316.003 (62), Florida Statutes; Sections 1000.01,

33 1000.04, Florida Statutes; STATE BOARD RULE 6A-6.311 and 6A.6341 and Section

34 1001.42 (5), Florida Statutes

35

1 **5. English Language Learner (ELL) Students**
2

3 For a student identified as English Language Learner (ELL) and transferring from a school in
4 another country, placement must comply with appropriate procedures for students in the
5 English for Speakers of Other Languages (ESOL) programs found in the ESOL District ELL
6 Plan.
7

8 **a) Home Language Survey (HLS) Responses/ Assessment Criteria**
9

- 10 • A student with all NO responses on the HLS is considered non-English Language
11 Learner (ELL).
- 12
- 13 • A student with any YES response is referred for additional English language
14 proficiency assessment.
- 15
- 16 • A student with a YES response to question #1 only is **temporarily** placed in general
17 education classes until English proficiency assessment occurs.
- 18
- 19 • A student with more than one YES response is temporarily placed in basic ESOL
20 classes until English language proficiency assessment occurs.
- 21
- 22 • The state-approved grade-appropriate Individual Developmental English Activities
23 (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency
24 and is to be administered within the first 20 days after the enrollment date. Amended
25 07-01-09
26

1 **6. Student with Disabilities**
2

3 **a) 504 Students**

- 4 • A transferring 504 student is a student who was previously enrolled in any other school
5 or agency with an active 504 plan and who is enrolling in a Florida school district.
6 Upon notification that a transferring student is one with an active 504 Plan, the
7 receiving school must review the existing 504 Plan and must revise as needed.
8

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

- 10 • A transferring ESE student is one who was previously enrolled as an ESE student in
11 any other school or agency and who is enrolling in a Florida school district or in an
12 educational program operated by the Exceptional Student Education Department
13 through grants or contractual agreements.
14
- 15 • An ESE student who is transferring from one Florida public school district to the School
16 District of Osceola County who has a current Individual Education Plan including Gifted
17 Students (IEP/ EP) will be placed in the appropriate educational program(s) with a
18 permanent assignment consistent with the plan. The receiving school **must** review
19 and may revise the current IEP/ EP as necessary. Amended 07-01-06
20
- 21 • An ESE student who is transferring from an out-of-state public school with ESE
22 documentation will be placed immediately in the appropriate educational program(s).
23 A permanent assignment may be made for the student if the student has an IEP/ EP
24 and evaluation information. If the ESE documentation is not complete, a transfer
25 assignment may be made in order for the district to conduct an initial evaluation
26 pursuant to Rule 6A-6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08
27

1 **7. Home Education**
2

- 3 • Students who are participating in a home education program in accordance with Section
4 1002.41, Florida Statutes, may be admitted to public school on a part-time basis. Adopted
5 09-17-96
6
- 7 • Students in home education who wish to attend public school must meet the same
8 registration requirements as full-time students, and enroll for and attend at least one (1)
9 regularly scheduled class period at the zoned school. Such students must register prior
10 to the start of the semester they will attend. Full-time students will be given priority in
11 course registration. Home education students who are excluded from a class/ course at
12 their zoned school due to space limitations may attend another school if space in that
13 class/ course is available. Adopted 09-17-96, Amended 06-19-01 and 02-05-08
14
- 15 • The Board is not responsible for the transportation of students in a home education
16 program to or from the school. The school principal will establish the time and place for
17 arrival and departure of home education students. Students who attend school on a part-
18 time basis are subject to all applicable rules and regulations pertaining to full-time
19 students. Adopted 09-17-96
20
- 21 • Home education students are eligible to participate in interscholastic extracurricular
22 student activities. The school principal will establish guidelines for participation pursuant
23 to Florida Statute 1006.15, and these guidelines will be made available to home education
24 students choosing to participate in interscholastic extracurricular activities. Adopted 07/
25 02/ 96
26

1 **C. Attendance Guidelines**
2

- 3 • School attendance is the direct responsibility of parent(s)/ guardian(s) as required by Florida
4 Statute 1003.24. All students are expected to attend school regularly and to be on time for
5 classes in order to benefit from the instructional program and to develop habits of punctuality,
6 self-discipline, and responsibility. Amended 07-15-03
7
8 • Beginning the 2014-15 school year, students will no longer be eligible for exemptions to
9 course exams. Adopted 04-21-15

10
11 **1. Responsibility for Attendance**
12

- 13 • Each parent of a child within the compulsory attendance age shall be responsible for such
14 child's school attendance as required by Florida Statute 1003.24.
15
16 • Whenever a child of compulsory attendance age is absent without the permission of the
17 person in charge of the school, the parent of the child shall report and explain the cause
18 of such absence to the proper person at each school, as provided in Florida Statute
19 1003.21.
20
21 • Notes or telephone calls from parent(s)/ guardian(s) are required either before or after an
22 absence. It is the responsibility of the student to make up work missed because of
23 absences. Students receiving out-of-school suspension **must** be assigned schoolwork
24 that will cover content and skills taught during the duration of the suspension.
25
26 • The Superintendent may delegate the enforcement of compulsory school attendance and
27 child welfare to attendance personnel as provided in Florida Statute 1001.53.
28

29 **2. Reporting Procedures**
30

- 31 • It shall be the responsibility of the principal and the teacher to encourage regularity of
32 attendance and punctuality and to check student attendance as prescribed below.
33
34 • The principal shall be responsible for the administration of attendance rules and
35 procedures and for the accurate reporting of attendance in the school under his direction.
36 All officials, teachers, and other employees shall keep records and shall prepare and
37 submit all reports that may be required by law and State Board Regulation 6A-1.044.
38
39 • Attendance checks shall be made as early in the day as practicable. Students who are
40 not present in school at the time attendance is checked shall be marked absent for the
41 day unless presence is verified by attendance personnel. (This is not to be confused with
42 class attendance). All absences whether "excused, or "permitted," or "unexcused," shall
43 be recorded each day.
44

1 **3. Student Absences**
2

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

5
6 **a) Excused Absences**

7 Amended 07-01-06
8

- 9 • Absences shall be excused for the following reasons:
10 ○ illness or injury of the student;
11 ○ illness, injury, or death in the immediate family of the student. (The immediate
12 family shall be defined as listed in the United States Internal Revenue Service
13 guidelines.);
14 ○ educational opportunities which are age appropriate for the student as deemed by
15 the principal or his/ her designee; or
16 ○ religious holidays (see also Paragraph I.C.6.)
17
18 • If there is a reasonable doubt concerning the illness claimed, the principal shall be
19 authorized to require a statement from an accepted medical authority. Failure to
20 comply with this requirement shall result in the absence being “unexcused.”
21
22 • The Principal of a school shall have sole discretion as to how absences shall be
23 reported to the school. The parent or legal guardian shall report absences through a
24 telephone call, a handwritten note, or both as determined by the Principal. Adopted
25 06-19-01
26
27 • In cases of excused absences, the student shall be allowed to make up the work and
28 teachers of the students shall give every reasonable assistance.
29

30 **(1) Grading of Make-up Work**

31 Amended 07-01-06
32

- 33 • Make-up work shall be completed during a period of time equal to at least twice
34 the time for which the absence is excused, unless the teacher allows more time.
35
36 • Students whose absences have been approved as "excused" or "pre-arranged
37 excused", and who complete the make-up assignments as required by school
38 policy, shall receive grades for the periods of such absences in the same manner
39 as if not absent from school. Each school shall establish procedures to ensure
40 good attendance in each grading period.
41

42 Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1003.21,
43 Florida Statutes and Chapter 75-130, Laws of Florida; Sections 1006.09, 1001.42,
44 1003.25, 1001.54, 1212.28, 1012.53, 1011.61, 1003.26, Florida Statutes, and STATE
45 BOARD RULE 6A-1.451
46

47 **b) Pre-Arranged Excused Absences**
48

- 49 • The principal may approve “pre-arranged excused” absences which are “excused” but
50 planned in advance. “Excused absences” are defined in paragraph I.D.1.a. of this
51 Student Progression Plan and in the Code of Student Conduct. The principal shall
52 have the final authority to grant or deny “pre-arranged excused” absences.
53

- 1 • Situations warranting a pre-arranged excused absence shall be for any absence which
2 would be considered “excused.” Supporting documentation shall be required.
- 3
- 4 • Students who have a pre-arranged excused absence shall not be eligible for perfect
5 attendance.
- 6
- 7 • Approved pre-arranged excused absences may not exceed three (3) days.
- 8
- 9 • Arrangements for make-up work shall be made in advance with the instructor of each
10 class. The student is responsible for the completion of all work. Each teacher shall
11 cooperate as feasible by making assignments, grading materials, and recording
12 grades. Each teacher shall set a timeline for receiving the student’s work for credit,
13 and this timeline shall not exceed twice the number of days of absence. Unexcused
14 pre-arranged absences may be considered “accounted for unexcused” and may not
15 be eligible for credit for make-up work.

16
17 **c) Unexcused Absences**

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

- 19
- 20 • All absences other than “excused” or “permitted” shall be deemed “unexcused,” and a
21 failing grade may be recorded for the period of the “unexcused” absence, **except** when
22 students who are suspended from school during grade period exams or semester
23 exams, such students shall be allowed to make up these exams.
- 24
- 25 • Upon each unexcused absence, the Principal or designee shall contact the student’s
26 parent or guardian to determine the reason for the absence.
- 27
- 28 • If a student has had at least five (5) unexcused absences within a calendar month or
29 ten (10) unexcused absences within a ninety (90) day calendar period, the student’s
30 primary teacher shall report to the principal or designee that the student may be
31 exhibiting a pattern of non-attendance. Unless there is clear evidence that the
32 absences are not a pattern of non-attendance, the case shall be referred to an Early
33 Truancy Intervention Team or attendance committee to determine if early patterns of
34 truancy are developing. If the Early Truancy Intervention Team or attendance
35 committee finds that a pattern of non-attendance is developing, whether the absences
36 are excused or not, a meeting with the parent must be scheduled to identify potential
37 remedies.
- 38
- 39 • If the initial meeting with the parent does not resolve the problem, the Early Truancy
40 Intervention Team or attendance committee shall implement specific interventions that
41 best address the problem.
- 42
- 43 • The Early Truancy Intervention Team or attendance committee shall be diligent in
44 facilitating intervention services and shall report the case to the Superintendent or his
45 designee only after all reasonable efforts to resolve the problem have been exhausted.
- 46
- 47 • If the parent, guardian, or other person in charge of the child refuses to participate in
48 the remedial strategies because he/ she believes that those strategies are
49 unnecessary or inappropriate, the parent, guardian, or other person in charge of the
50 child may appeal to the School Board. The School Board may provide a hearing
51 officer, who may be an employee of the School Board, in lieu of a School Board
52 hearing, who shall hear the case and make a recommendation for final action to the

1 School Board. If the School Board’s final determination is that the strategies of the
2 Early Truancy Intervention Team or attendance committee are appropriate, and the
3 parent, guardian, or other person in charge of the child still refuses to cooperate, the
4 Superintendent may seek criminal prosecution for noncompliance with compulsory
5 school attendance.
6

- 7 • If a child subject to compulsory attendance will not comply with attempts to enforce
8 school attendance, the parent, guardian or Superintendent or his designee shall refer
9 the case to the case staffing committee pursuant to Florida Statutes, and the
10 Superintendent or his designee may file a truancy petition pursuant to procedures
11 outlined in Florida Statutes. (Section 984.151, Florida Statutes) Amended 07-15-03
12

13 **(1) Tardies**

14 Adopted 07-01-13
15

16 For truancy purposes, five tardies *to school*, or a combination of tardies *to school* and
17 early departures that equals five (5), shall equal one unexcused absence. However,
18 this unexcused absence is for referral purposes, and the electronic record is not to be
19 altered. Actual presence or absence on campus must be accurately reflected in the
20 electronic record.
21

22 **(2) Early Departures**

23 Adopted 07-01-13
24

25 For truancy purposes, five (5) early departures, or a combination of tardies *to school*
26 and early departures that equals five (5), shall equal one unexcused absence.
27 However, this unexcused absence is for referral purposes, and the electronic record
28 is not to be altered. Actual presence or absence on campus must be accurately
29 reflected in the electronic record.
30

31 Students who have attended more than half a school day and are released from school
32 prior to the closing of the school day shall be considered an early departure. Early
33 departures shall be either excused or unexcused. The school principal or his/ her
34 designee may require the appropriate documentation in order to determine whether or
35 not an early departure is excused or unexcused.
36
37

1 **Examples of excused early departures include, but are not limited to:**

- 2 ○ appointments for medical, legal, or counseling purposes;
- 3 ○ funerals,
- 4 ○ family emergencies, etc.

5
6 **Examples of unexcused early departures include, but are not limited to:**

- 7 ○ parent's convenience,
- 8 ○ personal reasons,
- 9 ○ shopping trips, etc.

10
11 **4. Students with Disabilities**

12
13 **a) 504 Students**

14 Amended 07-01-04

- 15
16 • In the case of a student with excessive absences, a 504 Reevaluation meeting should
17 be held to determine if the absences are caused by the disability of record on the active
18 504 Plan. If the 504 committee determines that the absences are caused by the
19 disability, the committee must also determine a reasonable course of action, which
20 may include the possible waiver of the attendance guidelines in determining grades,
21 as well as consideration of a change of placement.
- 22
23 • If the 504 committee determines that the absences are not caused by the disability,
24 the student is treated in the same manner as that for a general education student.

25
26 **b) ESE Students**

- 27 • All exceptional students will follow regular education attendance procedures.
- 28
29 • In the case of an ESE Student with five (5) unexcused absences, an IEP team meeting
30 must be conducted to develop a plan to address attendance issues. The student shall
31 be monitored for compliance. If the student continues to have unexcused absences
32 that total ten (10) or more in ninety (90) days, then a second meeting shall be
33 scheduled at the District Office in accordance with the District's attendance
34 procedures.

35
36 **5. Hospital/ Homebound Program**

37 Amended 07-01-08

38
39 Parent(s)/ guardian(s) may request that the IEP committee consider eligibility for a hospital/
40 homebound program for a student with an illness predicted by certified medical personnel to
41 exceed 15 consecutive school days or due to a chronic condition for at least 15 school days
42 which need not run consecutively.

1 **6. Student Absences for Religious Reasons**
2

- 3 • Students will be excused for religious holidays on those days when the religious tenets
4 forbid secular activities on that day. Religious absences are pre-arranged absences. The
5 parents must have declared that their student is observing the holidays of that specific
6 religion and make their request in writing at least five days prior to the holiday.
7
8 • Students will be afforded an opportunity to make up missed work without adverse school
9 effects when absent because of a religious holiday. Within five school days prior to an
10 expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal in
11 writing and request that the student be excused from attendance. A written excuse will
12 not be required upon return to school and no adverse or prejudicial effects will result for
13 any student availing herself/ himself of this provision. Students will be permitted to make
14 up missed work according to school procedures.
15
16 • If questions arise regarding this rule, principals may grant the parent(s)/ guardian(s) a
17 conference or contact the religious organization for clarification, or a notarized statement
18 from the parent or guardian of a minor student will be accepted. Parent(s)/ guardian(s)
19 may appeal the principal's decision to the Superintendent should a conflict arise.
20

21 **7. Virtual Instruction Program**
22

- 23 • Compulsory school attendance and attendance record keeping shall apply to district virtual
24 instruction programs [1002.245 (6) (a); 1003.21, Florida Statutes]. Students in grades K-
25 3 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12
26 must attend at least 900 hours (5 hours per day) of instruction.
27

1 **D. Student Withdrawals**

- 2
- 3 • A child who attains the age of sixteen (16) years during the school year shall not be required
 - 4 to attend school beyond his sixteenth (16) birthday if the student has a signed form declaring
 - 5 his intent to withdraw from school prior to completion of the educational program. The
 - 6 principal or his/ her designee shall contact the parents or legal guardians of the student to
 - 7 discuss the educational impact of such decision and to suggest other appropriate alternative
 - 8 educational placements or programs. The student may only be withdrawn if the parents or
 - 9 legal guardians also sign the intent to withdraw form.

10

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

12

- 13 • The parent(s)/ guardians(s) of a student who leaves school **during** the last two weeks of
- 14 the school year must show evidence that the withdrawal is necessary and the student
- 15 must successfully complete assigned class work. Principals are authorized to make
- 16 arrangements for the administration of any tests if appropriate.
- 17
- 18 • Principals may waive the requirements for early withdrawal when unusual/ extenuating
- 19 circumstances require it.

