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



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**2017-18
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN**

Grades K-5

**Effective July 01, 2017
Revised December 12, 2017**

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

3
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5
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10 Clarence Thacker

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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

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

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

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

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

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

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

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

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

1 **b) Immunization**
2

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

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

12 **(1) Required Immunizations:**

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

31
32 **(2) Pre-K**
33

- 34 • All required immunizations appropriate to age, including, two (2) doses of Measles-
- 35 Mumps-Rubella (MMR), Varicella (chickenpox), and Haemophilus Influenza Type
- 36 B (HIB). Varicella vaccine is not required if a child has documentation of a history
- 37 of Varicella disease.
- 38 • Pre-K less than four (4) years of age one (1) dose of Measles-Mumps-Rubella
- 39 (MMR) and one (1) dose Varicella (chickenpox)

40
41 **(3) Kindergarten-Grade 5**
42

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

47
48 **Exceptions may be granted as follows:**

- 49 • parental objections on religious grounds documented on Florida Department of
- 50 Health Form 681 or written certification for exemption for medical reasons by a
- 51 licensed medical provider.

1 **3. Residency Requirements**
2

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

1 **B. School Admissions**

2
3 **1. Admission to Kindergarten**

- 4
- 5 • Children must attain the age of five (5) years on or before September 1 of the school year
 - 6 for which admission to Kindergarten is sought. (Florida Statute 1003.21)
 - 7
 - 8 • Any student who transfers from an out of state public school, and who does not meet
 - 9 regular age requirements for admission to Florida public schools may be admitted if:
 - 10 ○ the student meets the age requirements for the public schools in the state from which
 - 11 he is transferring;
 - 12 ○ the parent provides official documentation that the parent(s) was a legal resident of
 - 13 the state in which the child was previously enrolled;
 - 14 ○ the parent includes an official letter or transcript from the proper school authority which
 - 15 shows record of attendance and academic information of no less than ninety (90) days
 - 16 and grade placement of the student; and
 - 17 ○ all other requirements of registration must be met.
 - 18

19 **2. Admission to First Grade**

- 20
- 21 • Children must attain the age of six (6) years on or before September 1 of the school year
 - 22 for which admission to first grade is sought or at any time thereafter, provided the child
 - 23 has demonstrated a readiness to enter the first grade in accordance with rules adopted
 - 24 by the State Board of Education. (Florida Statute 1003.21)
 - 25
 - 26 • No student shall be admitted to the first grade who has not attended Kindergarten in a
 - 27 public school or satisfactorily completed Kindergarten in a non-public school from which
 - 28 the district School Board accepts transfer of academic credit.
 - 29
 - 30 • Any student presented for Grade 1 enrollment who has successfully completed
 - 31 Kindergarten in a non-public school which permitted entry earlier than the state minimum
 - 32 requirement (5 years old on or before September 1 of the school year) shall be enrolled in
 - 33 Kindergarten until the student has demonstrated a readiness to enter the first grade.
 - 34

1 **C. 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
12 portfolio, annual evaluations),
13 ○ a review of the previous educational program including, but not limited to, time spent
14 in a program and curriculum requirements of the program,
15 ○ a test on grade level or individual subject-area objectives or competencies to be
16 identified 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 Kindergarten and First Grade Students**

- 23
24 • Dates for the legal public school minimum entry age by state and territory (provided
25 by the Florida Department of Education) should be used in accepting Kindergarten
26 and first grade transfer students according to State Board Rule 6A-1.0985.
27
28 • Clarification of placement procedures for transfer Kindergarten and first grade
29 students from other states or countries is available through the Department of Student
30 Services.

31
32 **3. Placement of Transfer Students – Grades 2-5**

- 33
34 • A student in Grades 2-5 who transfers from any other public school in the United States
35 or a foreign country is placed in comparable classes and all records from the previous
36 school are accepted.
37
38

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

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

19 **5. Student Custody**
20

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

30 Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, Florida Statutes; SBR 6A-
31 198; 316.003 (62); Sections 1000.01, 1000.04, Florida Statutes; SBR 6A-6.311 and
32 6A.6341 and Section 1001.42 (5), Florida Statutes
33
34

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

- 3 • For a student identified as English Language Learner (ELL) and transferring from a school
4 in another country, placement must comply with appropriate procedures for students in
5 the English for Speakers of Other Languages (ESOL) programs found in the ESOL District
6 ELL 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.
12
13 • A student with any YES response is referred for English language proficiency
14 assessment.
15
16 • A student with a YES response to question #1 only is temporarily placed in non-ESOL
17 classes until English language proficiency assessment is completed.
18
19 • A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL
20 classes until English language proficiency assessment is completed.
21
22 • The grade level appropriate IDEA Oral Language Proficiency Test will be used to
23 determine oral/ aural English proficiency and is to be administered within the first 20
24 days after enrollment date.
25

26 **7. Student with Disabilities**
27

28 **a) 504 Students**
29

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

35 **b) Exceptional Student Education (ESE) Students**
36

- 37 • A transferring ESE student is one who was previously enrolled as an ESE student in
38 any other school or agency and who is enrolling in a Florida school district or in an
39 educational program operated by the Exceptional Student Education Department
40 through grants or contractual agreements.
41
42 • An ESE student who is transferring from one Florida public school district to the School
43 District of Osceola County who has a current Individual Education Plan (IEP) or an
44 Education Plan for Gifted Students (EP) will be placed in the appropriate educational
45 program(s) with a permanent placement consistent with the plan. The receiving school
46 must meet to review the IEP/EP and may revise the current IEP/EP as necessary.
47
48 • An ESE student who is transferring from an out-of-state public school with ESE
49 documentation will be placed immediately in the appropriate educational program(s).
50 A permanent placement may be made for the student if the student has an IEP. If the
51 ESE documentation is not complete, a transfer placement may be made in order for
52 the district to conduct an initial evaluation pursuant to Rule 6A-6.0331 (4) and (5), FAC.

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8. Home Education

- Students who are participating in a home education program in accordance with Section 1002.41, Florida Statutes, may be admitted to public school on a part-time basis.
 - Students in home education who wish to attend public school must meet the same registration requirements as full-time students, and enroll for and attend at least one (1) regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education students who are excluded from a class/ course at their zoned school due to space limitations may attend another school if space in that class/ course is available.
 - The Board is not responsible for the transportation of students in a home education program to or from the school. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.
- Home education students are eligible to participate in interscholastic extracurricular student activities. The school principal will establish guidelines for participation pursuant to Section 1006.15, Florida Statutes, and these guidelines will be made available to home education students choosing to participate in interscholastic extracurricular activities.