20

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

22

- 23 • Florida Statute 1002.41 permits parents to choose to place their children in a home
- 24 education program in lieu of public school. The requirements of the law will be monitored
- 25 through Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-
- 26 00, 07-15-03, and 07-05-08
- 27
- 28 • To withdraw a student for enrollment in a home education program, parent(s)/ guardian(s)
- 29 must initiate the withdrawal process at the school and notify the Superintendent of Schools
- 30 in writing of the intent to provide home education for the student.

31

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

33

- 34 • A child who is receiving services through Exceptional Student Education (ESE) shall not
- 35 be administratively withdrawn without prior parental notification, an IEP meeting with
- 36 parents or guardians to discuss the educational impact of such a decision for the student
- 37 to withdraw, and all requirements relative to due process have been completed. Amended
- 38 09-07-99 and 07-01-06
- 39
- 40 • In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or
- 41 guardians of the student have been documented, and with the approval of the Director of
- 42 Exceptional Student Education, the student may be withdrawn by the school.
- 43 Adopted 09-07-99

44

45 **4. Student Withdrawals -- Alternative Programs**

46

- 47 • A child who has been placed at a district alternative school or second chance school in
 - 48 lieu of expulsion shall not be withdrawn without prior parental notification and a meeting
 - 49 with parents or guardians to discuss the educational impact of such a decision and the
 - 50 implications regarding the probability of going forward with the recommendation for
 - 51 expulsion.
- 52

1 **II. PROGRAM DESCRIPTION**

2
3 **A. Florida System of School Improvement and Accountability**

4 Amended 07-01-09

- 5
6 • The Florida Standards (6A-1.09401 State Board Rules) are benchmark standards that
7 describe what students should know and be able to do at all Grades Kindergarten through 12
8 in the subjects of:
9
- | | |
|------------------------|------------------------|
| 10 -- language arts | -- mathematics |
| 11 -- science | -- social studies |
| 12 -- foreign language | -- health education |
| 13 -- the arts | -- physical education. |
- 14
15 • Osceola District Schools shall provide appropriate instruction to assist students in the
16 achievement of these standards. The Florida Standards have been incorporated within the
17 Osceola County Curriculum Frameworks and are on file in the Administrative Center and are
18 in use at each school. Adopted 09-17-96, Amended 06-15-99, 07-01-09
19
- 20 • In addition, Section 1003.42, Florida Statutes, requires that members of the instructional staff
21 of the public schools, subject to the rules of the State Board of Education and the district
22 school board, shall teach efficiently and faithfully, using the books and materials required that
23 meet the highest standards for professionalism and historic accuracy, following the prescribed
24 courses of study, and employing approved methods of instruction, the following:
25
- 26 ○ The history and content of the Declaration of Independence, including national
27 sovereignty, natural law, self-evident truth, equality of all persons, limited government,
28 popular sovereignty, and inalienable rights of life, liberty, and property, and how they form
29 the philosophical foundation of our government.
 - 30 ○ The history, meaning, significance, and effect of the provisions of the Constitution of the
31 United States and amendments thereto, with emphasis on each of the 10 amendments
32 that make up the Bill of Rights and how the constitution provides the structure of our
33 government.
 - 34 ○ The arguments in support of adopting our republican form of government, as they are
35 embodied in the most important of the Federalist Papers.
 - 36 ○ Flag education, including proper flag display and flag salute.
 - 37 ○ The elements of civil government, including the primary functions of and interrelationships
38 between the Federal Government, the state, and its counties, municipalities, school
39 districts, and special districts.
 - 40 ○ The history of the United States, including the period of discovery, early colonies, the War
41 for Independence, the Civil War, the expansion of the United States to its present
42 boundaries, the world wars, and the civil rights movement to the present. United States
43 history shall be viewed as factual, not as constructed, shall be viewed as knowable,
44 teachable, and testable, and shall be defined as the creation of a new nation based largely
45 on the universal principles stated in the Declaration of Independence.
46

- 1 ○ The history of the Holocaust (1933-1945), the systematic, planned annihilation of
2 European Jews and other groups by Nazi Germany, a watershed event in the history of
3 humanity, to be taught in a manner that leads to an investigation of human behavior, an
4 understanding of the ramifications of prejudice, racism, and stereotyping, and an
5 examination of what it means to be a responsible and respectful person, for the purposes
6 of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting
7 democratic values and institutions.
 - 8 ○ The history of African Americans, including the history of African peoples before the
9 political conflicts that led to the development of slavery, the passage to America, the
10 enslavement experience, abolition, and the contributions of African Americans to society.
 - 11 ○ The elementary principles of agriculture.
 - 12 ○ The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon
13 the human body and mind.
 - 14 ○ Kindness to animals.
 - 15 ○ The history of the state.
 - 16 ○ The conservation of natural resources.
 - 17 ○ Comprehensive health education that addresses concepts of community health;
18 consumer health; environmental health; family life, including an awareness of the benefits
19 of sexual abstinence as the expected standard and the consequences of teenage
20 pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal
21 health; prevention and control of disease; and substance use and abuse.
 - 22 ○ Such additional materials, subjects, courses, or fields in such grades as are prescribed by
23 law or by rules of the State Board of Education and the district school board in fulfilling the
24 requirements of law.
 - 25 ○ The study of Hispanic contributions to the United States.
 - 26 ○ The study of women's contributions to the United States.
 - 27 ○ The nature and importance of free enterprise to the United States economy.
 - 28 ○ A character-development program in the elementary schools, similar to Character First or
29 Character Counts, which is secular in nature. Beginning in school year 2004-2005, the
30 character-development program shall be required in Kindergarten through Grade 12.
31 Each district school board shall develop or adopt a curriculum for the character-
32 development program that shall be submitted to the department for approval. The
33 character-development curriculum shall stress the qualities of patriotism; responsibility;
34 citizenship; kindness; respect for authority, life, liberty, and personal property; honesty;
35 charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
 - 36 ○ In order to encourage patriotism, the sacrifices that veterans have made in serving our
37 country and protecting democratic values worldwide. Such instruction must occur on or
38 before Veterans' Day and Memorial Day. Members of the instructional staff are
39 encouraged to use the assistance of local veterans when practicable.
- 40 Amended 07-01-06

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

2 Amended 07-21-98, 06-27-00, 07-01-02, 07-15-03, 07-01-04, 07/01/12

- 3
- 4 • A comprehensive program of general education when implemented effectively enables
 - 5 students to make maximum use of their educational opportunities and to function
 - 6 effectively as productive individuals.
 - 7
 - 8 • The District School Board shall assist schools and teachers in the implementation of
 - 9 research-based reading activities, Section 1008.25(4)(b), Florida Statutes.
 - 10
 - 11 • The School District of Osceola County Curriculum Guidelines also reflect the priorities of
 - 12 the Florida K-20 education system.
 - 13

14 **2. Curriculum Frameworks, Grades 9-12: Basic and Adult Education**

- 15
- 16 • A curriculum framework is a broad guideline which directs district personnel by providing
 - 17 specific instructional plans for any given course or area of study and is consistent with the
 - 18 Florida Course Code Directory. Curriculum frameworks are contained the Florida DOE
 - 19 publication “Curriculum Frameworks for Grades 9-12, Adult Basic Program” available on
 - 20 the Florida DOE website. The above frameworks include the Exceptional Student
 - 21 Education Courses and the Career and Technical Courses. Amended 07-01-02
 - 22

23 **3. Student Performance Standards**

- 24
- 25 • Student Performance Standards have been developed cooperatively with district
 - 26 personnel for the intended outcomes specified in each curriculum and are also on file at
 - 27 each high school and the district office.
 - 28
 - 29 • All current Florida state standards may be found on the FDOE C-PALMS (Collaborate,
 - 30 Plan, Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>
 - 31
 - 32 • Students must show mastery of the performance standards before credit for course is
 - 33 awarded. Upon successful completion of the course, with a minimum course grade of a
 - 34 “D” and/or at least sixty percent (60%) proficiency, students will have demonstrated
 - 35 mastery. Student mastery will be assessed through the use of teacher observation,
 - 36 classroom assignments, and examinations. (For ELL students, see also below.) Students
 - 37 must also meet the attendance requirement as set forth in I.C. and III.G. of this Student
 - 38 Progression Plan.
 - 39
 - 40

1 **B. Special Programs**

2
3 **1. English Language Learner (ELL)**

4 Amended 07-21-98, 06-27-00

- 5
6 • All students with limited English proficiency (ELL) must be appropriately identified in order
7 to ensure the provision of appropriate services. Every student identified as ELL shall
8 continue to receive appropriate instruction and funding as specified by the District ELL
9 Plan, State Board Rules and Regulations, and Florida Statutes until such time as the
10 student is reclassified as English proficient. Note: See the School District of Osceola
11 County English Language Learner Plan 2004 for full explanation of services and model.
12 Amended 06-27-00

13
14 **a) Home Language Survey (HLS) and Identification Criteria**

15 Amended 06-27-00

- 16
17 ○ A student with all NO responses on the HLS is considered non-English Language
18 Learner.
19
20 ○ A student with any YES response is referred for English language proficiency
21 assessment.
22
23 ○ A student with a YES response to question #1 only is temporarily placed in non-ESOL
24 classes until English language proficiency assessment is completed.
25
26 ○ A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL
27 classes until English language proficiency assessment is completed.
28
29 ○ The grade level appropriate IDEA Oral Language Proficiency Test will be used to
30 determine oral/ aural English proficiency and is to be administered within the first 20
31 days after enrollment date.
32
33 • Students in Grades 3-12 found to be fluent English speaking will be given a nationally-
34 normed, standardized reading and writing test, within 20 days from their date of enrollment
35 for further assessment of their English proficiency.
36
37 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/ ELL
38 committee to determine appropriate ESOL assessment and placement.
39
40 • Every English Language Learner student is entitled to equal access to all academic,
41 categorical, and federal programs offered by the School District of Osceola County. The
42 amount of time the ELL student is assigned to the program(s) shall be comparable to the
43 time assigned to a non-ELL student under similar conditions. An updated ELL student's
44 class schedule must be maintained in the ELL Student Plan as part of the student
45 permanent record. Adopted 06-27-00
46
47

- 1 • English Language Learner students are taught by subject area teachers following the
2 corresponding district curriculum. The instructional personnel provide appropriate and
3 individualized instruction to students through the use of ESOL teaching strategies,
4 appropriate instructional materials, curriculum accommodations, and testing
5 accommodations. The ESOL strategies and accommodations are documented in the
6 teacher’s lesson plans as evidence that understandable instruction is being provided.
7 Adopted 06-27-00
8
- 9 • Schools with fifteen (15) or more ELL students who speak the same home language shall
10 provide at least one bilingual teacher assistant or bilingual teacher proficient in English
11 and the home language of the students. The ESOL teacher assistant’s (or bilingual
12 teacher’s) primary assignment is to offer the ELL students additional help in the basic
13 content areas under the supervision of the basic subject area teacher. Adopted 06-
14 27-00

15
16 **2. Dropout Prevention and Retention Programs (DOP)**
17

- 18 • The academic program for a DOP student may differ from traditional education programs
19 and schools in scheduling, administrative structure, philosophy, curriculum, and/
20 setting. The DOP Program employs alternative teaching methodologies, curricula,
21 learning activities, or diagnostic and assessment procedures in order to meet the needs,
22 interests, and talents of eligible students. High school DOP programs are designed to
23 meet the needs of high risk students and offer them special opportunities to earn credit
24 towards graduation or promotion. Amended 06-19-01 and 07-01-02
25
- 26 • High school students who meet the district’s requirements for an approved dropout
27 prevention program, an honors accelerated credit program, or a career and technical
28 education program may be enrolled in modified courses to earn additional credits. (For
29 ELL students, see above.) Amended 07-02-96 and 06-27-00
30
- 31 • Students enrolled in district dropout prevention programs will receive a high school
32 diploma if they fulfill the minimum state graduation requirements and may also participate
33 in senior activities at their home-zoned schools unless they are enrolled in Zenith School
34 or a behavior-based program in lieu of expulsion. Senior activities include senior
35 meetings, proms, and any school-sponsored graduation activities. As a condition for
36 participation in these activities, students shall meet the home-zoned school’s eligibility
37 requirements for behavior, grades, attendance, and registration procedures. Regardless,
38 the principal shall have the right of final approval of each student’s participation. Amended
39 07-01-06, 07-01-08, 07-01-09, 07-01-12
40
41

1 **a) Zenith School - Grade Levels 9-12**

2 Amended 06-27-00, 06-30-92, 07-01-06, and 07-01-14

- 3
- 4 • This is an alternative school specifically designed for high school dropouts and
- 5 potential dropouts, in order to provide them with a vehicle to complete a high school
- 6 program. Students enrolled in Zenith School shall participate in senior activities for
- 7 which they are eligible at Zenith School. However, students enrolled in Zenith School
- 8 may participate in interscholastic extracurricular activities at their home-zone school.
- 9 (For ELL students, see above.)
- 10
- 11 • A total of 24 credits must be earned for graduation. These credits are described in
- 12 subsection IV.
- 13
- 14 • This is a competency-based program with students demonstrating mastery of the
- 15 student performance standards. Elective credits for related work experience (OJT) in
- 16 this program are earned on the same basis as in the regular day-school career and
- 17 technical education programs.
- 18
- 19 • Although these programs are designed to provide students with a non-traditional
- 20 school setting in order to meet individual needs, the school district Code of Student
- 21 Conduct is in effect and School Board Rules governing student conduct shall be
- 22 followed.
- 23

24 **3. Gifted Education**

- 25
- 26 • For a high school student enrolled in the gifted program, a qualitatively different
- 27 curriculum consists of carefully planned, coordinated learning experiences that extend
- 28 beyond the basic curriculum to meet the specific learning needs of the student.
- 29
- 30 • High school students identified as Gifted have an Educational Plan (EP) that outlines
- 31 goals and strengths, and provides direction for the instructional program. The
- 32 differentiated instructional program includes advanced-level content, acceleration, and
- 33 enrichment that incorporate the student's special abilities and interests. Amended 07-
- 34 01-02 and 07-01-05
- 35

36 **4. Students with Disabilities**

37

38 **a) 504 Students**

39 Amended 07-01-04, 07-01-09

- 40
- 41 • Any alteration to the delivery of instruction of student assignments for a 504 student is
- 42 the decision of the Section 504 Committee and must be addressed in the 504 Plan.
- 43 The individual student's Section 504 Plan documents the instructional
- 44 accommodations required to ensure the student an equal opportunity to participate in
- 45 or benefit from the general education curriculum. Parent(s)/ guardian(s) of a Section
- 46 504 student must be given the opportunity to provide input on decisions made by the
- 47 Section 504 Committee regarding any alteration to the delivery of instruction of their
- 48 Section 504 student. Parent(s)/ guardian(s) of a 504 student must be notified of any
- 49 changes to the student's Section 504 Plan.
- 50

1 **b) Exceptional Education Students**
2

- 3 • **Exceptionalities include:** Intellectual Disability, Speech and/ or Language Impaired,
4 Deaf or Hard of Hearing, Visually Impaired, Physically Impaired with Other Health
5 Impaired, Physically Impaired with Orthopedically Impaired, Physically Impaired with
6 Traumatic Brain Injury, Emotional/ Behavioral Disabilities, Specific Learning Disabled,
7 Gifted, Homebound or Hospitalized, Dual Sensory Impaired, and Autism Spectrum
8 Disorder. Amended 07-23-91, 07-21-98 06-27-00, 007-01-05, 07-01-06, and 07-01-
9 08

10
11 **(1) ESE Curriculum**

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

13
14 The curriculum for high school ESE students shall follow the Florida Standards with
15 appropriate accommodations Adopted 06-30-92 and Amended 06-27-95, 07-21-98,
16 06-27-00, 07-01-06, 07-01-08, and 07-01-14

17
18 For students with disabilities identified as ESE students, their Individual Educational
19 Plans (IEP's) specify the appropriate goals and benchmarks and unique aspects of
20 their programs.

21
22 For some ESE students with significant cognitive disabilities, the Access Points
23 Curriculum for Florida Standards in reading/ language arts, math, social studies, and
24 science may be more appropriate.

25
26 Students eligible to enroll in Access Points Curriculum courses shall be only those
27 ESE students for whom the IEP team has determined that the Florida Alternate
28 Assessment (FAA) is the appropriate state/ district assessment. This decision must
29 be documented on the student's IEP.