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.
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.
12

13 **1. Student Absences**
14

- 15 • Each school shall establish procedures to ensure good attendance in each grading period.
16
- 17 • Non-attendance in a class shall be considered an absence unless the student is
18 participating in a school activity. Absences shall be classified as:
19

20 **a) Excused Absences**
21

- 22 • Absences shall be excused for the following reasons:
23 ○ illness or injury of the student;
24 ○ illness, injury, or death in the immediate family of the student. (The immediate
25 family shall be defined as listed in the United States Internal Revenue Service
26 guidelines.);
27 ○ educational opportunities which are age appropriate for the student as deemed by
28 the principal or his/ her designee; or
29 ○ religious holidays (see also Paragraph I.D.4.)
30
- 31 • If a parent reports a student's absence due to illness for ten (10) days or more
32 during the school year or for five (5) days or more during a semester, or if there is
33 a reasonable doubt concerning the illness claimed, then the principal shall be
34 authorized to require a statement from an accepted medical authority. Failure to
35 comply with this requirement shall result in the absence being "unexcused."
36
- 37 • The Principal of a school shall have sole discretion as to how absences shall be
38 reported to the school. The parent or legal guardian shall report absences through a
39 telephone call, a handwritten note, or both as determined by the Principal.
40
- 41 • In cases of excused or pre-arranged excused absences, the student shall be allowed
42 to make up the work and teachers of the students shall give every reasonable
43 assistance.
44
- 45 • Make-up work shall be completed for all absences during a period of time equal to at
46 least twice the number of days for which the student is absent from the class, unless
47 the teacher allows more time.
48
49

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 • Upon each unexcused absence, the Principal or designee shall contact the student’s
27 parent or guardian to determine the reason for the absence.
28
29 • If a student has had at least five (5) unexcused absences within a calendar month or
30 ten (10) unexcused absences within a ninety (90) day calendar period, the student’s
31 primary teacher shall report to the principal or designee that the student may be
32 exhibiting a pattern of non-attendance. Unless there is clear evidence that the
33 absences are not a pattern of non-attendance, the case shall be referred to the Early
34 Truancy Intervention Team to determine if early patterns of truancy are developing. If
35 the Early Truancy Intervention Team finds that a pattern of non-attendance is
36 developing, whether the absences are excused or not, a meeting with the parent must
37 be scheduled to identify potential remedies.
38
39 • If the initial meeting with the parent does not resolve the problem, the Early Truancy
40 Intervention Team shall implement specific interventions that best address the
41 problem.
42
43 • The Early Truancy Intervention Team shall be diligent in facilitating intervention
44 services and shall report the case to the Superintendent or his designee only after all
45 reasonable efforts to resolve the problem have been exhausted.
46
47

- 1 • If the parent, guardian, or other person in charge of the child refuses to participate in
2 the remedial strategies because he/ she believes that those strategies are
3 unnecessary or inappropriate, the parent, guardian, or other person in charge of the
4 child may appeal to the School Board. The School Board may provide a hearing
5 officer, who may be an employee of the School Board, in lieu of a School Board
6 hearing, who shall hear the case and make a recommendation for final action to the
7 School Board. If the School Board's final determination is that the strategies of the
8 Early Truancy Intervention Team are appropriate, and the parent, guardian, or other
9 person in charge of the child still refuses to cooperate, the Superintendent may seek
10 criminal prosecution for noncompliance with compulsory school attendance.
11
- 12 • If a child subject to compulsory attendance will not comply with attempts to enforce
13 school attendance, the parent, guardian or Superintendent or his designee shall refer
14 the case to the case staffing committee pursuant to Florida Statutes, and the
15 Superintendent or his designee may file a truancy petition pursuant to procedures
16 outlined in Florida Statute 984.151.
17

18 **d) Tardies**

- 19
- 20 • For truancy purposes, five (5) tardies *to school*, or a combination of tardies *to school*
21 and early departures that equals five (5), shall equal one unexcused absence.
22 However, this unexcused absence is for referral purposes, and the electronic record
23 is not to be altered. Actual presence or absence on campus must be accurately
24 reflected in the electronic record.
25

26 **e) Early Departures**

- 27
- 28 • For truancy purposes, five (5) early departures, or a combination of tardies *to school*
29 and early departures that equals five (5), shall equal one unexcused absence.
30 However, this unexcused absence is for referral purposes, and the electronic record
31 is not to be altered. Actual presence or absence on campus must be accurately
32 reflected in the electronic record.
33
- 34 • Students who have attended more than half a school day and are released from school
35 prior to the closing of the school day shall be considered an early departure. Early
36 departures shall be either excused or unexcused. The school principal or his/ her
37 designee may require the appropriate documentation in order to determine whether or
38 not an early departure is excused or unexcused.
39
- 40 ○ Examples of excused early departures include, but are not limited to:
41 appointments for medical, legal, or counseling purposes; funerals, family
42 emergencies, etc.
43
- 44 ○ Examples of unexcused early departures include, but are not limited to: parent's
45 convenience, personal reasons, shopping trips, etc.
46
47

1 **2. Students with Disabilities**
2

3 **a) 504 Students**
4

- 5
- 6 • In the case of a student with excessive absences, a 504 Reevaluation meeting should
7 be held to determine if the absences are caused by the disability of record on the active
8 504 Plan. If the 504 committee determines that the absences are caused by the
9 disability, the committee must also determine a reasonable course of action, which
10 may include the possible waiver of the attendance guidelines in determining grades,
11 as well as consideration of a change of placement.
12
 - 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 • All exceptional students will follow regular education attendance procedures.
19
- 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
- 27 • If the IEP team determines that the student's excessive absences are not related to
28 the student's disability, the student is treated in the same manner as that for a general
29 education student.
30

31 **3. Hospital/ Homebound Program**
32

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

1 **4. 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 **5. 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
28

1 **E. Student Withdrawals**

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

- 4
5 • Florida Statute 1002.41 permits parents to choose to place their children in a home
6 education program in lieu of public school. The requirements of the law will be monitored
7 through Charter Schools and Educational Choices.
8
9 • To withdraw a student for enrollment in a home education program, parent(s)/ guardian(s)
10 must initiate the withdrawal process at the school and notify the Superintendent of Schools
11 in writing of the intent to provide home education for the student.
12

13 **2. Student Withdrawals, ESE (Exceptional Student Education) Students**

- 14
15 • A child who is receiving services through Exceptional Student Education (ESE) shall not
16 be administratively withdrawn without prior parental notification, a staffing meeting with
17 parents or guardians to discuss the educational impact of such a decision for the student
18 to withdraw, and all requirements relative to due process have been completed.
19
20 • In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or
21 guardians of the student have been documented, , the student may be withdrawn by the
22 school.
23

24 **3. Student Withdrawals for Non-Attendance**

- 25
26 • Students who have recorded ten (10) or more unexcused absences consecutively may be
27 withdrawn as provided for in the Attendance Procedures, which include documented
28 contact attempts.
29

1 **II. PROGRAM DESCRIPTION**

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

- 4
5 • The Florida Standards (6A-1.09401 State Board Rules) are benchmark standards that
6 describe what students should know and be able to do at all Grades Kindergarten through 12
7 in the subjects of:

- 8
- | | |
|--------------------|----------------------|
| ○ language arts | ○ mathematics |
| ○ science | ○ social studies |
| ○ foreign language | ○ health education |
| ○ the arts | ○ physical education |

- 9
10 • All current Florida state standards may be found on the FDOE C-PALMS (Collaborate, Plan,
11 Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>
12
13 • Osceola District Schools shall provide appropriate instruction to assist students in the
14 achievement of these standards. Florida's state standards have been incorporated within the
15 Osceola County Curriculum Frameworks, are on file in the Administrative Center, and are in
16 use at each school.
17 • District Grade Level Expectations are based upon the Florida Standards and identify what
18 each student should know and be able to do by the end of each grade.
19
20 ○ The following areas of study are required for each student, K-5: language arts,
21 mathematics, science/ health, and social studies.
22
23 ○ Florida Statute 1003.42 requires elementary schools to provide instructional programs in
24 character-development.
25
26 ○ Each school shall provide 150 minutes of physical education each week for students in
27 Kindergarten through Grade 5 and for students in Grade 6 who are enrolled in a school
28 that contains one or more elementary grades so that on any day during which physical
29 education instruction is conducted there are at least 30 consecutive minutes per day. This
30 requirement shall be waived for any student who meets one of the following criteria:
31
32 ○ The student is enrolled or required to enroll in a remedial course.
33
34 ○ The student's parent indicates in writing to the school that:
35
36 ▪ the parent requests that the student enroll in another course from among those offered
37 as options by the School Board, or
38
39 ▪ the student participates in physical activities outside the school day that are equal to
40 or in excess of the mandated requirement.