30
31 The IEP developed by the team specifies the level of services for specific content
32 areas. The IEP addresses annual goals and short-term objectives to meet the unique
33 needs of the student as well as appropriate classroom accommodations.
34 Accommodations may be embedded in curriculum, instruction, and assessment.
35 Accommodations may include specialized presentation formats, specialized
36 assessment/ response formats, setting, and/ or scheduling. Accommodations listed
37 on the IEP must be implemented as indicated.
38 Amended 007-01-05, 07-01-06, and 07/01/14
39

1 **C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**

3 Adopted 07-01-09, 07-01-13
4

- 5 • The district is committed to the implementation of a Multi-Tiered System of Supports (MTSS)
6 framework to integrate and align efforts to improve educational outcomes and to meet the
7 academic and behavioral needs of all students. The process utilized to ensure implementation
8 of an effective MTSS framework is Problem-Solving/ Response to Intervention (PS/ Rtl). PS/
9 Rtl is a data-driven decision-making process applied to all aspects of the educational
10 organization. The systematic use of student assessment data at the district, school,
11 classroom, and student levels will guide decisions about the allocation of resources and the
12 intensity of the instruction and interventions needed to improve student learning and/or
13 behavior. The district's schools will provide high quality instruction and intervention(s)
14 matched to student needs and will use rate of progress and level of performance to inform
15 instructional decisions at all three Tiers of instruction.
16
- 17 • School-based Problem Solving Teams will identify students in need of tiered interventions
18 through the review of universal screening data and will determine the appropriate types and
19 levels of interventions based on various data sources. Standard protocol interventions will
20 generally be utilized initially when data indicate a need for interventions beyond Tier 1 core
21 instruction alone. Students' responses to interventions will determine if there is a need for
22 more intensive interventions and diagnostic assessment will assist the Problem Solving Team
23 with development and implementation of intensive interventions. Students who receive
24 interventions beyond the core curriculum will have their rate of progress and level of
25 performance included in their cumulative school records. Teachers will consult the district
26 MTSS/ Rtl Curriculum Guides for available supports.
27

1 **D. Acceleration Plan**

2 Adopted 08-07-12, 07-01-13

- 3
- 4 • The academic progress of all students, including those students who exceed curriculum
- 5 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
- 6 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the
- 7 following plan for acceleration decisions within the district's existing Multi-Tiered System of
- 8 Supports (MTSS) and Problem Solving/ Response to Intervention framework.
- 9
- 10 ○ School level Problem Solving Teams shall review assessment data at the beginning of the
- 11 school year to determine which students may benefit from acceleration options.
- 12
- 13 ○ Tier 1 acceleration options may include cluster/ ability grouping differentiated
- 14 assignments, curriculum compacting, or telescoping curriculum.
- 15
- 16 ○ Tier 2 acceleration options may include single subject or virtual school instruction.
- 17
- 18 ○ Tier 3 acceleration options may include whole grade acceleration if the Problem Solving
- 19 Team determines such placement may meet the needs of highly able students.
- 20
- 21 ○ For each tier, the Problem Solving Team shall monitor the progress of all students and
- 22 administer additional assessments to determine if students continue to exceed
- 23 benchmarks and whether more targeted acceleration options are appropriate.
- 24

1 **E. Advanced Placement Program**

2 Adopted 07-01-09, Amended 07-01-04

3

4 • The Advanced Placement program is designed to give students Advanced Placement (AP)

5 course offerings by teachers who are specially trained through the College Board. Each

6 program offers a wide variety of AP courses relating to personal interests and individual

7 academic strengths. The College Board’s AP program offers more than 30 courses across

8 multiple subject areas. Each course is developed by a committee composed of college faculty

9 and AP teachers and covers the breadth of information, skills, and assignments found in the

10 corresponding college course.

11

12 • Students will have the opportunity to earn recognition from the College Board is as follows:

13

14 ○ *AP Scholar*

15 ▪ Granted to students who receive grades of 3 or higher on three or more AP Exams

16

17 ○ *AP Scholar with Honor*

18 ▪ Granted to students who receive an average grade of at least 3.25 on all AP Exams taken,

19 and grades of 3 or higher on four or more of these exams

20

21 ○ *AP Scholar with Distinction*

22 ▪ Granted to students who receive an average grade of at least 3.5 on all AP Exams taken,

23 and grades of 3 or higher on five or more of these exams

24

25 ○ *State AP Scholar*

26 ▪ Granted to the one male and one female student in each state in the United States with

27 grades of 3 or higher on the greatest number of AP Exams, and then the highest average

28 grade (at least 3.5) on all AP Exams taken

29

30 ○ *National AP Scholar*

31 ▪ Granted to students in the United States who receive an average grade of at least 4 on all

32 AP Exams taken, and grades of 4 or higher on eight or more of these exams

33

1 **F. International Baccalaureate (IB) Diploma Program**

- 2
- 3 • Section 1003.43(1), F.S., requires high school students to complete successfully either a
- 4 minimum of twenty-four (24) academic credits in grades 9-12 or an IB curriculum for
- 5 graduation. The components of the IB curriculum that meet this requirement are as follows:
- 6
- 7 ○ The IB Diploma program is a rigorous pre-university course of studies, leading to
 - 8 internationally-standardized examinations that meet the needs of highly motivated
 - 9 secondary students.
 - 10
 - 11 ○ The program is designed as a comprehensive two-year curriculum that allows its
 - 12 graduates to fulfill requirements of various national education systems.
 - 13
 - 14 ○ The IB Organization (IBO), a nonprofit educational foundation, has been in existence since
 - 15 1963.
 - 16

17 **1. International Baccalaureate Course of Study**

- 18
- 19 • IB diploma candidates are required to select one subject from each of six subject groups
 - 20 (e.g., Studies in Language and Literature, Language Acquisition, Individuals and
 - 21 Societies, Sciences, Mathematics, Arts). At least three, and not more than four, are taken
 - 22 at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching
 - 23 hours; SL courses cover 150 hours. By arranging work in this fashion, students are able
 - 24 to explore some subjects in depth and some more broadly over the two-year period. IB
 - 25 diploma candidates must also demonstrate their mastery of the coursework by passing a
 - 26 battery of comprehensive written, and in some cases oral, examinations in the subject
 - 27 areas. The required curriculum for the School District of Osceola IB Diploma Program
 - 28 shall include:
 - 29
 - 30 ○ Successful completion of all prerequisite courses, or those deemed as equivalent, by
 - 31 the school's IB program;
 - 32
 - 33 ○ Successful completion of a minimum of thirteen (13) credits in courses identified by
 - 34 the IB Organization, or equivalent courses as selected by the school from the Florida
 - 35 Course Code Directory, in grades 11-12 as follows:
 - 36 ■ Two credits* in each of the following subjects: Language Arts, World Language,
 - 37 Social Studies, Science, Mathematics, and Arts/ Electives.
 - 38 ■ Theory of Knowledge (one to two (1-2) credits depending on length of course of
 - 39 study offered at the school)
 - 40
 - 41 ○ Successful completion of all requirements of Creativity, Action and Service (CAS) as
 - 42 defined by the IBO to include a minimum of one hundred (100) hours of community
 - 43 service completed in grades 9-12;
 - 44
 - 45 ○ Completion of an Extended Essay; and
 - 46
 - 47 ○ Completion of all IB required Internal Assessments, Written Tasks (Groups 1 & 2), and
 - 48 the Group 4 project
 - 49

50 *Some IB Standard Level courses may be offered over one year rather than two, and

51 therefore, a student would earn only 1 credit in a subject rather than two. The two credit

52 requirement is satisfied by successfully completing the curriculum for each course and

1 taking the IB exam in that subject area. In these cases, students may finish with fewer
2 than the minimum thirteen (13) credits defined above.
3
4

5 **G. Advanced International Certificate of Education (AICE) Diploma Program** 6

7 **1. Cambridge AICE Diploma Description** 8

9 The Advanced International Certificate of Education (AICE) Diploma Program is the
10 curriculum whereby students are enrolled in a program of studies offered and administered
11 through the University of Cambridge AICE Program.
12

13 To be considered for an AICE Diploma, students must earn the equivalent of six credits by
14 passing a combination of examinations at either double credit (A level) or single credit (AS
15 level), with at least one course coming from each of the subject group 1, 2, 3 areas:

- 16 • Mathematics and Sciences
- 17 • Languages
- 18 • Arts and Humanities
- 19 • Global Perspectives (effective Spring 2017, Cambridge Global Perspectives will be
20 required as a seventh credit for the Cambridge AICE Diploma).
21

22 The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the
23 passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the
24 passing letter grades range from A* (at A level only) to E with A* being the highest. Grades
25 are reported in upper case if awarded at the A level and lower case if reported at the AS level.
26 The lowest passing grade of E (or e) is comparable to a US course grade of C (or c) or a 3 on
27 an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive
28 AS or A Level General Certificate of Education (GCE) subject certificates for the subject
29 examinations passed. Students who complete the Cambridge AICE curriculum will be
30 provided with the best possible foundation for advanced postsecondary studies anywhere in
31 the world.
32

33 **2. AICE Exams and College Credits** 34

35 The State Board of Education has established rules that specify the passing cutoff scores on
36 AICE Examinations that are used to grant post-secondary credit at Florida's state colleges
37 and universities.
38

39 Both Cambridge International AS and A Levels are considered college-level courses of study,
40 and students passing these examinations with a Cambridge grade of E (or e) or higher may
41 receive up to 45 hours of college credit or advanced standing based on their scores in these
42 examinations from universities throughout the United States and all public universities and
43 colleges in Florida.
44
45

1 **3. AICE Diploma Curriculum Requirements**
2

3 Per Section 1003.4282, Florida Statutes, students may complete either a minimum of 24
4 academic credits in grades 9-12 or an AICE Diploma curriculum to fulfill high school
5 graduation requirements. The corresponding AICE Diploma curriculum requirements include:
6

7 Complete a minimum of 12 AICE credits* identified by the University of Cambridge
8 International Examinations (Cambridge) in three academic areas as follows:
9

- 10 • Two credits* from Group A – Mathematics and Sciences
- 11 • Two credits* from Group B – Languages
- 12 • Two credits* from Group C – Arts and Humanities
- 13 • Six additional credits* in any combination from the above three Groups or from Global
14 Perspectives.

15
16 *Students earn one credit by completing one AICE full credit course and another credit for
17 taking the corresponding AICE examination.

18 Completion of AICE Diploma Curriculum prerequisites as identified by the AICE program
19 school are presumed.
20

21 Students shall be exempt from payment of any fees for administration of the examinations in
22 the year they sit for the corresponding course, regardless of whether or not the student
23 achieves a passing score on the examination.
24
25
26

1 **H. Career and Technical Education (CTE) Programs**

- 2
- 3 • The School District of Osceola County offers a variety of career and technical education
- 4 programs at the high school level that help students prepare for high skill-high wage
- 5 occupations and for postsecondary educational opportunities. It is essential that students,
- 6 parents, teachers, guidance counselors, and administrators be aware that most individual
- 7 career and technical education courses do not stand alone but are part of a planned sequence
- 8 of courses leading to occupational proficiency and program completion at the high school or
- 9 postsecondary level. Many of the career and technical education programs also prepare
- 10 students to acquire industry certification in the career field. Not all career and technical
- 11 education programs are offered at all high schools. Some are offered as a Career and
- 12 Technical Academy.

13

14 **1. Career and Technical Education Cluster Areas**

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

29

30 **2. Career Pathways**

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

1 **3. Cooperative Education and On-the-Job Training (OJT)**

2 Amended 06-30-92, 07-01-14

- 3
- 4 • High school cooperative (co-op) education is an academic program that combines a
- 5 comprehensive classroom curriculum with work experience in the business community.
- 6 Cooperative education gives the student an opportunity to gain professional job
- 7 experience related to a career goal. The Florida Department of Education provides a way
- 8 for schools to offer students a variety of business-based On-the-Job Training (OJT) and
- 9 co-op programs in Career and Technical Education cluster areas.
- 10
- 11 • Cooperative education permits career and technical education students to earn high
- 12 school elective credit. Cooperative education involves paid, supervised, concurrent
- 13 employment that is directly related to the student’s in-school training. The coordinator
- 14 must approve all cooperative education job sites. Students shall not be employed by
- 15 members of the immediate family.
- 16
- 17 • Benefits for the student include opportunities to:
- 18 o learn useful career technology skills in the classroom and on the job;
- 19 o develop an appreciation and respect for work;
- 20 o receive assistance in obtaining gainful employment leading to enhanced career
- 21 opportunities and economic responsibility; and
- 22 o develop useful leadership skills.
- 23
- 24
- 25

1 **I. Dual Enrollment**
2

3 A student may enroll in one or more classes at the college level or in an accredited career and
4 technical education school. Credit may be earned toward graduation as stated below. Auth: Rule
5 6A-10.0241, FAC
6

7 **1. Dual Enrollment – Technical Education Center Osceola (TECO)**

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

15 **2. Dual Enrollment**

16 In order for the student to earn dual enrollment credit, an articulation agreement between the
17 School District of Osceola County and the post-secondary institution is required. Currently,
18 the School District of Osceola has dual enrollment articulation agreements with the following
19 institutions: Valencia College, the University of Central Florida, and the University of Florida.
20 Students enrolled in co-sponsored classes shall earn both high school credit from the Osceola
21 County School Board and college credit from the post-secondary institution if they meet at
22 least the minimum requirements for satisfactory completion of such classes. In order to
23 receive college credit in co-sponsored classes, high school students will be required to make
24 application to the post-secondary institution, complete the registration process, and be
25 accepted by the post-secondary institution.
26

- 27 • No fees shall be assessed for high school students enrolled in these co-sponsored courses.
- 28
- 29 • Students seeking dual enrollment shall present evidence of successful completion of the
30 relevant section of the entry level examination for placement given by the school, college, or
31 university at which the student is seeking enrollment.
32

1 **J. Early Admission for Advanced Studies**
2

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

24 **K. College Course Credit**
25

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

31 **L. Credit from Correspondence**
32

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

1 **M. Credit from Florida Virtual School (FLVS)**

2 Amended 07-01-06, 07-01-08

- 3
- 4 • Credits earned from FLVS shall transfer as public high school credits at face value for students
 - 5 enrolled in any Florida public high school or registered home education program.
 - 6
 - 7 • Students who complete and earn all credits required by state law for graduation through a
 - 8 combination of any virtual education courses and regular public high school courses may be
 - 9 eligible to receive a District diploma:
 - 10 ○ In order for a FLVS student to earn a regular high school diploma from the District, the
 - 11 student must be enrolled in at least one course for the entire semester at a district high
 - 12 school prior to the expected date of graduation and have successfully completed all other
 - 13 graduation requirements as outlined in school Board policy. (See subsection IV.)
 - 14
 - 15 ○ In order to be eligible to take the appropriate form of the Florida Standards Assessment
 - 16 (FSA) or Florida End of Course Assessment (EOC) required for graduation, a student must
 - 17 be enrolled in a Florida public high school.
 - 18
 - 19
 - 20 • Registered home education students who complete and earn all credits required by state law
 - 21 for graduation through FLVS courses may be eligible to receive a District diploma:
 - 22
 - 23 ○ In order for a registered home education student to earn a regular high school diploma
 - 24 from the District, the student must be enrolled in at least one course for the entire semester
 - 25 at a district high school prior to the expected date of graduation and have successfully
 - 26 completed all other graduation requirements as outlined in school Board policy. (See
 - 27 subsection IV.)
 - 28
 - 29 ○ In order to be eligible to take the appropriate form of the Florida Standards Assessment
 - 30 (FSA) or Florida EOC required for graduation, a student must be enrolled in a Florida
 - 31 public high school.
 - 32
 - 33 • Beginning the 2009-10 school year, the Osceola Virtual School will be a school of choice, and
 - 34 students may earn a diploma from the Osceola Virtual School if they are eligible to enroll in
 - 35 and complete all requirements for this program.
 - 36
 - 37

1 **N. Credit Acceleration Program**

2 Adopted 07-01-10

- 3
- 4 • Florida's Credit Acceleration Program (CAP) is created for the purpose of allowing a
5 secondary student to earn high school credit in a course that requires a statewide,
6 standardized end-of-course assessment if the student attains a specified score on the
7 assessment.
8
 - 9 • Notwithstanding Section 1003.436, Florida Statutes, the school district shall award course
10 credit to a student who is not enrolled in the course, or who has not completed the course, if
11 the student attains a score indicating satisfactory performance, as defined in s.
12 1008.22(3)(c)5., on the corresponding statewide, standardized end-of-course assessment.
13
 - 14 • The school district shall permit a student who is not enrolled in the course, or who has not
15 completed the course, to take the standardized end-of-course assessment during the regular
16 administration of the assessment.
17