41
42 Section 1003.455, Florida Statutes
43
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- 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
- 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 of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

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

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

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

25 **a) Home Language Survey (HLS) and Identification Criteria**
26

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

1 Preschool Education Evaluation Program (PEEP) Pre-K students with any YES responses
2 are considered ELL until the English language assessment is administered in
3 Kindergarten.
4

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

25 **2. Gifted Education**

- 26
- 27 • For a student enrolled in the gifted program a qualitatively different curriculum consists of
28 carefully planned, coordinated learning experiences that extend beyond the basic
29 curriculum to meet the specific learning needs of the student. The elementary gifted
30 education program is offered at each elementary school.
31
- 32 • Elementary school students identified as Gifted shall have an Educational Plan (EP) that
33 outlines goals and strengths and provides direction for the instructional program. The
34 differentiated instructional program includes advanced-level content, acceleration, and
35 enrichment that incorporate the student's special abilities and interests.
36

1 **3. Students with Disabilities**
2

3 **a) 504 Students**
4

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

16 **b) Exceptional Education Students**
17

18 **Exceptionalities include:** Autism Spectrum Disorder, Deaf or Hard-of-Hearing,
19 Developmentally Delayed (Ages 3-5), Dual-Sensory Impaired, Emotional or Behavioral
20 Disabilities, Gifted, Homebound or Hospitalized, Infants or Toddlers Birth through Two
21 Years Old who have Established Conditions, Intellectual Disabilities, Language
22 Impairments, Occupational Therapy as a Related Service, Orthopedic Impairment, Other
23 Health Impairment, Physical Therapy as a Related Service, Specific Learning Disabilities,
24 Speech Impairments, Traumatic Brain Injury, and Visually Impaired.
25

26 **ESE Curriculum**
27

- 28 ○ The curriculum for the elementary school Exceptional Student Education student shall
29 follow the Florida Standards with appropriate accommodations.
30
- 31 ○ For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP's)
32 specify the appropriate goals and benchmarks and unique aspects of their programs.
33
- 34 ○ For some students with a significant cognitive ability, Access Points for Florida
35 Standards in the academic areas of English Language Arts, math, social studies, and
36 science at their grade level may be more appropriate. The decision to place a student
37 with a disability on Access Points shall be made through an IEP team meeting and
38 with parent consent.
39
- 40 ○ For some students enrolled in ESE programs, the IEP team determines that
41 participation in the Florida Standards Alternate Assessment is the most appropriate
42 measure of the student skills. For these students, instruction in the Access Points is
43 the most appropriate means of providing access to the general curriculum. Such
44 students shall be promoted based on the acquisition of skills in accordance with the
45 student's IEP and the grade level Access Points for Florida Standards in English
46 language arts, math, social studies, and science.
47
- 48 ○ The IEP developed by the team specifies the level of service for specific content areas.
49 The IEP also addresses annual goals and short-term objectives to meet the unique
50 needs of the student as well as appropriate classroom accommodations.
51 Accommodations may be in the areas of curriculum, instruction, and assessment.
52 Accommodations listed on the IEP must be implemented as indicated.
53

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4. 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.

1 **C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**
3

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

27 **D. Acceleration Plan**
28

- 29 • The academic progress of all students, including those students who exceed curriculum
30 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
31 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the
32 following plan for acceleration decisions within the district's existing Multi-Tiered System of
33 Supports/ Response to Intervention framework.
34
 - 35 ○ School level Problem Solving Teams shall review assessment data at the beginning of the
36 school year to determine which students may benefit from acceleration options.
 - 37
 - 38 ○ Tier 1 acceleration options may include cluster/ ability grouping differentiated
39 assignments, curriculum compacting, or telescoping curriculum.
 - 40
 - 41 ○ Tier 2 acceleration options may include single subject or virtual school instruction.
 - 42
 - 43 ○ Tier 3 acceleration options may include whole grade acceleration if the Problem Solving
44 Team determines such placement may meet the needs of highly able students.
 - 45
 - 46 ○ For each tier, the Problem Solving Team shall monitor the progress of all students and
47 administer additional assessments to determine if students continue to exceed
48 benchmarks and whether more targeted acceleration options are appropriate.
49
- 50
51

1 **III. PROMOTION**
2

- 3 • The purpose of the instructional program in the School District 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.
7
- 8 • Decisions regarding student promotion, and retention and good cause placement are primarily
9 the responsibility of the individual school's professional staff. The final decision concerning grade
10 placement is the responsibility of the 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 the
14 recommendation of the school-based placement committee. The primary responsibility for
15 determining each student's level of performance and ability to perform academically, socially and
16 emotionally at the next grade level is that of the classroom teacher, subject to review and approval
17 of the principal.
18

19 **A. Attendance for Promotion Grades K-5**
20

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

1 **B. Student Performance Levels for English Language Arts, Mathematics, and Science**

2
3 **1. Possible Grade Level Assessments**

4
5 • **Kindergarten Indicators**

- 6
7
8 1) The department shall adopt a statewide kindergarten screening that assesses the
9 readiness of each student for kindergarten based upon the performance standards
10 adopted by the department under s. 1002.67(1) for the Voluntary Prekindergarten
11 Education Program. The department shall require that each school district administer
12 the statewide kindergarten screening to each kindergarten student in the school district
13 within the first 30 school days of each school year.
14
15 2) The statewide kindergarten screening shall provide objective data concerning each
16 student's readiness for kindergarten and progress in attaining the performance
17 standards adopted by the office under s. 1002.67(1). Data from the screening, along
18 with other available data, must be used to identify students in need of intervention and
19 support pursuant to s. 1008.25(5).
20
21 ○ Florida Kindergarten Readiness Screener – Work Sampling system (FLKRS-WSS)
22 ○ Reading Running Record(s)
23 ○ District-adopted reading program assessments
24 ○ District-adopted mathematics program assessments
25 ○ District-adopted science assessments
26 ○ District Formative Assessments (Reading, Mathematic, and Science)
27 ○ iReady Reading Assessment
28 ○ iReady Mathematics Assessment
29 ○ Fountas and Pinnell Reading Assessment
30 ○ Diagnostic Reading Assessment (DRA)
31 ○ Assessing Comprehension and Communication in English State- to-State (ACCESS)

32
33 • **First Grade Assessments**

- 34 ○ Reading Running Record(s)
35 ○ District-adopted reading program assessments
36 ○ District-adopted mathematics program assessments
37 ○ District-adopted science program assessments
38 ○ District Formative Assessments (Reading, Mathematics, and Science)
39 ○ iReady Reading Assessment
40 ○ iReady Mathematics Assessment
41 ○ Fountas and Pinnell Reading Assessment
42 ○ Diagnostic Reading Assessment (DRA)
43 ○ ACCESS
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- **Second Grade Assessments**
 - Reading Running Record(s)
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - District-adopted reading program assessments
 - District Formative Assessments (Reading, Mathematics, and Science)
 - iReady Reading Assessment
 - iReady Mathematics Assessment
 - Fountas and Pinnell Reading Assessment
 - DRA
 - ACCESS