18 **O. Course Substitutions**

19 Amended 06-29-93, 06-15-99, and 07-15-03

- 20
- 21 • Course substitutions are to be made on a curriculum equivalency basis only. A course, which
22 has been used to substitute in one subject area, may not be used to substitute for any other
23 subject area.
24
 - 25 • Upon completion of the Junior Reserve Officers Training Corps (JROTC) program, (Army, Air
26 Force, Navy, Marine Corps, or Coast Guard) students may substitute on a curriculum
27 equivalency basis one JROTC credit to satisfy a graduation requirement as outlined in the
28 Florida Course Code Directory.
29
 - 30 • Florida Statute 1011.62 requires district school boards to provide for Career and Technical
31 program substitutions not to exceed two credits in each of the non-elective subject areas of
32 English, mathematics, and science. The Career and Technical program that is substituted for
33 a non-elective academic course will be funded at the level appropriate for the Career and
34 Technical program. Career and Technical course substitution will be allowed as provided in
35 the Course Code Directory.
36
 - 37 • Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons
38 shall satisfy the one credit physical education requirement if the student makes a "C" or better
39 on a competency test on personal fitness developed by the Florida Department of Education.
40 This is a waiver of the course requirement only; the student must still earn 24 credits to
41 graduate. Credit will not be awarded for participation in interscholastic sports.
42
43

1 **P. Middle School Acceleration for High School Credit**

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

- 3
- 4 • Middle school students may elect to enroll in high school courses, if offered at their school of
- 5 enrollment, with the following conditions:
- 6
- 7 ○ The teachers of these courses must have the appropriate certification(s) to teach the
- 8 course(s) offered.
- 9
- 10 ○ The textbook, the district performance standards, and the grading policy are the same as
- 11 for the high school course.
- 12
- 13 ○ These courses must be Level II or above as outlined in the Florida Course Code Directory.
- 14
- 15
- 16 ○ Students who earn credit through middle school acceleration in high school courses shall
- 17 meet requirements toward promotion to the next grade level and toward high school
- 18 graduation.
- 19
- 20 ○ If a student does not earn an average course grade of a “C” or higher by the time of the
- 21 progress report at the midpoint of the second, third, or fourth nine weeks, then the student
- 22 shall be scheduled into the appropriate middle school level course, and the average
- 23 course grade earned in the high school level course shall apply toward the middle school
- 24 level course grade with the weight of one letter grade higher. To accomplish this task, the
- 25 teacher of the appropriate middle school level course in which the student is rescheduled
- 26 shall augment the student’s nine weeks average by ten (10) percentage points.
- 27
- 28 ○ The student’s high school transcript shall include grades for all high school courses taken
- 29 while enrolled in middle school, and these course grades shall be used to calculate their
- 30 high school grade point average and class rank
- 31

1 **Q. Home Education**

- 2
- 3 • Florida Statute 1002.41 permits parents to choose to place their children in a home education
4 program in lieu of public school. The requirements of the law will be monitored through
5 Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-00, 07-01-
6 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 a written
9 evaluation of the home education student’s progress. With respect to the awarding of high
10 school credit, the Superintendent agrees to the following stipulations:
11 Amended 09-17-96, 07-21-98
 - 12
 - 13 • The student must present to the school principal a listing of the specific courses for which
14 credit is requested. Credits earned through institutions affiliated with the following accrediting
15 agencies will be accepted at face value as long as those courses can be aligned with the
16 Florida Course Code Directory:
17
 - 18 ○ The Southern Association of Colleges and Schools
 - 19 ○ The Middle States Association of Colleges and Schools
 - 20 ○ The New England Association of Colleges and Schools
 - 21 ○ The North Central Association of Colleges and Schools
 - 22 ○ The Northwest Association of Colleges and Schools
 - 23 ○ The Western Association of Colleges and Schools

24

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

- 27
- 28 • Credits earned from an institution not accredited by the accrediting agencies listed in
29 subsection II.N.1 above may be granted under the following conditions: Amended 07-21-98,
30 07-01-08
 - 31
 - 32 • Courses can be aligned with the Florida Course Code Directory.
 - 33
 - 34 • Student must produce a portfolio for the course in which student is requesting credit which
35 has been reviewed by a Florida certified teacher in that subject area.
 - 36
 - 37 • The student must pass a comprehensive subject level examination with a minimum grade of
38 a “D” and/or .score of 60%. Amended 07-01-04
 - 39 ○ In cases where there is no corresponding subject level examination, the student must pass
40 an appropriate high school level final examination with a minimum score of 60%. The final
41 examination must be prepared by a Florida certified teacher currently employed by the
42 Osceola County School Board and teaching said course at the high school level.
 - 43
 - 44 ○ It will be the responsibility of the student’s parents or guardians to procure, schedule, and
45 locate qualified teachers to conduct evaluations for home education courses for which
46 credit is requested.
 - 47
 - 48 ○ Examinations for the purpose of earning credit may be attempted two (2) times. Failure
49 to pass an examination for a second time will require the student to enroll in his home-
50 zoned school and to complete the course for which credit was requested.
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- 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
- 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**

2 Amended 07-01-04

3
4 The purpose of the instructional program in the schools of Osceola County is to provide appropriate
5 instructional and selected services to enable students to perform at or above their grade level
6 academically. Grade classification, however, is based upon student achievement of academic course
7 credits, and is not automatic.

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

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

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

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

24
25 **1. Grading of Make-up Work**

26 Amended 07-01-06

- 27
28 ○ Make-up work shall be completed during a period of time equal to at least twice the time
29 for which the absence is excused, unless the teacher allows more time.
30
31 ○ Students whose absences have been approved as "excused" or "permitted", and who
32 complete the make-up assignments as required by school policy, shall receive grades for
33 the periods of such absences in the same manner as if not absent from school. Each
34 school shall establish procedures to ensure good attendance in each grading period.

35
36 Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1003.21, Florida
37 Statutes, and Chapter 75-130, Laws of Florida; Sections 1006.09, 1001.42, 1003.25, 1001.54,
38 1212.28, 1012.53, 1011.61, 1003.26, Florida Statutes, and STATE BOARD RULE 6A-1.451
39

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

- 2
- 3 • A student, including an ELL student, will be placed in accordance with the number of credits
4 earned by the beginning of the school year. Amended 06-27-00
- 5
- 6 ○ 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 ○ 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 ○ 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 • Students who transfer into Osceola County from public schools shall be classified according
16 to their grade placement at the school from which they transfer. Thereafter they will follow
17 classification as set up by Osceola County except for those students who transfer as seniors.
- 18
- 19 • All **transfer students** will be expected to attempt to earn a minimum of three and one-half
20 (3.5) credits per semester in the year of their transfer; however, no requirement for specific
21 course work will be retroactive except as stated above.
- 22
- 23 • Work or credits from state or regionally accredited SACS/ CITA public or private schools or
24 institutions shall be accepted at face value, subject to validation if deemed necessary.
25 Amended 07-01-02
- 26
- 27 • Students may be promoted to the next grade at the end of the first semester of a school year
28 provided they have earned the following number of eligible credits:
- 29
- 30 ○ Sophomore - 7 credits
- 31
- 32 ○ Junior - 14 credits
- 33
- 34 ○ Senior - 20 credits
- 35
- 36 Adopted 07-23-91, Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 37
- 38 • All students will be expected to remain a full-time student for four (4) years after enrolling as
39 a Grade 9 student, *unless* the student:
- 40
- 41 • Declares an intent to graduate on the 18 credit Academically Challenging Curriculum to
42 Enhance Learning (ACCEL) plan, or
- 43
- 44 • Declares an intent to graduate early under the 24 credits plan and meets all standard
45 diploma requirements.
- 46
- 47 • A student must make his or her declaration to graduate early *prior to* the first day of the
48 second semester of the school year in which the student intends to graduate.
- 49
- 50 • Is an overage student enrolled in a dropout prevention program.
- 51
- 52

- For Dual Enrollment (DE) students, a full time student is considered as follows:
 - 4 DE classes– full time no classes at home school
 - 3 DE classes – 1-3 classes at high school
 - 2 DE classes – 2-4 classes at high school
 - 1 DE class – 5 classes at high school

The number of high school courses is based on level or credit earned through DE.

Recommended students should have a minimum of 6 credits total per year to meet graduation requirements.

Students can take DE courses at more than one institution, but no more than 4 courses (13 credit hours) per fall/spring term.

- 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, Advanced International Certificate of Education, 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

Amended 01-05-10

- 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

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

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

- 3
- 4 • Florida Statute 1008.25 requires that the district define specific levels of performance in
 - 5 reading, writing, mathematics, and science for each grade level. These levels of
 - 6 performance will be used to identify students who **must** receive remediation or be retained
 - 7 within an intensive program that is different from the previous year's program and takes
 - 8 into account the student's learning style.
 - 9
 - 10 • In compliance with School Board's Objective (Improve accepted measures of success
 - 11 annually) and Florida Statute 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 limited
 - 19 to, multiple measures using appropriate grade-level assessments as well as teacher
 - 20 judgment.
 - 21

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

- 23 • A student's performance level should be based on standardized test results, daily
- 24 assignments, teacher observation, teacher made tests, satisfactory attainment of the
- 25 student performance standards in the curriculum frameworks and other objective
- 26 information. If the achievement level is not met, the teacher shall utilize deficiency/
- 27 progress reports to communicate with the parent during the grading period. Notices to
- 28 parent/ guardian of ELL students must be provided in the primary language, whenever
- 29 feasible. Amended 06-27-00 7/ 01/ 02, 07-01-04, and 07-01-06
- 30

31 **2. Possible Assessments**

- 32 • District-adopted program assessments
- 33 • Renaissance Learning STAR Reading
- 34 • FSA English Language Arts
- 35 • FSA Mathematics
- 36 • American Institutes for Research (AIR) Statewide Assessments
- 37 • Florida End of Course Assessments (EOC)
- 38 • English Language Learning Assessment
- 39 • Fitness Gram
- 40 • Florida Alternate Assessment (FAA)
- 41

42 **3. Promotion of ESE Students**

- 43 • Students enrolled in ESE programs shall be promoted based on the acquisition of credits.
- 44 Credits are earned through the successful completion of the Florida Standards or Access
- 45 Points to the Florida Standards in reading/ language arts, math, social studies, and
- 46 science. Amended 06-28-94, 06-27-95, 07-21-98, 07-15-03, 07-01-06, 07-01-09, 07-01-
- 47 14

1 **E. 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 with
5 student's parent(s), a School District of Osceola County Progress Monitoring Plan(PMP) for
6 students who do not meet district and state levels of proficiency in reading, writing,
7 mathematics, and science.
8
 - 9 • Principals are to establish procedures by which parents are notified when it has been
10 determined that their child needs improvement at the grade or course in which he or she has
11 been placed. In cooperation with the parents, an Progress Monitoring Plan will be written
12 which may include, but is not limited to, an extension of the school year, a special class within
13 the regular school, and/ or a remedial program within or outside the school day including
14 Saturday School (for ELL students, see below). Amended 07-21-98 and 06-27-00
15
 - 16 • Each Progress Monitoring Plan must outline an intensive remedial program in the area(s) of
17 weakness designed to assist the student in meeting state and/ or district expectations for
18 proficiency.
19
 - 20 • **The Progress Monitoring Plan must clearly identify the:**
21 ○ specific, diagnosed academic needs to be remediated,
22 ○ success-based intervention strategies to be used,
23 ○ the intensive variety of remedial instruction to be provided, and
24 ○ monitoring and reevaluation activities to be employed.
25 Section 1008.25 (4)(b), Florida Statutes
26
 - 27 • Each student who does **not** meet the levels of performance as determined by the district **must**
28 be provided with additional diagnostic assessments to determine the nature of the student's
29 difficulty and areas of academic need. Section 1008.25 (4)(a), Florida Statutes
30
 - 31 • Data from the additional assessments are to be used to formulate the student's PMP.
32
 - 33 • Schools shall also provide for the frequent monitoring of the student's progress. Section
34 1008.25 (4)(b), Florida Statutes
35
 - 36 • Diagnosis and remediation will occur as soon as possible after a student has been identified
37 as deficient in reading, writing, mathematics, and/ or science. Section 1008.25(4)(b), Florida
38 Statutes
39
 - 40 • If the student identification occurs during the fourth marking period, the diagnosis will be made
41 at the beginning of the following school year with remediation immediately following.
42
 - 43 • A student who is not meeting the school district or state requirements for proficiency in reading
44 and math shall be covered by one of the following plans to target instruction and identify ways
45 to improve his or her academic achievement:
46
 - 47 • A federally required student plan, such as an individual education plan, Section 1008.25
48 (4)(b)1, Florida Statutes;
49 ○ A schoolwide system of progress monitoring for all students, Section 1008.25 (4)(b)2,
50 Florida Statutes; or
51 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida Statutes
52

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- The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by Section 1011.62 (8), Florida Statutes, shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. Section 1008.25 (4)(b)3, Florida Statutes
 - **Diagnostic assessments may include, but are not limited to:**
 - teacher assessment
 - text/ placement tests
 - diagnostic software
 - Stanford Diagnostic Reading Test.
 - **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 9-12 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 Grades 9-12 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 **2. Gifted Students**

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

- 3
- 4 • For a gifted student who is performing below grade level, it is appropriate to refer that
 - 5 student to the school MTSS Team for possible interventions. The gifted student's
 - 6 strengths shall be addressed in his or her Educational Plan (EP).

7

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

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

10

11 **a) 504 Students**

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

13

14 A PMP is to be developed for a 504 student who does not meet district and state levels of

15 proficiency in reading, writing, mathematics, and/ or science.

16

17 **b) ESE Students**

18 Amended 07-01-06

- 19
- 20 • A student who is not meeting the school district or state requirements for proficiency
 - 21 in reading and math shall be covered by one of the following plans to target instruction
 - 22 and identify ways to improve his or her academic achievement:
- 23
- 24 • A federally required student plan, such as an individual education plan, Section
 - 25 1008.25 (4)(b)1, Florida Statutes;
 - 26 ○ A schoolwide system of progress monitoring for all students, Section 1008.25
 - 27 (4)(b)2, Florida Statutes; or
 - 28 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida
 - 29 Statutes
- 30
- 31 • If the student's federally required plan does not address the student's deficiency in
 - 32 reading or mathematics as required by Florida law, then the school must address these
 - 33 deficits in either a school-wide progress monitoring system or an individual progress-
 - 34 monitoring plan.
- 35
- 36 • When an ESE student is determined to be performing below grade level in reading,
 - 37 writing, or mathematics, the ESE/ Regular Education Teacher should write a PMP to
 - 38 address the student's educational needs. The PMP should be developed with the
 - 39 involvement of the parent/ guardian.
- 40
- 41

1 **F. Retention**

2 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-01-02, 07-15-03, 07-01-04, 07-01-06, 07-
3 01-09

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

1 **1. Retention Considerations for ELL Students**

2 Amended 06-27-00

- 3
- 4 • An ELL student who has received more than two (2) years of instruction in an approved
 - 5 ESOL program may be retained when there is lack of academic progress in grade level
 - 6 concepts.
 - 7
 - 8 • The ELL committee shall meet to document the evidence indicating lack of academic
 - 9 progress and to recommend retention. The parent/ guardian shall be invited to attend.
 - 10
 - 11 • The teacher(s) must show extensive documentation of the ESOL strategies used to
 - 12 provide the student with understandable instruction.
 - 13
 - 14 • The reason for retention **must not imply** the student needs an extra year to learn English
 - 15 or that the under-performance is due to the child’s limited English proficiency.
 - 16

17 **2. Retention Considerations for Students with Disabilities**

18 **a) 504 Students**

19 Amended 07-01-04, 07-01-09

- 20 • A student with a 504 Plan must meet the district and state levels of proficiency.
- 21

22 **b) ESE Students**

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

- 24 • A student enrolled in ESE **must** meet either the Florida Standards or the Access Points
- 25 for Florida Standards in reading/ language arts, math, social studies, and science at
- 26 the Independent, Supported, or Participatory levels, or Florida Standards for special
- 27 diploma in social studies.
- 28
- 29
- 30
- 31