- **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, Mathematics, and Science)
 - iReady Reading Assessment
 - iReady Mathematics Assessment
 - Fountas and Pinnell Reading Assessment
 - DRA
 - SAT-10
 - Florida Standards Assessment (FSA) English Language Arts
 - FSA Mathematics
 - ACCESS

- **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, Mathematics, and Science)
 - Reading Benchmarks Portfolio
 - iReady Reading Assessment
 - iReady Mathematics Assessment
 - Fountas and Pinnell Reading Assessment
 - DRA
 - FSA English Language Arts
 - FSA Mathematics
 - ACCESS

1 • **Fifth Grade Assessments**

- 2 ○ Reading Running Record(s)
- 3 ○ Osceola Writes (Informative, Opinion, and Persuasive)
- 4 ○ District-adopted reading program assessments
- 5 ○ District-adopted mathematics program assessments
- 6 ○ District-adopted science program assessments
- 7 ○ District Formative Assessments (Reading, Mathematics, and Science)
- 8 ○ iReady Reading Assessment
- 9 ○ iReady Mathematics Assessment
- 10 ○ Fountas and Pinnell Reading Assessment
- 11 ○ DRA
- 12 ○ FSA English Language Arts
- 13 ○ FSA Mathematics
- 14 ○ FSA Science
- 15 ○ ACCESS

16

17 • **Promotion of ESE Students**

18

19 For some students enrolled in Exceptional Student Education programs, the IEP team

20 determines that participation in the Florida Standards Alternate Assessment is the most

21 appropriate measure of the student skills. For these students, instruction in the Access

22 Points is the most appropriate means of providing access to the general curriculum. Such

23 students shall be promoted based on the acquisition of skills in accordance with the

24 student's Individual Education Plan and the grade level Access Points for Florida

25 Standards in English language arts, math, social studies, and science.

26

27 **C. Promotion to a Higher Grade Level**

- 28
- 29 • The assignment of a student to a higher grade which results in the student's accelerated
- 30 promotion should be made based on exceptionally high achievement or evidence that the
- 31 student will benefit more from the instructional program at the advanced grade level. The
- 32 Superintendent or designee should authorize the assignment.
- 33
- 34 • The assignment will occur at the end of a grading period agreed upon by both the sending
- 35 and receiving principal. If an ELL student is involved, the ELL committee shall meet to
- 36 document the change in the ELL Student Plan.
- 37
- 38 • After agreement has been reached regarding an exceptional student, an Individual Education
- 39 Plan meeting must be held prior to placement in the new assignment. The long-range
- 40 academic, social, and emotional effect of the decision shall be considered.
- 41
- 42 • The principal has the responsibility for making such an assignment, but a student will not be
- 43 accelerated without parental consent.
- 44
- 45 • The student's cumulative record, report card, and permanent record must indicate,
- 46 "accelerated grade placement" and the name of the principal who made the placement.
- 47
- 48 • Parents shall be notified in writing that their child is receiving an accelerated grade placement
- 49 to the next higher grade. A copy of this notification shall be placed in the cumulative folder.
- 50 Notices to parent/ guardian of ELL students must be provided in the primary language,
- 51 whenever feasible.
- 52
- 53

1 **D. Progress Monitoring Plan (PMP)/ Multi-Tiered Systems of Support (MTSS) Process**
2

- 3 • Florida Statute 1008.25 (4)(b) requires that students that do not achieve level 3 or above on
4 statewide standardized English Language Arts assessment, or the statewide standardized
5 mathematics assessment must have an Individualized Education Plan (IEP), be part of a
6 schoolwide system of progress monitoring for all students or have an individualized progress
7 monitoring plan.
8
- 9 • All elementary schools shall have an established Multi-Tiered Systems of Support (MTSS)
10 system in place that shall monitor the progress of all students.
11
- 12 • Students identified, through the MTSS system, with significant English Language Arts or
13 Mathematics deficiencies shall be provided additional instructional supports as documented
14 on the MTSS Intervention Documentation form.
15
- 16 • Florida Statute 1008.25 (5)(c) requires parent notification for students who exhibit substantial
17 deficiencies in reading. When a student is identified with a significant reading deficiency,
18 through the MTSS team, a district notification letter and MTSS parent brochure shall be sent
19 home. The notification letter includes an invitation for parents to meet with the school to:
20 provide input on the intervention plan and to learn strategies they may use at home to help
21 the student succeed in reading proficiency.
22

23 **1. ELL Students – PMP/ MTSS Process**
24

- 25 • English Language Learner students who are unable to demonstrate mastery in academic
26 subject areas as described in the Student Progression Plan will be referred to a Progress
27 Monitoring Plan/ ELL committee. This committee will develop a PMP/ MTSS for the
28 student in accordance with the following guidelines and procedures:
29
- 30 ○ The reason for the academic under-performance of an ELL student must **not** imply
31 that he/ she needs an extra year to learn English or that it is due to the student's lack
32 of English proficiency.
33
- 34 ○ Establish lack of academic progress in English Language Arts, mathematics, and/ or
35 science using a composite of indicators that includes, but is not limited to grade level
36 checklists, pre-tests and post-tests, ACCESS results, alternate assessment results,
37 previous academic records, diagnostic assessment in the home language, and any
38 other appropriate indicator of academic progress.
39
- 40 ○ The first PMP/ MTSS ELL committee meeting develops a PMP/ MTSS that includes a
41 list of intensive remedial instructional strategies designed to assist the ELL student
42 (NOTE: ESOL accommodations are not considered remedial strategies).
43
- 44 ○ The second PMP/ MTSS ELL committee meeting, with ESOL representation, is held
45 within 18 weeks to review the effectiveness of the remedial strategies. If the ELL
46 student does not make satisfactory progress, the curriculum may be suspended and
47 intense remedial instruction in reading and/ or mathematics is provided based on the
48 student's deficiencies.
49
- 50 ○ If the ELL student still has not made satisfactory progress after implementing the PMP/
51 MTSS for at least 27 weeks, the ELL committee may recommend retention unless
52 conditions exist such that retention would be more adverse for the student than
53 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, two (2) years or less of instruction in an approved ESOL program according to the date entered in a United States School, 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 through the MTSS process. Accommodations and/ or interventions are to be addressed through the gifted Educational Plan (EP) process.

3. Students with Disabilities –PMP/ MTSS Process

a) 504 Students

- A PMP/ MTSS must be developed for a 504 student who does not meet the district and state levels of proficiency in English Language Arts, mathematics, and/ or science.

b) ESE Students – PMP/ MTSS Process

A student with a disability who is not meeting the school district or state requirements for proficiency in English Language Arts and math shall have his or her academic needs addressed through an Individual Educational Plan (IEP).

- If the student's IEP does not address the student's deficiency in English Language Arts or mathematics as required by Florida law, then the school must address these deficits in either a schoolwide progress monitoring system or an individual progress-monitoring plan.
- When an ESE student is determined to be performing below grade level in English Language Arts, writing, or mathematics, the ESE/ Regular Education Teacher should write a PMP/ MTSS to address the student's educational needs. The PMP/ MTSS should be developed with the involvement of the parent/ guardian.

1 **E. Retention**

- 2
- 3 • Students in Grades K-5 who are identified as being considerably or substantially below grade
- 4 level in English Language Arts, writing, mathematics, and/ or science **must** receive
- 5 remediation or be retained with an intensive program that is different from the previous year's
- 6 program and takes into account the student's learning style. However, students whose test
- 7 scores and classroom performance indicate that they are almost at grade level may be
- 8 promoted with close monitoring or promoted with a PMP/ MTSS.
- 9
- 10 • Students in Kindergarten or Grade 1, Grade 2, or Grade 3 who exhibit a substantial deficiency
- 11 in reading must be given intensive reading instruction. The student's reading proficiency must
- 12 be monitored and the intensive instruction must continue until the student demonstrates grade
- 13 level proficiency. Section 1008.25(5)(a), Florida Statutes
- 14
- 15 • The following options are available for students who have not met the levels of performance
- 16 for student progression:
- 17
- 18 ○ remediate before the beginning of the next school year and promote,
- 19
- 20 ○ promote and remediate during the following year with more intensive intervention and
- 21 remediation strategies identified in the revised PMP/ MTSS,
- 22
- 23 ○ retain and remediate using an alternative program of instructional delivery.
- 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.
- 33

34 **1. Mandatory Retention**

- 35
- 36 • No student may be assigned to a grade level based solely on age or other factors that
- 37 constitute social promotion. Section 1008.25 (6)(a), Florida Statutes
- 38
- 39 • Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher
- 40 on the statewide assessment test in reading for Grade 3 **must** be retained unless he or
- 41 she is exempt from mandatory retention for good cause. [See *Exemption from Mandatory*
- 42 *Retention (Good Cause) in Grade 3.*] Section 1008.25 (5)(b), Florida Statutes
- 43
- 44 • If a student transfers after the administration of the FSA in Grade 3, it is up to the district
- 45 to assess the student's reading proficiency at the end of the year to determine if the
- 46 student needs to repeat Grade 3.
- 47
- 48 • Retention decisions will not be made on a single test score.
- 49

1 **2. Special Program Considerations**
2

3 **a) ELL Students**
4

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

18 **b) Students with Disabilities**
19

20 **1) 504 Students**
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 demonstrate proficiency in the Florida Standards
27 or Access Points for the Florida Standards in English Language Arts, math, social
28 studies, and science.
29
30

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

2
3 **1. Good Cause Exemptions**

- 4
- 5 • Good cause exemptions shall be limited to the following:

6

 - 7 1. Limited English proficient students who have had less than two (2) years of instruction
8 in an English for Speakers of Other Languages program based on the initial entry into
9 a school in the United States;
 - 10 2. Students with disabilities whose individual education plan indicates that participation
11 in the statewide assessment program is not appropriate, consistent with the
12 requirements of State Board of Education rule;
 - 13 3. Students who demonstrate an acceptable level of performance on an alternative
14 standardized reading or English Language Arts assessment approved by the State
15 Board of Education;
 - 16 4. Students who demonstrate through a student portfolio that he or she is performing at
17 least a Level 2 performance on the statewide, standardized English Language Arts
18 assessment (FSA);
 - 19 5. Students with disabilities who take the statewide, standardized English language arts
20 assessment and who have an individual education plan (IEP) or a Section 504 plan
21 that reflects the student has received intensive instruction in reading or English
22 language arts for more than two (2) years but still demonstrates a deficiency and was
23 previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3
 - 24 6. Students who have received the intensive reading intervention for two (2) or more
25 years but still demonstrate a deficiency in reading and who were previously retained
26 in Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two (2) years. A student
27 may not be retained more than once in Grade 3.
28 (Section 1008.25 (6)(b)1-6, Florida Statutes)
- 29
30
31
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34
35

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.
9
10 ○ The State Board of Education adopted the following student portfolio guidelines on
11 January 21, 2003. To be accepted as meeting the portfolio option for demonstrating
12 mastery of the required reading skills, the student portfolio contents must:
13
14 ▪ be selected by the student's teacher;
15 ▪ be an accurate picture of the student's ability and only include work that has been
16 independently produced in the classroom;
17 ▪ include evidence that the benchmarks assessed by Grade 3 FSA English
18 Language Arts have been met;
19 ▪ be an organized collection of evidence of the student's mastery of the Florida
20 Standards Benchmarks for language arts that are assessed by Grade 3 FSA
21 English Language Arts.
22 ▪ be signed by the teacher and the principal as an accurate assessment of the
23 required reading skills.
24
25 • The school principal shall review and discuss such recommendation with the teacher and
26 make the determination as to whether the student should be promoted or retained. If the
27 school principal determines that the student should be promoted, the school principal shall
28 make such recommendation in writing to the District Superintendent or designee. The
29 District Superintendent or designee shall accept or reject the school principal's
30 recommendation in writing. Section 1008.25 (6)(c)2, Florida Statutes
31
32 • Each school shall provide written notification to the parent of any Grade 3 student who is
33 retained that his or her child has not met requirements for promotion and the reasons the
34 child is not eligible for a good cause exemption. The notification must include a description
35 of proposed interventions and supports that will be provided to the child. Section 1008.25
36 (7)(b)3, Florida Statutes
37
38 • Third grade students who are retained must be provided intensive interventions in reading
39 to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic
40 assessment. The intensive interventions must include: effective instructional practices;
41 participation in the District's summer camp; and appropriate teaching methodologies.
42 Section 1008.25 (7)(a), Florida Statutes
43
44 • A student portfolio will be completed for each retained Grade 3 student.
45 Section 1008.25 (7)(b)1, Florida Statutes
46

- 1 • Retained Grade 3 students must be provided with intensive instructional services and
2 supports to remediate the identified area of reading deficiency, including participation in
3 the school district's summer reading camp, a minimum of 90 minutes of daily,
4 uninterrupted, scientifically research-based reading instruction and other strategies which
5 may include, but not limited to: small group instruction; reduced teacher-student ratios;
6 more frequent progress monitoring; tutoring or mentoring; transition classes containing
7 third and fourth grade students; extended school day, week, or year; and/ or summer
8 reading camps. Section 1008.25 (7)(b)2, Florida Statutes
9
- 10 • Retained Grade 3 students, including students participating in the School District's
11 summer reading camps, shall be provided with a highly effective teacher as determined
12 by the teacher's performance evaluation under Section 1012.34, Florida Statutes, and
13 beginning July 01, 2020, the teacher must also be certified or endorsed in reading. Section
14 1008.25 (7)(b)3, Florida Statutes

15 **3. Mid-Year Promotion**

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

- 17 • Current Student Progression Plan Guidelines for Promotion will be followed:
- 18 • Student promotion in the Osceola County schools is based upon an evaluation of each
19 student's achievement in terms of appropriate instructional goals. The determination
20 should reflect the recommendation of the school-based placement committee based
21 upon the student's successful progress toward achievement of the Florida Standards.
22 The primary responsibility for using evidence to determine each student's level of
23 performance and ability to perform academically, socially and emotionally at the next
24 grade level is that of the classroom teacher, subject to review and approval of the
25 principal.
- 26 • Retained Grade 3 students who can demonstrate that he or she is a successful
27 independent reader, reading at or above grade level, and ready to be promoted to
28 Grade 4 may be promoted mid-year after careful evaluation by the principal.
29 Evaluating any retained Grade 3 student may include subsequent assessments,
30 alternative assessments, and portfolio reviews in accordance with rules of the State
31 Board of Education. Students promoted during the school year after November 1 must
32 demonstrate proficiency levels in reading equivalent to the level necessary for the
33 beginning of Grade 4 as determined by State Board of Education rules. Section
34 1008.25 (7)(b)2, Florida Statutes
- 35 • The school-based placement committee, principal and parent/ guardian will meet and
36 be in agreement as to the mid-year promotion.
- 37 • Decisions regarding student promotion, and retention and good cause placement are
38 primarily the responsibility of the school-based placement committee. The final
39 decision concerning grade placement is the responsibility of the principal.
- 40 • The Superintendent or designee should be notified in writing and authorize the
41 assignment.
- 42 • If an ELL student is involved, the ELL committee shall meet to document the change
43 in the ELL Student Plan.