1 **G. Remediation**

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

- 3
- 4 • Progress Monitoring Plans must be provided to all students:
- 5 ○ who scored Level 1 or Level 2 on FSA English Language Arts or Math,
- 6 ○ substantially behind in credits, and
- 7 ○ with a GPA less than 2.0. Amended 07-21-98, 06-15-99, 06-27-00, 07-01-04, and 07-01-
- 8 06
- 9
- 10 • Remediation must be based on the results of diagnostic assessment(s) and it must be
- 11 systematically embedded in the total educational program for the student. The daily
- 12 instruction for the student will be modified based on both the diagnosis and the contents of
- 13 the PMP or other educational plan(s) (e.g., IEP, ELL Student Plan). Remediation must include
- 14 an instructional program that is not identical to that provided during the previous school year.
- 15
- 16 • The PMP must include one or more of the following instructional intervention strategies:
- 17 ○ tutoring
- 18 ○ classroom organization
- 19 ○ instructional alternatives
- 20 ○ assignment alternatives-adaptations
- 21 ○ ESE referral
- 22 ○ other (see Section 1008.25, Florida Statutes).
- 23
- 24 • Parents of students who have been identified as needing remediation may contract with state
- 25 certified teachers or enroll students in an approved remedial program to teach individual
- 26 students in lieu of attendance in a remedial school program. However, if the parent chooses
- 27 this option, he or she must notify the child's school principal in writing within fifteen (15) days
- 28 after the PMP conference. Such students will be required to pass a school-approved exam.
- 29

1 **H. Extended School Year**
2

- 3 • High school students may attend an extended school year program for grade forgiveness,
4 remediation, and when provided accelerated credit.
5 Amended 06-27-00, 07-01-09
6

7 **1. ELL Students**
8

- 9 • All English Language Learner (ELL) students in Grades 9-12, are eligible for an
10 extended school year for either academic or language maintenance needs, provided
11 the services are rendered at the school. The following requirements must be met:
12 ○ The need for an extended school year must be documented in the student's ELL
13 Student Plan.
14 ○ The specific academic or language maintenance needs of the student must be
15 listed in the student's ELL Student Plan.
16

17 **2. Students with Disabilities**

18 **a) 504 Students**
19

- 20 • Section 504 students may participate in an extended school year if it is available and
21 if the students meet the same eligibility requirements as established for all regularly
22 attending students. The current Section 504 Plan would remain in effect for the
23 extended school year. Adopted 07-01-09
24
25

26 **b) ESE Students**
27

- 28 • The determination of Extended School Year (ESY) services is a decision of the
29 Individual Educational Planning team. Services are recommended when the data
30 collected over the course of the school year, including before and after scheduled
31 breaks in instruction, indicate a significant regression in life skills. These are skills that
32 cannot be recouped within a reasonable amount of time without ESY services. ESY
33 services may include direct or indirect special education services, related services, or
34 some combination of these. Adopted 06-27-00, Amended 07-15-03
35

36 **3. Home Education Students**
37

- 38 • Home education students may participate in an extended school year if it is available and
39 if they meet the same eligibility requirements as established for all regularly attending
40 students.
41
42 • Students who expect to earn credit in a home education program during the summer must
43 register with the Superintendent by the end of the first grading period (second week).
44

1 **IV. GRADUATION REQUIREMENTS**

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

3
4 To graduate from high school a student must meet all the requirements of this plan, demonstrate
5 mastery of the Student Performance Standards (Sections 1001.03, 1010.305, Florida Statutes), and
6 meet all requirements established by the Florida Department of Education and the School Board of
7 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, 07-01-13, 07-01-14

- 11
12 • Beginning with the 2003-2004 school year, all students scheduled to graduate in 2004 and
13 thereafter may select one of the graduation options listed on the following charts that applies
14 to the year of the student's enrollment as a Grade 9 student.

15
16 **B. Graduation Requirements Charts**

17 Amended 07-01-14, 07-01-15

18
19 (Please see the following pages.)
20

Students Entering Grade Nine in the 2011-2012 School Year
Requirements for a 24 Credit Standard Diploma
4 Credits English Language Arts (ELA)
With major concentration in composition, reading for information and literature
4 Credits Mathematics
One of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent
3 Credits Science
One of which must be Biology 1, two of which must have a laboratory component
3 Credits Social Studies
1 credit in world history, 1 credit in U.S. history, 0.5 credit in U.S. government and 0.5 credit in economics
1 Credit Fine and Performing Arts, Speech and Debate or Practical Arts
Eligible courses are specified in the Florida Course Code Directory http://www.fldoe.org/articulation/CCD/default.asp
1 Credit Physical Education
To include the integration of health
8 Elective Credits
Note: 2 credits in the same world language are required for admission into state universities
1 Online Course

1

Requirements for Diploma Designations
Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements a student must: <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra 2 ▪ Earn 1 credit in statistics or an equally rigorous mathematics course ▪ Pass the Biology 1 EOC ▪ Earn 1 credit in chemistry or physics ▪ Earn 1 credit in a course equally rigorous to chemistry or physics ▪ Pass the U.S. History EOC ▪ Earn 2 credits in the same world language ▪ Earn at least 1 credit in Advanced Placement (AP), IB, AICE, or a dual enrollment course.
Merit Diploma Designation
In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> ▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

2

Students Entering Grade Nine in the 2012-2013 School Year
Requirements for a 24 Credit Standard Diploma
4 Credits English Language Arts (ELA)
With major concentration in composition, reading for information and literature
4 Credits Mathematics
One of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent
3 Credits Science
One of which must be Biology 1, two of which must have a laboratory component
3 Credits Social Studies
1 credit in world history, 1 credit in U.S. history, 0.5 credit in U.S. government and 0.5 credit in economics
1 Credit Fine and Performing Arts, Speech and Debate or Practical Arts
Eligible courses are specified in the Florida Course Code Directory http://www.fldoe.org/articulation/CCD/default.asp
1 Credit Physical Education
To include the integration of health
8 Elective Credits
Note: 2 credits in the same world language are required for admission into state universities
1 Online Course

1

Requirements for Diploma Designations
Scholar Diploma Designation
In addition to meeting the standard high school diploma requirements a student must: <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra 2, pass Algebra 2 assessment once implemented ▪ Earn 1 credit in statistics or an equally rigorous mathematics course ▪ Pass the Biology 1 EOC ▪ Earn 1 credit in chemistry or physics ▪ Earn 1 credit in a course equally rigorous to chemistry or physics ▪ Pass the U.S. History EOC ▪ Earn 2 credits in the same world language ▪ Earn at least 1 credit in Advanced Placement (AP), IB, AICE, or a dual enrollment course.
Merit Diploma Designation
In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> ▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

2

Students Entering Grade Nine in the 2013-2014 School Year
Requirements for a 24 Credit Standard Diploma
4 Credits English Language Arts (ELA)
ELA 1, 2, 3, 4 ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
One of which must be Algebra 1 and one of which must be geometry <ul style="list-style-type: none"> ▪ Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits
3 Credits Science
One of which must be Biology 1 and two of which must be in equally rigorous science courses <ul style="list-style-type: none"> ▪ 2 of the 3 required science credits must have a laboratory component ▪ Industry certification courses that lead to college credit may substitute for up to 1 science credit
3 Credits Social Studies
1 credit in world history, 1 credit in U.S. history, 0.5 credit in U.S. government and 0.5 credit in economics
1 Credit Fine and Performing Arts, Speech and Debate or Practical Arts
Eligible courses are specified in the Florida Course Code Directory http://www.fldoe.org/articulation/CCD/default.asp
1 Credit Physical Education
To include the integration of health
8 Elective Credits
Note: 2 credits in the same world language are required for admission into state universities
1 Online Course

Requirements for Diploma Designations

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements a student must:

- Earn 1 credit in Algebra 2 (must pass statewide assessment)
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course

Merit Diploma Designation

In addition to meeting the standard high school diploma requirements:

- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Students Entering Grade Nine in the 2014-2015 School Year and Beyond
Requirements for a 24 Credit Standard Diploma
4 Credits English Language Arts (ELA)
ELA 1, 2, 3, 4 ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
One of which must be Algebra 1 and one of which must be geometry <ul style="list-style-type: none"> ▪ Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits
3 Credits Science
One of which must be Biology 1 and two of which must be in equally rigorous science courses <ul style="list-style-type: none"> ▪ 2 of the 3 required science credits must have a laboratory component ▪ Industry certification courses that lead to college credit may substitute for up to 1 science credit
3 Credits Social Studies
1 credit in world history, 1 credit in U.S. history, 0.5 credit in U.S. government and 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate or Practical Arts
Eligible courses are specified in the Florida Course Code Directory http://www.fldoe.org/articulation/CCD/default.asp
1 Credit Physical Education
To include the integration of health
8 Elective Credits
Note: 2 credits in the same world language are required for admission into state universities
1 Online Course

Requirements for Diploma Designations

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements a student must:

- Earn 1 credit in Algebra 2 (must pass statewide assessment)
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE, or a dual enrollment course.

Merit Diploma Designation

In addition to meeting the standard high school diploma requirements:

- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Requirements for All Student Cohorts, 2011-2012 through 2016-2017

A student must successfully complete a:

- 24-credit standard diploma,
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option,
- Advanced International Certificate of Education (AICE) curriculum, or
- International Baccalaureate (IB) Diploma curriculum.

Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessments.

18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL)

- Physical education is not required
- 3 elective credits
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statute [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in less than eight semesters.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- U.S. History
- Biology 1

Acceleration courses and advanced coursework options include:

- Dual enrollment and early admission,
- AICE Program,
- AP Program,
- IB Diploma Program, and
- Industry certification.

For more information, visit www.fldoe.org/schools/SupportForNGHS.asp.

- For more information on local public school district graduation programs, please contact the school counselor.

- The Florida Department of Education provides additional resources on the Graduation Requirements webpage at www.fldoe.org/bii/studentpro/grad-require.asp.

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- Level 1 courses. For students with an individual educational plan (IEP) who entered the 9th grade prior to the 2013-14 school year, if the IEP team determined and documented, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted core academic credit toward a standard high school diploma for any Level 1 course taken prior to the 2013-14 school year. Any student taking a Level 1 course in the 2013-14 school year or later, may not earn credit towards a standard diploma (including an elective credit).
- Students with disabilities pursuing a special diploma in accordance with Section 1003.438, F.S., who successfully completed a Level 1 course, may receive credit towards a special diploma.

1 **C. Cumulative Grade Point Average (GPA) Requirements**

2 Amended 07-21-98, 06-27-00, 07-01-04, 07-01-14

- 3
- 4 • All students must maintain a **cumulative grade point average of 2.0 on a 4.0 scale** as
5 required by Florida Statute 1003.428. Parents of students who have cumulative grade point
6 averages less than 1.5 above the required graduation level shall be notified that the student
7 is at risk of not meeting the graduation requirements. This notification shall be in the form
8 provided in the District approved reporting procedures. Adopted 07-29-97, Amended 06-19-
9 01, 07-01-14

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

13

14

15 **1. Grade Forgiveness Policy**

- 16 ○ Students who earn a grade of “D” or “F” may retake a course to improve their skills, grade,
17 and GPA.

- 18 ○ The grade forgiveness policy for **required courses** shall be limited to replacing a grade
19 of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the
20 equivalent of a grade of “C” or higher, earned subsequently in the **same or comparable**
21 **course**.

- 22 ○ The grade forgiveness policies for **elective courses** shall be limited to replacing a grade
23 of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the
24 equivalent of a grade of “C” or higher, earned subsequently in **another course**.

- 25 ○ The only exception to these forgiveness policies shall be made for a **student in the**
26 **middle grades who takes any high school course for high school credit** and earns a
27 grade of “C,” “D,” or “F” or the equivalent of a grade of “C,” “D,” or “F.” In such case, the
28 grade forgiveness policy shall allow the replacement of the grade with a grade of “C” or
29 higher, or the equivalent of a grade of “C” or higher, earned subsequently in the **same or**
30 **comparable course**.

- 31 ○ In all cases of grade forgiveness, only the new grade shall be used in the calculation of
32 the student’s grade point average or athletic eligibility. Any course grade not replaced
33 according to a district school board forgiveness policy shall be included in the calculation
34 of the cumulative grade point average required for graduation. [Florida Statute
35 1003.428(4)(d)]

36 Adopted 07-29-97;

37 Amended 1/ 16/ 01, 07-01-04, 07-01-07, and 02-05-08

- 38 • Students who have not attained the required grade point average are eligible for an extended
39 school year in an attempt to raise the cumulative grade point average. Adopted 07-29-97,
40 Amended 07-01-09

1 **D. Statewide Assessment Requirement**

2 Amended 02-05-08, 07-01-09, 07-01-12, 07-01-14, 06-07-16

3
4 **1. Graduation Requirements**

5
6 The assessments students must pass in order to graduate with a standard high school
7 diploma are determined by their year of enrollment in Grade 9. Table 1 lists the required
8 assessments for each Grade 9 cohort for the Florida Standards (FSA) English Language
9 Arts (ELA) and the FSA Algebra 1 End-of-Course (EOC) Assessment. Table 1 lists the
10 requirements for Grade 9 cohorts required to pass the state assessments.
11

12 **Table 1: Assessment Requirement by School Year**

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment(s) that Students Must Pass in Order to Graduate
2013-2014 to Present	<ul style="list-style-type: none"> • Grade 10 FSA ELA • FSA Algebra 1 EOC Assessment

13
14 **Grade 10 English Language Arts**

15
16 In 2014-15, the Florida Standards Assessments (FSA), aligned to the Florida Standards,
17 were introduced, and the Grade 10 FSA ELA assessment was administered for the first
18 time in spring 2015. New performance standards were adopted in State Board of
19 Education rule in January 2016. Beginning with students who entered grade 9 in 2014-15
20 and beyond, students must pass the Grade 10 FSA ELA by earning the score established
21 in the State Board of Education rule, as indicated below. From the FLDOE Fact Sheet,
22 Table 2 shows the passing score for each assessment depending on the year students
23 entered Grade 9.
24

25 **Table 2: Reading/ELA Assessment Requirement and Passing Score by School Year**

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2010-11 to 2012-13	Grade 10 FCAT 2.0 Reading	245
2013-14	Grade 10 FSA ELA	349*
2014-15 and beyond	Grade 10 FSA ELA	350

26
27 *Students who took the assessment prior to the adoption of the passing score on the new
28 scale adopted by the State Board are eligible to use the alternate passing score for graduation,
29 which is linked to the passing score for the previous assessment requirement.
30

31
32 **Algebra 1 EOC Assessment**

33 The FSA Algebra 1 EOC assessment was first administered in spring 2015. These students,
34 as well as students who took the assessment in summer, fall, or winter 2015, are eligible for
35 an alternate passing score of 489. Students taking the assessment for the first time after
36 performance standards were set must pass the Algebra 1 EOC by earning the passing score
37 of 497, adopted in State Board of Education rule in January 2016.
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Table 3: Algebra 1 Assessment Requirement and Passing Score by Implementation Year

Implementation Year	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2011-12	NGSSS Algebra 1 EOC	399
2014-15	FSAAlgebra 1 EOC Assessment	489*
2014-15 and beyond	FSAAlgebra 1 EOC Assessment	497

*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

2. Graduation Options

a) Retaking the Statewide Assessments

Students can retake the FSA ELA Grade 10 or Algebra 1 FSA EOC Assessment each time the test is administered until achieving a passing score, and students can enroll beyond the twelfth grade year should they need additional instruction to pass an assessment. Students currently have up to five opportunities to pass the Grade 10 ELA FSA test before their scheduled graduation. Students who do not pass the grade 10 ELA FSA in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on when students first take the test, since they typically take it at the conclusion of the course. The Algebra 1 FSA EOC Assessment is currently administered four times each year: fall, winter, spring, and summer.

1 **b) Concordant and Comparative Scores Option**

2
3 A student can also graduate by receiving a score concordant to the Grade 10 ELA FSA
4 score on either the ACT or SAT and a score comparative to the Algebra 1 EOC FSA
5 Assessment passing score on the Postsecondary Education Readiness Test (PERT)
6 (for concordant scores, see Table 4).
7

8 Table 4 shows the concordant and comparative scores students must achieve based on
9 the year they entered Grade 9. Even if they have achieved a concordant score before the
10 Grade 10 assessment, all students enrolled in Grade 10 are required to participate in the
11 statewide assessments in accordance with Section 1008.22, Florida Statutes.
12 Additionally, if students have achieved a comparative score on the PERT prior to enrolling
13 in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC
14 FSA Assessment in accordance with Section 1008.22, Florida Statutes. Additional
15 guidance regarding ELA and Algebra FSA concordant scores is posted at:
16

- 17 • <http://www.fldoe.org/BII/StudentPro/resources.asp>
18
19

Table 4: Concordant and Comparative Scores by Year Students Entered Grade 9

Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
SAT	430	N/A
ACT	19	N/A
PERT	N/A	97

20
21 **c) High School Diploma Scholar Designation**

22
23 Students entering grade 9 in the 2013-2014 school year, may qualify for a standard high
24 school diploma Scholar designation, by earning passing scores on each of the following
25 statewide assessments:
26

- 27 • Biology 1 and
28 • U.S. History
29

30 Students entering grade 9 in the 2014-2015 school year and beyond, may qualify for a
31 standard high school diploma Scholar designation, by earning passing scores on each of
32 the following statewide assessments:
33

- 34 • Biology 1
35 • U.S. History
36 • Algebra 2
37 • Geometry
38

39 The passing score for each EOC assessment is the minimum score in Achievement Level
40 3 (see <http://fcat.fldoe.org/fcat2/pdf/achlevel.pdf>). . Additionally, districts may choose to
41 administer an EOC assessment to students who did not have an opportunity to take it if
42 they wish to qualify for the Scholar designation.
43

1 **d) Waivers for Students with Disabilities**

2
3 Students with disabilities who are working toward a standard high school diploma are
4 expected to participate in the FSA and Florida EOC Assessments; however, legislation
5 provides for a waiver of the Grade 10 FSA ELA or FSA Algebra 1 EOC Assessment as a
6 requirement for graduating with a standard high school diploma for students with
7 disabilities whose abilities cannot be accurately measured by the statewide assessments.
8 Pursuant to Section 1008.22(3)(c)2., Florida Statutes, "A student with a disability, as
9 defined in Section 1007.02(2), Florida Statutes, for whom the individual education plan
10 (IEP) team determines that the statewide, standardized assessments under this section
11 cannot accurately measure the student's abilities, taking into consideration all allowable
12 accommodations, shall have assessment results waived for the purpose of receiving a
13 course grade and a standard high school diploma. Such waiver shall be designated on
14 the student's transcript." For additional information, contact the Bureau of Exceptional
15 Education and Student Services at:

- 16
17 • <http://www.fldoe.org/ese/>

18
19 **e) General Education Development (GED) Tests**

20
21 GED tests are designed to provide an opportunity for adults who have not graduated from
22 high school to earn a state of Florida diploma by measuring the major academic skills and
23 knowledge associated with a high school program of study that graduating seniors should
24 know and be able to do, with increased emphasis on workplace and higher education.
25 Passing GED tests may require some preparation. Local adult education programs
26 sponsored by school districts, colleges, and community organizations may assist students
27 with determining how to best prepare for the tests. Additional information and resources
28 regarding the GED may be accessed at <http://ged.fldoe.org/default.asp>.

29
30 **3. ESE Students**

- 31
32 • The Individual Education Plan (IEP) team may waive the FCAT or FSA as a requirement
33 for graduation with a standard high school diploma for students with disabilities whose
34 abilities cannot accurately be measured by the statewide assessment test. This provision
35 applies to seniors beginning with the class of 2003.
- 36
37 • Per Section 1003.428, Florida Statutes, students eligible for consideration are those
38 students with disabilities who:
- 39 ○ are currently seniors in high school who have an IEP and for whom the FCAT or FCAT
 - 40 2.0 or FSA is the graduation test.
 - 41 ○ have met the state's graduation requirement of 24 credits/ courses and 2.0 cumulative
 - 42 GPA, and any other district requirements for graduation with a standard diploma.
 - 43 ○ have taken the Grade 10 FCAT or FCAT 2.0, or Grade 10 FSA ELA with allowable
 - 44 accommodations at least twice but have not attained a passing score (e.g., one
 - 45 opportunity in Grade 10 and one opportunity in Grade 11).
 - 46 ○ have participated in intensive remediation for Reading and for Algebra 1, if passing
 - 47 scores were not earned.
 - 48 ○ have demonstrated mastery of the Grade 10 Florida Standards.
 - 49 ○ the IEP team determines that the FCAT or FCAT 2.0 or FSA cannot accurately
 - 50 measure the student's abilities taking into consideration allowable accommodations.
- 51

52 Amended 06-15-99, 06-27-00, 07-15-03, 07-01-05, 07-01-06, 05-19-09, 06-07-16

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

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

- 3
- 4 • Beginning in the 2011-2012 school year, in order to earn course credit, students must earn a
- 5 passing score on the statewide, standardized end-of-course assessment (EOC) for:
- 6
- 7 ○ Algebra I
- 8
- 9 • A minimum of 30% of the student's course grade must be comprised of performance on the
- 10 statewide, standardized assessment if one is required for that course.
- 11
- 12 • A student with a disability, as defined in Section 1007.02(2), Florida Statutes, for whom the
- 13 IEP committee determines that an end-of-course assessment cannot accurately measure the
- 14 student's abilities, taking into consideration all allowable accommodations, shall have the end-
- 15 of-course assessment results waived for the purpose of determining the student's course
- 16 grade and credit if the student meets all of the following criteria. The student:
- 17
- 18 ○ Is identified as a student with a disability as defined in Section 1007.02 (2), Florida
- 19 Statutes;
- 20
- 21 ○ Has an active Individual Education Plan (IEP);
- 22
- 23 ○ Has taken the EOC assessment with appropriate allowable accommodations at least
- 24 once, and
- 25
- 26 ○ Has demonstrated, as determined by the IEP team, achievement of the course standards.
- 27
- 28 • If a student transfers into an Osceola high school from out of country, out of state, a private
- 29 school, or a home school, and the student's transcript, or equivalent document required for
- 30 official decision-making for EOC assessments and course credits, shows credit received in
- 31 any course for which the state administers an EOC assessment for eligible credit, the student
- 32 shall be exempt from the EOC course requirement.
- 33

1 **F. Student Standards for Participation in Extracurricular Activities**

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

- 3
- 4 • Extracurricular activities are a vital part of the total school program. Such activities include
- 5 any after-school faculty-sponsored group such as athletic teams, music groups, and special-
- 6 interest organizations. Amended 06-27-00
- 7
- 8 • In general, for a high school student to participate in extracurricular activities, the student must
- 9 maintain a 2.0 grade point average (on a 4.0 scale).
- 10
- 11 • In order for a high school student to participate in extracurricular activities during the first
- 12 grading period of the regular school year, (s)he must meet all requirements of the Florida High
- 13 School Athletic Association (FHSAA), including the earning of five (5) credits the preceding
- 14 school year and have an overall 2.0 grade point average (on a 4.0 scale) for the preceding
- 15 school year.
- 16
- 17 ○ Grades earned in an extended school year (a maximum of one full credit as per FHSAA
- 18 guidelines) will affect the grade point average requirement for eligibility for the first grading
- 19 period of the next school year.
- 20
- 21 ○ Credits (a maximum of one full credit) earned in an extended school year will be utilized
- 22 in determining FHSAA eligibility for the first grading period of the next school year.
- 23
- 24 ○ Incoming, first time ninth graders do not have a "preceding school year" requirement.
- 25
- 26 • In order for a high school student to be eligible to participate in extracurricular activities during
- 27 the second, third, and/ or fourth grading periods, the student must maintain a 2.0 grade point
- 28 average on a 4.0 scale, for the grading period immediately preceding participation. Amended
- 29 06-27-00
- 30

31 **1. Academic Performance Contract**

- 32
- 33 • If the student's cumulative grade point average falls below 2.0 or its equivalent in the courses
- 34 required by statute for graduation after July 1, 1997, the student may execute and fulfill the
- 35 requirements of an academic performance contract between the student, the school district,
- 36 the appropriate governing association, and the student's parents or guardians. Adopted 06-
- 37 27-00, Amended 07-01-04
- 38

1 **2. Home Education Students**
2

- 3 • An individual home education student is eligible to participate at the public school to which
4 the student would be assigned according to district school attendance area policies or
5 which the student could choose to attend pursuant to district or inter-district controlled
6 open enrollment provisions. Such a student may also develop an agreement to participate
7 at a nonpublic school provided the following conditions are met: Adopted 06-27-
8 00, Amended 06-17-01
9
- 10 ○ The home education student must meet the requirements of the home education
11 program pursuant to Florida Statute 1002.41.
 - 12
 - 13 ○ During the period of participation at school, the home education student must
14 demonstrate educational progress as required in all subjects taken in home education
15 by a method of evaluation agreed on by the parent or guardian and the principal.
 - 16
 - 17 ○ The home education student must meet the same residency requirements as other
18 students in the school at which he or she participates
 - 19
 - 20 ○ The home education student must meet the same standards of acceptance, behavior,
21 and performance as required of other students in extracurricular activities.
 - 22
 - 23 ○ The student must register with the school his or her intent to participate in
24 interscholastic extracurricular activities as a representative of the school before the
25 beginning date of the season for the activity in which he or she wishes to participate.
26 A home education student must be able to participate in curricular activities if that is a
27 requirement for the extracurricular activity.
 - 28
 - 29 ○ A home education student who transfers from a home education program during the
30 first grading period of the school year is academically eligible to participate in
31 interscholastic extracurricular activities during the first grading period provided the
32 student has a successful evaluation from the previous school year.
 - 33
 - 34 ○ The student shall also be progressing satisfactorily toward graduation as provided in
35 the Student Progression Plan for Osceola County.
 - 36
 - 37 ○ The principal or his designee may suspend a student from participation in an activity
38 for Level I - Level III offenses as outlined in the Osceola County School District Code
39 of Student Conduct. Amended 07-01-04
 - 40
 - 41 ○ Those students unable to meet the criteria because of extenuating circumstances may
42 appeal to the school activities committee, a standing committee whose membership
43 shall include, but not be limited to, representatives from extracurricular sponsors,
44 classroom teachers, the guidance department, administration, exceptional student
45 education, and the school advisory committee.
 - 46

47 Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1006.21,
48 Florida Statutes
49

1 **G. Graduation Requirements for ESE Students Prior to the 2014-2015 School Year**

2 Amended 07-15-03

- 3
- 4 • STATE BOARD RULE 6A-6.0312 provides that accommodations to basic and career and
 - 5 technical education courses are allowable for all exceptional students to meet the
 - 6 requirements for a regular or special diploma as follows (for potential ELL students, see
 - 7 above):

8 Amended 06-27-00

9

10 **1. Accommodations to Basic Courses**

11 Amended 07-21-98 07-01-05, 07-01-09, 07-01-14

- 12
- 13 • Accommodations for basic courses shall not include modifications to the curriculum
 - 14 frameworks or Florida Standards. When modifying career and technical education
 - 15 courses, the particular outcomes and student performance standards which a student
 - 16 must master to earn credit must be specified on the student's Individual Education Plan.
- 17
 - 18 • Accommodations may include any of the following:
 - 19
 - 20 ○ Specialized presentation formats;
 - 21
 - 22 ○ Specialized assessment or response formats;
 - 23
 - 24 ○ Setting; and/ or
 - 25
 - 26 ○ Scheduling.

27

28 **2. Standard Diploma**

29

30 **a) Requirements**

- 31 • To meet the requirements for a regular high school diploma, an exceptional student
- 32 shall take academic courses in the mainstream in accordance with the student's
- 33 Individual Education Plan. Students with disabilities may complete any basic or career
- 34 and technical education course applicable to a Standard Diploma if the course is
- 35 taught by the exceptional student teacher highly qualified in the subject area and if the
- 36 course content, standards, and student outcome and other requirements are
- 37 equivalent to that of the regular education course. Exceptional students may have
- 38 regular academic course accommodations as outlined above. Amended 07-23-91,
- 39 07-21-98 06-27-00, and 07-01-06
- 40
- 41 • Any students classified as Intellectual Disabilities, Deaf or Hard of Hearing, Speech
- 42 and/ or Language Impaired, Specific Learning Disabled, Physically Impaired with
- 43 Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically
- 44 Impaired with Traumatic Brain Injury, Visually Impaired, Autism Spectrum Disorder or
- 45 Emotional/ Behavior Disabilities may be awarded a Standard Diploma if they meet the
- 46 requirements established below: Amended 06-27-95, 8/ 6/ 96, 07-21-98 06-27-00,
- 47 and 07-01-06
- 48

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- Course Requirements
- Cumulative Grade Point Average (GPA) Requirements
- Florida Comprehensive Assessment Test (FCAT) Requirements

b) Attendance

- Meet attendance requirements.

c) Curriculum

- The curricular approach for high school Exceptional Student Education students shall be a regular education curriculum that follows the Florida Standards with appropriate accommodations.

Adopted 7/ 21/ 97, Amended 07-01-06, 07-01-08, 07-01-09

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

5. Certificate of Completion

Adopted 06-27-95

- Any exceptional student who has acquired appropriate credits and GPA for a high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP team may be awarded a Certificate of Completion.

6. Special Certificate of Completion

Amended 06-27-95, 07-21-98 06-27-00, 07-01-06, 07-01-08, 07-01-09, 07-01-14

- 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 a special diploma but is unable to meet the Access Points for Florida Standards or Florida Standards in reading/ language arts, math, social studies, and science.

7. Changing Diploma Options

Adopted 06-27-95

- To ensure that students may select and move between the Special Diploma options, and between courses of study leading to Standard and Special Diplomas, Grade Point Average (GPA), credits, and performance standards will be reviewed and student course schedules will be developed to meet the requirements of the option selected.

8. Transfers

- Any exceptional student transferring into the Osceola School District during his or her senior year and determined eligible for a special diploma shall be eligible to graduate based upon the requirements of the school district from which he or she is transferring.
Amended 007-01-05

9. Extended School Year Services

Adopted 06-27-00

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

1 **H. Graduation Requirements for ESE Students During and After the 2014-2015 School Year**
2 Amended 07-01-14
3

4 State Board Rule 6A-6.0312 provides that accommodations to basic and career and technical
5 education courses are allowable for all exceptional students to meet the requirements for a regular
6 or special diploma as follows (for potential ELL students, see above):
7

8 **1. Accommodations to Basic Courses**
9

- 10 • Accommodations for basic courses shall not include modifications to the curriculum
11 frameworks or Florida Standards. When modifying career and technical education
12 courses, the particular outcomes and student performance standards which a student
13 must master to earn credit must be specified on the student's Individual Education
14 Plan.
15
- 16 • Accommodations may include any of the following:
 - 17 ○ Specialized presentation formats;
 - 18 ○ Specialized assessment or response formats;
 - 19 ○ Setting; and/ or
 - 20 ○ Scheduling.

21
22
23
24
25
26 **2. Standard Diploma**
27

- 28 • The requirements for the Standard Diploma are defined in Section 1003.4282 (1),
29 Florida Statutes, and Paragraph IV.B. of this document.
30

31 **3. Standard Diploma – Access Points/ Florida Alternate Assessment**
32

33 The Standard Diploma – Access Points/ Florida Alternate Assessment is designed for ESE
34 students with significant cognitive disabilities for whom the Individual Educational Plan
35 (IEP) Team has determined that Access Points and the Florida Alternate Assessment are
36 the most appropriate means of providing the student access to the general curriculum
37 [Section 1008.22(3)(c)4, Florida Statutes].
38

39 In general, the requirements for this diploma option are:
40

- 41 • A combination of course substitutions, assessments, industry certifications, other
42 acceleration options, or occupational completion points appropriate to the student's
43 unique skills and abilities that meet the criteria that State Board of Education rules
44 establish
45
- 46 • A portfolio of quantifiable evidence that documents a student's mastery of academic
47 standards through rigorous metrics that State Board of Education rules establish. A
48 portfolio may include, but is not limited to, documentation of work experience,
49 internships, community service, and postsecondary credit.
50

51 Specifically, in order to earn a Standard Diploma – Access Points/ Florida Alternate
52 Assessment, an ESE student must meet all of the requirements listed in the following
53 chart:

**Requirements for
Standard Diploma – Access Points/ Florida Alternate Assessment**

4 Credits English Language Arts

- Access English I,II,III,IV
- An applied Career and Technical Education (CTE) courses that has content related to English Language Arts may substitute for Access English IV. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

4 Credits Mathematics

- Access Algebra 1A and 1B and Access Geometry
- An applied CTE course that has content related to Mathematics may substitute for one mathematics credit with the exception of Access Algebra 1A and 1B and Access Geometry. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

3 Credits in Science

- Includes Access Biology
- At least 2 courses must have a laboratory component
- An applied Career and Technical Education (CTE) courses that has content related to science, an industry certification, or an identified computer science courses with a related industry certification may substitute for up to one science credit with the exception of Access Biology. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

3 Credits Social Studies

- 1 credits in Access World History
- 1 credit in Access United States History
- .5 credit in Access United States Government
- .5 credit in Access Economics with Financial Literacy
- An applied Career and Technical Education (CTE) courses that has content related to social studies may substitute for up to one social studies credit, with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

1 Credit Physical Education

- Integration of health
- Eligible courses are described in Course Code Directory and Instructional Assignment

1 Credit in Fine and Performing Arts, Speech and Debate, or Practical Arts

8 Credits Electives

1 Course Online

- Students may be exempted from this requirement if the IEP team determines an exemption is appropriate.