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- After agreement has been reached regarding an exceptional student, an Individual Education Plan meeting must be held prior to placement in the new assignment. The long-range academic, social, and emotional effect of the decision shall be considered.
- The student’s cumulative record and report card must indicate “mid-year grade placement.”
- The parent notification letter of the mid-year promotion should be placed in the student’s cumulative folder.

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

- 3 • Students promoted during the school year after November 01 must demonstrate
4 proficiency levels in reading equivalent to the level necessary for the beginning of
5 Grade 4. [Section 1008.25 (7)(b)2, Florida Statutes]
6
7 ▪
8
9 • The PMP/ MTSS for any retained third grade student who has been promoted mid-
10 year to fourth grade must continue to be implemented for the entire academic year.
11 Authority: Section 1008.25 (7)(b)4, Florida Statutes.
12
13 • The mid-year promotion must be a joint agreement with the teacher, principal,
14 parent and the Superintendent or designee. Section 1003.02 (1)(a), Florida
15 Statutes, gives the school board the responsibility for admission, classification,
16 promotion and graduation of students.
17
18 • Decisions regarding student promotion, and retention and good cause placement
19 are primarily the responsibility of the school-based placement committee. The final
20 decision concerning grade placement is the responsibility of the principal.
21
22 • The same guidelines will apply for the Exceptional Student Education (ESE) and
23 English for Speakers of Other Languages (ESOL) students.
24
25 • If an ELL student is involved, the ELL committee shall meet to document the
26 change in the ELL Student Plan.
27
28 • After agreement has been reached regarding an exceptional student, an Individual
29 Education Plan meeting must be held prior to placement in the new assignment.
30 The long-range academic, social, and emotional effect of the decision shall be
31 considered.
32
33 • The district mid-year promotion letter must be sent by the principal to the involved
34 teachers and the parents/ guardian. The Superintendent or designee must receive
35 a copy for approval. A copy should also be placed in the student’s cumulative
36 folder.
37
38 • Retained Grade 3 students who have received intensive instructional services but
39 are still not ready for grade promotion must be offered the option of being placed
40 in a transitional instructional setting. Such a setting shall specifically be designed
41 to produce learning gains sufficient to meet Grade 4 performance standards while
42 continuing to remediate the areas of reading deficiency. Section 1008.25
43 (7)(b)10), Florida Statutes
44

45 **G. Remediation**

46
47 **1. Program Description**
48

- 49 • Remediation must be based on the results of diagnostic assessment(s) and it must be
50 systematically embedded in the total educational program for the student. The daily
51 instruction for the student will be modified based on both the diagnosis and the contents
52 of the PMP/ MTSS or other educational plan(s) (e.g., IEP, ELL Student Plan).

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- The PMP must include Tier 1, Tier 2, or Tier 3 supports.
- The School District shall allocate remedial and supplemental instruction resources to students in the following priority: Students in kindergarten through grade 3 who have a substantial deficiency in reading as determined in Section 1008.25(5)(a), Florida Statutes.
- Parents of students who have been identified as needing remediation may contract with state certified teachers or enroll students in an approved remedial program to teach individual students in lieu of attendance in a remedial school program. However, if the parent chooses this option, he or she must notify the child's school principal in writing within fifteen (15) days after the PMP conference. Such students will be required to pass a school-approved exam.

1 **H. Extended School Year**

2
3 **1. ELL Students**

- 4
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.

20
21 **b) ESE Students**

- 22 • The determination for Extended School Year (ESY) services is made by the Individual
23 Educational Planning team annually, or more frequently as indicated, as part of the
24 provision of a Free Appropriate Public Education (FAPE). When determining the need
25 for ESY, the IEP team reviews appropriate data and considers regression in the areas
26 of academics, communication, independent functioning, and self-sufficiency and
27 social/ emotional development or behavior; whether the student is at a crucial stage in
28 the development of critical life skills, emerging skills and/or critical points of instruction;
29 and the nature or severity of the student's disability including the rate of progress.
30 Varying amounts, types, and durations of ESY services are possible based on the
31 individual needs of a student and may include direct or indirect special education
32 services, related services, or some combination of these.

33
34 **3. Home Education Students**

- 35
36 • Home education students may participate in an extended school year if it is available and
37 if they meet the same eligibility requirements as established for all regularly attending
38 students.
39
40 • Students who expect to earn credit in a home education program during the summer must
41 register with the Superintendent by the end of the first grading period (second week).

42
43 **4. Summer Reading Camp**

- 44
45 • Beginning April 2003, school districts were directed by the Department of Education to
46 provide a "research-based intensive summer reading activities for all students who have
47 failed to meet third grade promotion standards. Such reading camps should be available
48 to all third grade students who score Level 1 on the FSA English Language Arts and focus
49 on intensive intervention in reading."
50
51 • Priority should be given to students who are deficient in reading by the end of Grade 3.
52 The next priority is to serve students in other grade levels who fail to meet performance
53 levels required for promotion as outlined in the Student Progression Plan.
54

1 **IV. REPORTING STUDENT PROGRESS**

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

- 4
- 5 • Section 1008.25 (8)(a), Florida Statutes, specifies that the district school board must annually
6 report to the parent of each student the progress of the student towards achieving state and
7 district expectations for academic proficiency, including the student’s results on statewide
8 assessments.
 - 9
 - 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
 - 13 • Progress reporting must be provided to the parent in writing in the format adopted by the
14 district school board. Progress reports for ELL students shall be provided in the parent’s
15 native language when feasible.
 - 16
 - 17 • No one test with a single administration should determine promotion or retention. The
18 preponderance of evidence from evaluations should be used to determine if a student is ready
19 for the work of the next grade.
 - 20
 - 21 • Section 1008.25 (5)(c), Florida Statutes, specifies that beginning with the 2002-2003 school
22 year, the parent of any student in K-3 who exhibits a substantial deficiency in reading must be
23 notified in writing immediately of the following:
24
 - 25 ○ That his or her child has been identified as having a substantial deficiency in reading and
26 state the exact nature of the difficulty;
 - 27
 - 28 ○ A description of the current services that are provided to the child;
 - 29
 - 30 ○ A description of the proposed supplemental instructional services and supports that will
31 be provided to the child that are designed to remediate the identified area of reading
32 deficiency;
 - 33
 - 34 ○ That if the child’s reading deficiency is not remediated by the end of Grade 3, the child
35 must be retained unless he or she is exempt from mandatory retention for good cause;
 - 36
 - 37 ○ Strategies for parents to use in helping their child succeed in reading proficiency;
 - 38
 - 39 ○ That the FSA is not the sole determiner of promotion;
 - 40
 - 41 ○ That additional evaluations, portfolio reviews, and assessments are available; and
 - 42
 - 43 ○ The district’s specific criteria and policies for mid-year promotion.
 - 44