- Participate in the Florida Alternate Assessments in Reading, Mathematics, and Science until these tests are replaced by Florida Alternate Assessments in English Language Arts I, II, and III; Algebra I; Geometry; Algebra II; Biology I; and United States History
- Attain a score of at least four (4) on the Florida Alternate Assessments in reading and mathematics until these tests are replaced by the Grade 10 English Language Arts Alternate Assessment and the End of Course (EOC) assessment for Access Algebra I unless a waiver of the results is granted in accordance with Section 1008.22(3)(c), Florida Statutes.
- For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include:
 - List of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of all required course standards
 - Community-based instruction, modified occupational completion points, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio
- Earn a cumulative Grade Point Average (GPA) of at least 2.0.
 - Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), Florida Statutes, or Section 1002.3105 (5), Florida Statutes, through the Access Points courses specified for each required core course, through more rigorous ESE courses in the same content area, or through core academic courses.

1 **4. Standard Diploma – Academic and Employment**
2

3 The Standard Diploma – Academic and Employment is designed for ESE students with
4 disabilities for whom the IEP team has determined that mastery of both academic and
5 employment competencies is the most appropriate way for the student to demonstrate his
6 or her skills.

7
8 In general, the requirements for this diploma option are:
9

- 10 • Documented completion of the minimum high school graduation requirements,
11 including the number of course credits that State Board of Education rules establish
12
- 13 • Documented achievement of all annual goals and short-term objectives for academic
14 and employment competencies, industry certifications, and occupational completion
15 points specified in the student’s transition plan. The documentation must be verified
16 by the IEP team.
- 17
- 18 • Documented successful employment for the number of hours per week specified in
19 the student’s transition plan, for the equivalent of 1 semester, and payment of a
20 minimum wage in compliance with the requirements of the federal Fair Labor
21 Standards Act.
- 22
- 23 • Documented mastery of the academic and employment competencies, industry
24 certifications, and occupational completion points specified in the student’s transition
25 plan. The documentation must be verified by the IEP team, the employer, and the
26 teacher. The transition plan must be developed and signed by the student, parent,
27 teacher, and employer before placement in employment and must identify the
28 following:
 - 29
 - 30 ○ The expected academic and employment competencies, industry certifications,
31 and occupational completion points;
 - 32 ○ The criteria for determining and certifying mastery of the competencies;
 - 33 ○ The work schedule and the minimum number of hours to be worked per week; and
 - 34 ○ A description of the supervision to be provided by the school district.
 - 35

36 Specifically, in order to earn a Standard Diploma – Academic and Employment, an ESE
37 student must meet all of the requirements listed in the following chart:
38

**Requirements for
Standard Diploma – Academic and Employment**

4 Credits English Language Arts

- English I,II,III,IV
- An applied Career and Technical Education (CTE) courses that has content related to English Language Arts may substitute for English IV. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

4 Credits Mathematics

- Algebra 1A and 1B or Algebra 1 and Geometry
- An applied CTE course that has content related to Mathematics may substitute for up to one mathematics credit with the exception of Algebra and Geometry. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

3 Credits in Science

- Includes Biology
- At least 2 courses must have a laboratory component
- An applied Career and Technical Education (CTE) courses that has content related to science, an industry certification, or an identified computer science courses with a related industry certification may substitute for up to one science credit with the exception of Biology. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

3 Credits Social Studies

- 1 credits in World History
- 1 credit in United States History
- .5 credit in United States Government
- .5 credit in Economics with Financial Literacy
- An applied Career and Technical Education (CTE) courses that has content related to social studies may substitute for up to one social studies credit, with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

1 Credit Physical Education

- Integration of health
- Eligible courses are described in Course Code Directory and Instructional Assignment

1 Credit in Fine and Performing Arts, Speech and Debate, or Practical Arts

8 Credits Electives, including:

.5 Credit in an Employment-Based Course

- Employment at minimum wage or above, in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan for the equivalent of at least 1 semester.
- Additional credits in Employment-Based courses are permitted as electives.

1 Course Online

- Students may be exempted from this requirement if the IEP team determines an exemption is appropriate.

- Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.

- Documented completion of the minimum high school graduation requirements, including the number of course credits and state assessments that State Board of Education rules establish. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), Florida Statutes, or Section 1002.3105 (5), Florida Statutes.

- Earn a cumulative Grade Point Average (GPA) of at least 2.0.

1 **5. Deferral of Receipt of a Standard Diploma**
2

3 An ESE student who meets the requirements for a Standard Diploma may defer the receipt
4 of the diploma and continue to receive services if he or she meets the following general
5 requirements.
6

- 7 • Has an individual education plan that prescribes special education, transition planning,
8 transition services, or related services through age 21; and
9
- 10 • Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry
11 certification courses that lead to college credit, a collegiate high school program,
12 courses necessary to satisfy the Scholar designation requirements, or a structured
13 work-study, internship, or pre-apprenticeship program.
14

15 The decision to accept or defer the standard high school diploma must be made during
16 the school year in which the student is expected to meet all of the requirements for a
17 Standard Diploma, and the decision must be noted on the IEP, and the parent, or the
18 student over the age of eighteen (18) for whom rights have transferred in accordance with
19 subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
20

21 The IEP team must:

- 22 • Review the benefits of deferring the Standard Diploma, including continuation of
23 educational and related services, and describe to the parent and the student all
24 services and program options available to students who defer; and
25 • Describe in writing to the parent and the student all services and program options
26 available to students who defer.
27

28 The School District must:

- 29 • Inform the parent and the student, by January 30 of the year in which the student is
30 expected to meet graduation requirements, in writing, that failure to defer receipt of a
31 Standard Diploma after all requirements are met releases the District from the
32 obligation to provide a free appropriate public education (FAPE);
33 • Clearly state that:
34 ○ The deadline for acceptance or deferral of the diploma is May 15 of the year in
35 which the student is expected to meet graduation requirements and that
36 ○ Failure to attend a graduation ceremony does not constitute a deferral; and
37 • Ensure that the names of students deferring their diploma are submitted to appropriate
38 District staff for entry in the District's management information system. (Improper
39 coding in the district database will not constitute failure to defer.)
40

41 An ESE student who receives a certificate of completion and has an IEP that prescribes
42 special education, transition planning, transition services, or related services through 21
43 years of age who receives a Certificate of Completion may continue to receive specified
44 instruction and services through FAPE until the day the student attains the age of twenty-
45 two (22).
46

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6. Certificate of Completion

The Certificate of Completion may be awarded to students who receive credit for all the courses listed in the diploma options in Paragraph IV.H., but who do not achieve the required Grade Point Average or who do not achieve proficiency on required assessments for which they have not been granted a waiver in accordance with Section 1008.22(3)(c)2., Florida Statutes.

7. Changing Diploma Options

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.

A student who has been working towards a Special Diploma option may elect to change to a Standard Diploma option. If the student elects to change to the Standard Diploma option, the student must meet all requirements for the Standard Diploma option. Once the student changes to a Standard Diploma option, the student cannot revert back to the Special Diploma option.

8. Transfers

Any exceptional student transferring into the Osceola School District during his or her senior year and determined eligible for a special diploma shall be eligible to graduate based upon the requirements of the school district from which he or she is transferring.

9. Extended School Year Services

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.

1 **I. Types of Diplomas**

2 Adopted 09-17-96, Amended 06-15-99, 06-27-00, and 07-15-03

- 3
- 4 • Students in Osceola County Schools may earn the following types of diplomas:

5

6 **1. Standard Diploma**

- 7
- 8 • A Standard Diploma shall be issued to students who meet the conditions set forth in this
- 9 Student Progression Plan section IV. This must include passing the High School
- 10 Competency Test (HSCT) or achieving an acceptable score on the Florida Standards
- 11 Assessment (FSA). For those ESE students for whom the IEP committee has approved
- 12 an FSA waiver, achieving an acceptable score on the FSA will be waived.
- 13
- 14 • Beginning with the 2008-09 school year, the following diploma designations shall be
- 15 available for the Standard Diploma:
- 16
- 17 ○ Completion of four (4) or more accelerated college credit courses in
 - 18 ▪ Advanced Placement (AP),
 - 19 ▪ International Baccalaureate (IB),
 - 20 ▪ Advance International Certificate of Education (AICE), or
 - 21 ▪ Dual Enrollment (DE),
 - 22 ○ Career education certification, and
 - 23 ○ Florida Ready to Work Credential.
- 24

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

26

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

28

29 **NOTE: Only ESE students who enrolled in Grade 09 prior to the 2014-2015 School Year**

30 **are eligible for these diploma options.**

31

32 **a) Option1**

33 Amended 07-23-91, 06-28-94, 07-21-98, 07-01-06, 07-01-08, 07-01-09, 07-01-14

34

35 A Special Diploma shall be awarded to a student who is properly classified as Intellectual

36 Disabilities, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled,

37 Emotional/ Behavioral Disabilities, Physically Impaired with Other Health Impaired,

38 Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic

39 Brain Injury, or Autism Spectrum Disorder whose ability to communicate orally or in writing

40 is seriously impaired. These students must also master the Florida Standards or Access

41 Points for Florida Standards in reading/ language arts, math, social studies, and science.

42

43 Any exceptional student excluding Visually Impaired or Speech Impaired only who has

44 acquired appropriate credit for a regular high school diploma and GPA and for whom the

45 Florida Standards Assessment (FSA) waiver was not approved by the IEP team, may be

46 awarded a Special Diploma Option 1. Amended 07-21-98, 07-01-02, and 07-01-08, 07-

47 01-09, 07-01-14

48

1 **J. Diploma Designations**

2
3 **1. Scholar Diploma Designation**

4
5 In addition to meeting the 24-credit standard high school diploma requirements, a student
6 must earn:

- 7
- 8 • 1 credit in Algebra 2;
 - 9 • 1 credit in statistics or an equally rigorous mathematics course;
 - 10 • 1 credit in chemistry or physics;
 - 11 • 1 credit in a course equally rigorous to chemistry or physics;
 - 12 • 2 credits in the same world language;
 - 13 • At least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course; and
 - 14 • Passing scores on the following state End of Course (EOC) exams
 - 15 ○ Biology 1
 - 16 ○ U.S. History
 - 17 ○ Grade 11 English Language Arts (ELA) statewide assessment once implemented

18 **2. Merit Diploma Designation**

19 In addition to meeting the standard high school diploma requirements, a student must:

- 20 • Attain one or more industry certifications from the list established (per Section 1003.492,
21 Florida Statutes)

22
23
24 **K. Participation in Graduation Ceremonies**

- 25
- 26 • Seniors participating in high school graduation ceremonies shall have completed all
27 requirements for graduation as set forth in this Student Progression Plan and be in good
28 standing. Seniors receiving a Standard Diploma, a Special Diploma, or a Certificate of
29 Completion will also be eligible to participate in the ceremonies. Amended 06-28-94, 07/01/14
30
 - 31 • Graduation ceremonies will be scheduled at the end of the regular academic year and at the
32 close of the second summer session each year. However, summer graduation ceremonies
33 may be cancelled depending upon the number of eligible student participants and available
34 funding.

35
36
37 **L. Florida Bright Futures Scholarship Program**

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

- 39
- 40 • The Florida Bright Futures Scholarship Program (Section 1009.531, Florida Statutes) provides
41 for tuition and fee reimbursement for undergraduate studies at a public or private university,
42 community college, or Career and Technical school. The three scholarship awards within the
43 Bright Futures Scholarship Program are the Florida Academic Scholars Award, Florida Merit
44 Scholars Award, and Florida Gold Seal Career and Technical Scholars Award. Each has
45 specific criteria that must be met. Schools may refer parents and students to the Florida
46 Department of Education website for the most current criteria.
- 47

1 **V. REPORTING STUDENT PROGRESS**

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

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

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

1 **B. Report Cards**

2 Amended 07-15-03

- 3 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all secondary
4 school students must clearly grade or mark:
5 ○ the student's academic performance in each class or course in Grades 9-12 (based upon
6 examinations as well as written papers, class participation and other academic
7 performance criteria);
8 ○ the student's conduct and behavior; and
9 ○ the student's attendance, including absences and tardiness.
- 10
- 11 • The student's final report card for a school year shall contain a statement indicating end-of-
12 year status regarding performance or nonperformance at grade level, acceptable or
13 unacceptable behavior and attendance and promotion or nonpromotion.
- 14
- 15 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5, 6-8, and
16 9-12) as the primary means of reporting student progress.
- 17
- 18 ○ With the approval of the Superintendent and the School Board, schools may develop
19 additional or supplementary instruments, which may be used in conjunction with the
20 standard report card. Amended 07-29-97 and 6/ 25/ 99
- 21
- 22 ○ Report cards shall be issued for all students, 9-12, at the close of each grading period.
23 Amended 06-30-92
- 24
- 25 ○ Parents are to be notified in writing at any time during a grading period when it is apparent
26 that the student may not pass or is performing unsatisfactorily in any course or grade level.
27 The county Deficiency/ Progress Report and/ or approved electronic Progress Report form
28 will be used for this notification.
- 29 ○ Amended 06-15-99 and 06-27-00
- 30
- 31 ○ Progress Reports may be issued at the end of the extended year programs and services,
32 i.e., extended school year, Saturday school, before and after school programs. Adopted
33 06-27-00, 07-01-09
- 34
- 35 ○ Report cards for English Language Learner (ELL) students must be in the primary
36 language of the parent/ guardian, whenever feasible. These primary language report
37 cards are to be attached to the English report card. Adopted 06-27-00
- 38
- 39 ○ Adult Education students will be issued a Certificate of Attendance or a Certificate of
40 Program Completion upon request. Amended 06-29-93 and 06-27-95
- 41

1 **C. General Rules of Marking or Awarding Grades and Credit**

2 Amended 06-30-92, 07-02-96, 07-01-10, 07-01-09, 04-21-15, 07-01-15, and 06-07-16

- 3
- 4 • Teachers shall determine report card grades that provide the student and the student's
- 5 parents(s)/ guardians(s) with an objective evaluation of the student's mastery of state
- 6 standards. Students and parents are to be advised of the grading criteria for each course at
- 7 the time of enrollment.
- 8
- 9 • The student's academic grades are to reflect academic achievement. The quality of the work
- 10 will be assessed by multiple measures that include, but not limited to:
- 11 ○ teacher observations (oral presentations or reports, speeches, recitations, impromptu
- 12 speaking, student participation and demonstrations);
- 13 ○ classroom assignments (reports, term or research papers, models, projects, exhibits,
- 14 posters, computer programs and homework);
- 15 ○ examinations (essay, multiple-choice and completion tests, oral tests and skill tests
- 16 requiring demonstrations);
- 17 ○ weekly core curriculum benchmark assessments;
- 18 ○ alternative methods (portfolios and performance assessment).
- 19
- 20 • Grades in conduct are to be assigned independently of academic achievement. Standards
- 21 for grading in these areas are to be explained to the students within the first two (2) weeks of
- 22 the school year or within the first two (2) weeks of assignment to the teacher's classroom,
- 23 whichever occurs first.
- 24
- 25 • Students who enroll in school or class late shall be allowed to make up the class work. In
- 26 order to receive full semester credit, a student must be enrolled in any school a minimum of
- 27 forty-five days.
- 28
- 29 • Assignments shall be labeled clearly so that a teacher, parent, or student can determine upon
- 30 which standard(s) the student is being graded.
- 31
- 32 • Assessments and assignments shall be designed to determine the student's mastery of state
- 33 standards.
- 34
- 35 • Each student shall have at least one (1) grade per week per course for each marking period.
- 36 A marking-period grade shall not be based solely upon a single project or test. No single
- 37 project or test shall count more than 20% of the student's final marking-period grade/ mark.
- 38
- 39 • Students shall be provided with opportunities for multiple attempts to demonstrate mastery of
- 40 the standards.
- 41
- 42 • Passing grades on report cards indicate that the student has achieved mastery of the state
- 43 standards for the course in which the student is enrolled, unless the course is clearly identified
- 44 as remedial.
- 45
- 46 • To receive a report card a student shall have been enrolled in school at least one-half (1/ 2)
- 47 of the forty-five day grading period as established by the official school calendar. The report
- 48 card needs to reflect the date of entry and attendance record. If a student withdraws, he shall
- 49 be issued a grade on the withdrawal form as of the date of withdrawal. Amended 07-02-96,
- 50 06-27-00, and 07-01-06
- 51
- 52 • Students are to receive grades in all subjects in which they have received instruction that
- 53 grading period.

1 **1. Change of Grades**
2

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

6 **a) Request by Teacher for change of Grade**
7

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

1 **b) Change of Grade without Teacher Request**
2

- 3 • If a Principal considers changing a report card grade made, entered, or reported by a
4 teacher, he or she must report in writing to the teacher that he or she is considering a
5 student report card grade change.
6
- 7 • The teacher will be afforded an opportunity in writing to present the rationale, basis,
8 and explanation for the grade as was entered.
9
- 10 • The principal shall consider the teacher's written support in making the grade.
11
- 12 • If the principal should determine to leave the grade as was entered unchanged, the
13 principal need take no further action. If the principal determines to make a grade
14 change over the teacher's objection, the principal shall set forth in writing the reason
15 for the grade change, and provide therein a basis for the change of grade.
16
- 17 • Following the written notification of the teacher of the decision and basis for grade
18 change, at the direction of the principal, the grade may be changed.
19
- 20 • Should a change in grade be directed by the principal; after the student and parent(s)/
21 or parent(s) have been first notified of the grade, then the grade change shall be made
22 on official notification to the parents, which shall contain the reasons and methodology
23 for the change.
24
- 25 • Grade change documentation, including grade change forms, notices, and other
26 relevant documents, shall be retained in the student's cumulative record. Adopted 02-
27 05-08
28
29

1 **2. Final Course Grades**
2

- 3 • A student shall complete a semester's work in order to be promoted or to receive credit
4 for the semester's work. Students who complete the semester's work, except taking
5 the final examinations, may at the discretion of the principal, arrange to take the
6 examination prior to the opening of the next succeeding school year.
7
- 8 • Work or credit earned from a non-accredited school or school from outside Osceola
9 County shall be accepted toward graduation upon validation. Validation of credit may
10 be made by the student's successful completion of a standardized test in the subject.
11
- 12 • Grades will be awarded at the end of each grading period. These grades will reflect
13 all work assigned and achieved during that grading period. Credit may be awarded at
14 the end of a grading period (nine weeks or semester). Amended 06-30-92 and
15 Amended 06-27-95
16
- 17 • Final grades will be awarded on a semester basis in high schools. Credit for high
18 school level courses taken at a middle school will be awarded on a yearly basis.
19 Amended 06-27-95 and 07-01-06
20
- 21 • When two nine weeks are used to determine a final grade, each nine weeks shall count
22 50% of the final grade.
23
- 24 • For a course in which a semester exam is given, the semester exam grade shall count
25 the same as a regular test grade.
26
- 27 • For a course in which a quarterly exam is given, the quarterly exam grade shall count
28 the same as a regular test grade.
29
30

1 **Courses with State End of Course (EOC) Exams**

- 2 • A minimum of 30% of the student's course grade must be comprised of performance
3 on the **statewide, standardized end-of-course assessment** if one is required for
4 that course (see IV.D.). For such a course,
5
6 ○ When two semesters are used to determine a final grade, each semester shall
7 count 35% of the final grade, and the statewide, standardized end-of-course
8 assessment shall count 30% of the final grade.
9
10 ○ When two nine weeks are used to determine a final grade, each nine weeks shall
11 count 35% of the final grade, and the statewide, standardized end-of-course
12 assessment shall count 30% of the final grade.
13
14

15 **Courses with District End of Year (EOY) Exams**

- 16 • A minimum of 20% of the student's course grade must be comprised of performance
17 on the **district end-of-year assessment** if one is required for that course. For such
18 a course,
19
20 ○ When two semesters are used to determine a final grade, each semester shall
21 count 40% of the final grade, and the statewide, standardized end-of-course
22 assessment shall count 20% of the final grade.
23
24 ○ When two nine weeks are used to determine a final grade, each nine weeks shall
25 count 40% of the final grade, and the statewide, standardized end-of-course
26 assessment shall count 20% of the final grade.
27
28 • In Grades 9-12, in order to determine the final grade, the numerical grades are
29 combined, as outlined in subsection V.C., and the result of the formula will be
30 converted to the corresponding letter grade from the grading scale, and reported on
31 the report card.
32
33 • If the result of the formula is not a whole number, the number is rounded to the nearest
34 whole number as follows:
35
36 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the
37 nearest whole number.
38
39 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest
40 whole number.
41

42 Amended 07-02-96, 07-01-06, and 02-05-08

- 43
44 • If an "I" (incomplete) is recorded on a report card, the requirements for which the
45 incomplete was assigned must be satisfied within two weeks of the issuance of report
46 cards or the "I" becomes "F." At the teacher's discretion, a longer period of time may
47 be allowed for makeup work. For each student granted additional time, the teacher
48 shall complete and submit in a timely fashion a grade change form. Amended 07-23-
49 91 and 06-27-00, and 07-01-06
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- Pursuant to Section 1003.436, Florida Statutes, in awarding credit for high school graduation, the district shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive:
 - **Half credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would not result in a passing grade.*
 - **Full credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would result in a passing grade*, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

Amended 07-01-08

1 **D. Description and Definition of Marks**

- 2
- 3 • Schools shall adhere to the following evaluation plan for grading and reporting student
- 4 progress. (For ELL, see subsection V.E. below.) Amended 06-15-99, 06-27-00, 06-19-
- 5 01, and 07-01-06

6

7 **1. Students Enrolled in Grade 9 Prior to the 2009-2010 School Year**

- 8
- 9 • For students who enrolled in Grade 9 prior to the 2009-2010 school year, the following
- 10 criteria shall apply:

11 **a) Grades 6-12 Percent Point Value Definition**

12 Amended 06-19-01, 07-01-09

- 13
- 14
- 15 • Effective July 1, 2001, Grades 6-12 shall be given corresponding letter grades using
- 16 the scale below:

17

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

18

19

20 **b) Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian**

21 Adopted 07-29-97, Amended 06-15-99, 06-27-00 06-19-01, 07-01-09

- 22
- 23 • All high schools shall utilize a Pacer Scale for honors courses as a means to determine
- 24 senior class rank and valedictorian/ salutatorian selections. These determinations
- 25 shall be made at the end of the eighth semester and shall include all high school
- 26 courses taken. Pacer Points shall be assigned based upon the Grading Scale adopted
- 27 by the School Board. High schools will assign the Pacer Points to dual enrollment
- 28 college courses and to all level 3 courses as defined in the Course Code Directory
- 29 except level 3 courses in physical education. Pacer Points shall **not** be used when
- 30 determining the 2.0 grade point average required for graduation, or the final grade
- 31 point average.
- 32

1 **2. Students Enrolled in Grade 9 *During and After the 2009-2010 School Year***

- 2
- 3 • For students who enrolled in Grade 9 during and after the 2009-2010 school year, the
- 4 following criteria shall apply:

5

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

7 Adopted 07-01-09, Revised 04-16-13

- 8
- 9 • Grades 6-12 shall be given corresponding letter grades using the scale below:

10

Grade	Percent	Point Value	Definition	Weights (AP, IB, DE, and AICE Courses)	Weights (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

- 11
- 12
- 13 • Level 3 courses are defined in the Florida Course Code Directory.
- 14
- 15 • **NOTE:** If an honors course from the list below is paired with a similar AP course in a
- 16 student's schedule, then the student will be awarded course weight on a 5.0 scale for
- 17 the honors course.
- 18
- 19 ○ Genetics Honors,
- 20 ○ Biology 2 Honors,
- 21 ○ Chemistry 2 Honors, and
- 22 ○ Physics 2 Honors.

1 **b) Weighted Scale for Determining Class Rank, Valedictorian/ Salutatorian, Academic**
2 **Awards/ Honors, etc.**

3 Adopted 07-01-09, Revised 04-16-13
4

- 5 • All high schools shall utilize a weighted scale for academically rigorous courses as a
6 means to determine senior class rank, valedictorian/ salutatorian selections, academic
7 awards/ honors, etc. These determinations shall be made at the end of the eighth
8 semester and shall include all high school courses taken. The weighted scale shall
9 be assigned based upon the Grading Scale and as defined in the chart under
10 subsection V. D.2.a. adopted by the School Board. The weights for Advanced
11 Placement, International Baccalaureate, Dual Enrollment, and Advanced International
12 Certificate of Education courses shall be one-half (0.5) weight greater than those for
13 Honors and other Level 3 courses as defined in the Florida Course Code Directory.
14 Level 3 courses in physical education are not eligible for weights. The unweighted
15 grade point average shall be used when determining the 2.0 grade point average
16 required for graduation, or the final grade point average.
17
- 18 • In order to validate the student's class rank, schools shall verify the student's transfer
19 of credits by the end of the student's third or junior year but no later than the first ten
20 (10) days of the student's fourth or senior year. Transfer credits received after this
21 date shall not count in the calculation of the student's class rank but shall be used to
22 determine credits earned for graduation.
23
- 24 • A student who participates in an accelerated graduation option that requires fewer than
25 24 credits for graduation shall declare his or her intent to graduate by the beginning of
26 his or her third or junior year.
27
- 28 • The calculation of the student's Grade Point Average (GPA) and class rank shall occur
29 by the end of the second semester of the student's fourth or senior year. The
30 calculation shall be a decimal and rounded to the nearest thousandth place at least.
31
- 32 • In the event of a dispute, the student's parent shall submit the formal complaint in
33 writing to the principal, and the principal shall submit the complaint to the District
34 Committee, which shall include the Deputy Superintendent, the Assistant
35 Superintendent of High School Curriculum and Instruction, the District Coordinator of
36 Guidance Services, the Director of Student Services, and the school principal.
37

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

2 Amended 06-27-00, 07-01-09, 07-01-14

- 3
- 4 • The course grade and academic progress of ELL students will be based on the results of
5 teacher observation, alternative assessments, and modified tests used to assess the
6 understandable instruction provided through the use of ESOL teaching strategies, appropriate
7 instructional materials, and curriculum accommodations.
8
 - 9 • If there is a continued pattern of academic underperformance and assessments, the ELL
10 committee shall meet to review the reasons for the student's lack of progress. The reason(s)
11 documented for the academic under-performance of an ELL student **cannot imply** that he/
12 she needs an extra year to learn English or that it is due to the student's lack of English
13 proficiency.
14
 - 15 • The following documentation needs to be in the student's permanent records:
 - 16 ○ Documentation of the ESOL strategies used by the ESOL language arts and basic content
17 area teacher(s) to provide understandable instruction, including the alternative
18 assessment instruments and test accommodations used to evaluate the student's
19 academic progress.
 - 20 ○ The records of parental contacts or attempts made to inform the parent/ guardian of the
21 student's under-performance. When applicable, copies of the deficiency reports signed
22 by the student and parent/ guardian. Notices to parent/ guardian of ELL students must be
23 provided in the home/ native language, whenever feasible.
 - 24 ○ The instructional support requested by the teacher(s) to provide additional assistance for
25 the student from the ESOL Assistant, Title III Specialist (if available), or ESOL Educational
26 Specialist available at the school.
- 27

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

29 Adopted 06-19-01, Amended 07-01-06

- 30
- 31 • All students must participate in all regular district and state assessments for accountability
32 purposes. Sections 1008.22, 1008.25 (4)(a), Florida Statutes
 - 33
 - 34 • Parents are to be advised of their child's performance on all standardized tests administered
35 as part of the countywide testing program.
36
 - 37 • Home education students who wish to participate in the Florida Standards Assessment (FSA)
38 and Florida End of Course Assessments (EOC) may do so under the following conditions:
 - 39 ○ Home education students may take the FSA only at the school for which they are zoned.
 - 40 ○ Home education students must abide by all the rules of the Student Code of Conduct while
41 on any Osceola County school campus. Failure to do so will result in the removal of the
42 student from the campus and loss of testing privileges.
 - 43 ○ Home education parents must notify the appropriate school(s) of their intention to
44 participate in testing at least two weeks in advance of the scheduled test.
45
 - 46 ○ Home education parents must notify the appropriate school(s) of their intention to
47 participate in testing at least two weeks in advance of the scheduled test.
48

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

2
3 **1. ELL Students**

4 Amended 07-01-08

- 5
6
- 7 • ELL students who are currently receiving ESOL services in accordance with the District
8 ELL Plan, shall receive the following test accommodations: flexible setting, flexible
9 scheduling, additional time, assistance in the Heritage language as specified in the Test
10 Accommodations for ELLs in the administrative manual of the appropriate state
11 assessment and shall have access to an approved English to heritage language
12 translation dictionary and/ or heritage language to English translation dictionary.
13 Accommodations for all other state assessment(s) will be provided according to the
14 recommendations of test publishers and/ or appropriate district staff.

15 **2. Students with Disabilities**

16
17 **a) 504 Students**

18 Amended 07-01-04, 07-01-09

- 19
- 20 • Students with 504 plans may receive accommodations on both district and state
21 assessments. The student's Section 504 Plan should address the accommodations
22 that are regularly provided for classroom activities and assessment and should guide
23 decisions on accommodations for specific test situations. However, allowable
24 accommodations for statewide tests are limited to those listed in the State Board Rule
25 and the state test administration manuals.
 - 26
27 • Accommodations may include: flexible setting, flexible scheduling, flexible timing,
28 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

29
30 **b) ESE Students**

31 Amended 07-15-03, 007-01-05, and 07-01-06

- 32
- 33 • Test accommodations during district/ state testing will be implemented as specified in
34 the student's IEP.
 - 35
36 • Statewide assessment accommodations may be used only if they do not alter the
37 underlying content that is being measured by the assessment or negatively affect the
38 assessment's reliability or validity. Allowable accommodations are those that have
39 been used by the student in classroom instruction. Such accommodations may
40 include: specialized presentation formats, specialized assessment or response
41 formats, setting, and/ or scheduling.
 - 42
43 • The need for any unique accommodations for use on state assessments not outlined
44 above must be submitted to the Florida Department of Education for approval.
- 45

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

13 **2. Students With Disabilities**

14
15 **a) 504 Students**

16 Students with 504 plans **may not** be exempted from state assessments.
17

18 **b) ESE Students**

19 Amended 07-01-06, 07-01-09

- 20
21 • The IEP team determines whether a student with a disability participates in state and
22 district assessments.
23 ○
24
25 • The decision that a student with a significant cognitive disability will participate in the
26 statewide alternate assessment is made by the IEP team and recorded on the IEP. All
27 of the following criteria must be met:
28
29 ○ The student has a significant cognitive disability;
30 ○ The student is unable to master the grade-level general state content standards
31 with appropriate and allowable instructional accommodations, assistive
32 technology, and/or accessible instructional materials;
33 ○ The student is participating in a curriculum based upon the Access Points to
34 Florida Standards for all academic areas; and
35 ○ The student requires extensive direct instruction in academics based upon the
36 Access Points to Florida Standards in order to acquire, generalize, and transfer
37 skills across settings.
38
39
40 • Students who are excluded from state and district assessment will be assessed
41 through the Florida Alternate Assessment. Students excluded from the state required
42 graduation test will not be eligible for a standard high school diploma.
43
44
45 • An IEP team may determine that specific circumstances or conditions prevent a
46 student with a disability from physically demonstrating the mastery of skills that have
47 been required and are measured by statewide standardized assessments, to include
48 end-of-course assessment or an alternate assessment in accordance with Section
49 1008.22, Florida Statutes. In this case, the Commissioner of Education may grant an
50 extraordinary exemption from administration of the assessment.
51

1 **I. Annual Report in Local Newspaper**

2 Adopted 07-15-03

- 3
- 4 • Beginning with the 2002-2003 school year, each district school board must annually publish
- 5 in the local newspaper, and report in writing to the State Board of Education by September 1
- 6 of each year, the following information on the prior school year:
- 7
- 8 ○ the provisions of the law relating to public school student progression and the district
 - 9 school board's policies and procedures on student retention and promotion;
 - 10
 - 11 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
 - 12 at levels 1 and 2 on FSA English Language Arts;
 - 13
 - 14 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
 - 15
 - 16 ○ information on the total number of Grade 3 students who were promoted for good cause
 - 17 by each category of good cause as specified in Section 1008.25 (6)(b), Florida Statutes;
 - 18
 - 19 ○ any revisions to the district school board's policy on student retention and promotion from
 - 20 the prior year. Section 1008.25 (8)(b), Florida Statutes.
 - 21