1 **B. Report Cards**
2

- 3 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all elementary
4 school students must clearly grade or mark:
5
6 ○ the student's academic performance in each class or course in Grades K-5 (based upon
7 examinations as well as written papers, class participation and other academic
8 performance criteria);
9
10 ○ the student's conduct and behavior; and
11
12 ○ the student's attendance, including absences and tardiness.
13
14 • The student's final report card for a school year shall contain a statement indicating end-of-
15 year status regarding performance or nonperformance at grade level, acceptable or
16 unacceptable behavior and attendance and promotion or nonpromotion.
17
18 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5) as the
19 primary means of reporting student progress.
20
21 ○ With the approval of the Superintendent and the School Board, schools may develop
22 additional or supplementary instruments, which may be used in conjunction with the
23 standard report card.
24
25 ○ Report cards shall be issued for all students, Grades K-5, at the close of each grading
26 period.
27
28 ○ Progress Reports may be issued at the end of the extended year programs and services,
29 i.e., extended school year, Saturday school, before and after school programs.
30
31 ○ Parents are to be notified in writing midway during the nine-week grading period as to the
32 progress of their child. This progress report will be sent home following the district
33 progress report calendar. The district Progress Report and/ or district-approved electronic
34 Progress Report form may be used for this notification.
35
36 ○ Parents are to be notified in writing midway during a nine weeks grading period or at any
37 time during a grading period when it is apparent that the student may not pass or is
38 performing unsatisfactorily in any course or grade level. The district Progress Report and/
39 or approved electronic Progress Report form will be used for this notification.
40
41 • Report cards for English Language Learner (ELL) students must be in the primary language
42 of the parent/ guardian, whenever feasible. These primary language report cards are to be
43 attached to the English report card.
44

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

2
3 **1. Report Card Grades**

- 4
- 5 • Teachers shall determine report card grades that provide the student and the student's
6 parents(s)/ guardians(s) with an objective evaluation of the student's mastery of state
7 standards. Students and parents are to be advised of the grading criteria employed in the
8 school and in each class at the time of enrollment.
9
 - 10 • The student's academic grades are to reflect academic achievement. The quality of the
11 work will be assessed by multiple measures that include, but are not limited to:
 - 12 ○ teacher observations (oral presentations or reports, speeches, recitations, impromptu
13 speaking, student participation and demonstrations);
 - 14 ○ classroom assignments (reports, term or research papers, models, projects, exhibits,
15 posters, computer programs and homework);
 - 16 ○ examinations (essay, multiple-choice and completion tests, oral tests and skill tests
17 requiring demonstrations);
 - 18 ○ weekly core curriculum benchmark assessments;
 - 19 ○ alternative methods (portfolios and performance assessment).
 - 20
 - 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
 - 26 • Students who enroll in school or class late shall be allowed to make up the class work. In
27 order to receive full semester credit, a student must be enrolled in any school a minimum
28 of forty-five days.
29
 - 30 • Assignments shall be labeled clearly so that a teacher, parent, or student can determine
31 upon which standard(s) the student is being graded.
32
 - 33 • Assessments and assignments shall be designed to determine the student's mastery of
34 state standards.
35
 - 36 • Each student shall have at least one (1) grade per week per Reading and Mathematics
37 course for each marking period. A marking-period grade shall not be based solely upon
38 a single project or test. No single project or test shall count more than 20% of the student's
39 final marking-period grade/ mark.
40
 - 41 • Passing grades on report cards indicate that the student has achieved mastery of the state
42 standards for the course in which the student is enrolled, unless the course is clearly
43 identified as remedial.
44
 - 45 • To receive a report card a student shall have been enrolled in school at least one-half (1/
46 2) of the forty-five day grading period as established by the official school calendar. The
47 report card needs to reflect the date of entry and attendance record. If a student
48 withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal.
49
 - 50 • Students are to receive grades in all subjects in which they have received instruction that
51 grading period.
52

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, meet with the teacher,
19 as the principal deems necessary, and determine whether to make the change as
20 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.
27

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

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

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

- 2
- 3 • Schools shall adhere to the following evaluation plan for grading and reporting student
- 4 progress. The same evaluation plan applies to English Language Learner (ELL).
- 5

6 **1. Kindergarten-1**

- 7
- 8 ○ O Outstanding/ Exceeds Expectation
- 9 ○ S Successfully Meeting Standards
- 10 ○ N Not Demonstrating Consistently
- 11 ○ U Unsatisfactory/ Needs Attention
- 12

13 **2. Grades 2-5**

14

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

16 below:

17

<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

18

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

20

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

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

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

2
3 **1. ELL Students**

- 4
5 • ELL students who are currently receiving ESOL services in accordance with the District
6 ELL Plan, shall receive the following test accommodations on both state and School
7 District assessments: flexible setting, flexible scheduling, additional time, assistance in the
8 Heritage language as specified in the Test Accommodations for ELLs in the administrative
9 manual of the FSA and shall have access to an approved English to heritage language
10 translation dictionary and/ or heritage language to English translation dictionary.
11 Accommodations for all other state assessment(s) will be provided according to the
12 recommendations of test publishers and/ or appropriate district staff.

13
14 **2. Students with Disabilities**

15
16 **a) 504 Students**

- 17
18 • Students with 504 plans may receive accommodations on both district and state
19 assessments. The student's Section 504 Plan should address the accommodations
20 that are regularly provided for classroom activities and assessment and should guide
21 decisions on accommodations for specific test situations. However, allowable
22 accommodations for statewide tests are limited to those listed in the State Board Rule
23 and the state test administration manuals.
24
25 • Accommodations may include: flexible setting, flexible scheduling, flexible timing,
26 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

27
28 **b) ESE Students**

- 29
30 • Test accommodations during district/ state testing will be implemented as specified in
31 the student's IEP.
32
33 • Statewide assessment accommodations may be used only if they do not alter the
34 underlying content that is being measured by the assessment or negatively affect the
35 assessment's reliability or validity. Allowable accommodations are those that have
36 been used by the student in classroom instruction. Such accommodations may
37 include: presentation, responding, scheduling, setting, and/ or assistive devices.
38
39 • The need for any unique accommodations for use on state assessments not outlined
40 above must be approved by the Commissioner of Education.
41

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

2

3 **1. ELL Students**

- 4
- 5 • All ELL students are expected to participate in the FSA English Language Arts tests. ELL
6 students who have received 12 months or less of instruction in an approved ESOL
7 program, according to the date entered into a United States School, can be exempt from
8 taking FSA English Language Arts tests if an ELL Committee decides it is appropriate.
9 The alternate assessment to be used is the ACCESS 2.0 which will be given at the
10 appropriate grade level. All ELL students, regardless of years of instruction, are expected
11 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 team determines whether and how a student with a disability participates in
22 School District and statewide standardized assessments. Under certain conditions,
23 the IEP team can seek exemptions from the Florida Standards Assessment.
 - 24
 - 25 • Certain students with a significant cognitive disability may be assessed through the
26 Florida Standards Alternate Assessment.
 - 27
 - 28 • Extraordinary exemptions may be granted in certain situations.
 - 29
 - 30 • Exemptions for medical complexity may be granted in certain situations.
 - 31
 - 32

1 **I. Annual Report in Local Newspaper**
2

- 3 • Beginning with the 2002-2003 school year, each district school board must annually publish
4 in the local newspaper, and report in writing to the State Board of Education by September 1
5 of each year, the following information on the prior school year:
6
- 7 ○ the provisions of the law relating to public school student progression and the district
8 school board's policies and procedures on student retention and promotion;
9
 - 10 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
11 at levels 1 and 2 on the FSA English Language Arts;
12
 - 13 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
14
 - 15 ○ information on the total number of Grade 3 students who were promoted for good cause
16 by each category of good cause as specified in Section 1008.25 (6)(b), Florida Statutes;
17
 - 18 ○ any revisions to the district school board's policy on student retention and promotion from
19 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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**2017-18
MIDDLE SCHOOL
STUDENT PROGRESSION PLAN**

Grades 6-8

**Effective July 01, 2017
Revised December 12, 2017**

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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
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

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

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

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

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

42 **b) Immunization**
43

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

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

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Required Immunizations:

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

Grade 6

- 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 7-8

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

1 **3. Residency Requirements**
2

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

6 **Category 1**

- 7 ▪ mortgage document
- 8 ▪ rental or lease agreement
- 9 ▪ property tax records

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 If the parent or guardian is not the leaseholder or property owner, then the following is
15 required:
16

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

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

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

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

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
- 12 portfolio, annual evaluations),
- 13 • a review of the previous educational program including, but not limited to, time spent
- 14 in a program and curriculum requirements of the program,
- 15 • a test on grade level or individual subject-area objectives or competencies to be
- 16 identified 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
23 **2. Placement of Transfer Students – Grades 6-8**

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.

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

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

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

13
14 All of the events listed above require appropriate legal documentation which the responsible
15 adult shall provide to Student Services. The Temporary Educational Guardianship for Student
16 form shall apply for the school year in which it is completed, filed, and approved by Student
17 Services.
18

19 **4. Student Custody**
20

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

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

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 placement consistent with the plan. The receiving school **must** review and
21 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
39 • A student with all NO responses on the HLS is considered non-English Language
40 Learner (ELL).
41 • A student with any YES response is referred for additional English language
42 proficiency assessment.
43 • A student with a YES response to question #1 only is **temporarily** placed in general
44 education classes until English proficiency assessment occurs.
45 • A student with more than one YES response is temporarily placed in basic ESOL
46 classes until English language proficiency assessment occurs.
47 • The state-approved grade-appropriate Individual Developmental English Activities
48 (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency
49 and is to be administered within the first 20 days after the enrollment date. Amended
50 07-01-09
51

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.
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.
12

13 **1. Student Absences**

- 14
- 15 • Each school shall establish procedures to ensure good attendance in each grading period.
 - 16
 - 17 • Non-attendance in a class shall be considered an absence unless the student is
 - 18 participating in a school activity. Absences shall be classified as:
 - 19

20 **a) Excused Absences**

21 Absences shall be excused for the following reasons:

- 22
- 23 • illness or injury of the student;
 - 24 • illness, injury, or death in the immediate family of the student. (The immediate family
 - 25 shall be defined as listed in the United States Internal Revenue Service guidelines.);
 - 26 • educational opportunities which are age appropriate for the student as deemed by the
 - 27 principal or his/ her designee; or
 - 28 • religious holidays (see also Paragraph I.C.4.)
 - 29

30

31 If a parent reports a student's absence due to illness for ten (10) days or more during the
32 school year or for five (5) days or more during a semester, or if there is a reasonable doubt
33 concerning the illness claimed, then the principal shall be authorized to require a
34 statement from an accepted medical authority. Failure to comply with this requirement
35 shall result in the absence being "unexcused."
36

37 The Principal of a school shall have sole discretion as to how absences shall be reported
38 to the school. The parent or legal guardian shall report absences through a telephone
39 call, a handwritten note, or both as determined by the Principal. Adopted 06-19-01
40

41 In cases of excused absences, the student shall be allowed to make up the work, and
42 teachers of the students shall give every reasonable assistance.
43

44 Make-up work shall be completed for all absences during a period equal to at least twice
45 the number of days for which the student is absent from the class, unless the teacher
46 allows more time.
47
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 • Upon each unexcused absence, the Principal or designee shall contact the student’s
27 parent or guardian to determine the reason for the absence.
28
29 • If a student has had at least five (5) unexcused absences within a calendar month or
30 ten (10) unexcused absences within a ninety (90) day calendar period, the student’s
31 primary teacher shall report to the principal or designee that the student may be
32 exhibiting a pattern of non-attendance. Unless there is clear evidence that the
33 absences are not a pattern of non-attendance, the case shall be referred to the Early
34 Truancy Intervention Team to determine if early patterns of truancy are developing. If
35 the Early Truancy Intervention Team finds that a pattern of non-attendance is
36 developing, whether the absences are excused or not, a meeting with the parent must
37 be scheduled to identify potential remedies.
38
39 • If the initial meeting with the parent does not resolve the problem, the Early Truancy
40 Intervention Team shall implement specific interventions that best address the
41 problem.
42
43 • The Early Truancy Intervention Team shall be diligent in facilitating intervention
44 services and shall report the case to the Superintendent or his designee only after all
45 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

1 hearing, who shall hear the case and make a recommendation for final action to the
2 School Board. If the School Board's final determination is that the strategies of the
3 Early Truancy Intervention Team are appropriate, and the parent, guardian, or other
4 person in charge of the child still refuses to cooperate, the Superintendent may seek
5 criminal prosecution for noncompliance with compulsory 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, FS Amended 07-15-03

12 **d) Tardies**

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

19 **e) Early Departures**

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

26 Students who have attended more than half a school day and are released from school
27 prior to the closing of the school day shall be considered an early departure. Early
28 departures shall be either excused or unexcused. The school principal or his/ her
29 designee may require the appropriate documentation in order to determine whether an
30 early departure is excused or unexcused.
31

- 32 • Examples of excused early departures include, but are not limited to:
33 appointments for medical, legal, or counseling purposes; funerals, family
34 emergencies, etc.
 - 35 • Examples of unexcused early departures include, but are not limited to: parent's
36 convenience, personal reasons, shopping trips, etc.
- 37
38
39
40
41
42

1 **2. Students with Disabilities**
2

3 **a) 504 Students**
4

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

11
12 If the 504 committee determines that the absences are not caused by the disability, the
13 student is treated in the same manner as that for a general education student.
14

15 **b) ESE Students**

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

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

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

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

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

1 **4. 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 **5. 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-3
25 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12 must
26 attend at least 900 hours (5 hours per day) of instruction.
27
28

1 **D. Student Withdrawals**

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

4
5 Section 1002.41, FS, permits parents to choose to place their children in a home education
6 program in lieu of public school. The requirements of the law will be monitored through
7 Charter Schools and Educational Choices.

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

12
13 **2. Student Withdrawals, Exceptional Student Education (ESE)**

14
15 A child who is receiving services through Exceptional Student Education (ESE) shall not be
16 administratively withdrawn without prior parental notification, a staffing meeting with parents
17 or guardians to discuss the educational impact of such a decision for the student to withdraw,
18 and all requirements relative to due process have been completed.

19
20 In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or
21 guardians of the student have been documented, and with the approval of the Director of
22 Exceptional Student Education, the student maybe withdrawn by the school.

23
24 **3. Student Withdrawals for Non-Attendance**

- 25
26 • Students who have recorded ten (10) or more unexcused absences consecutively may be
27 withdrawn as provided for in the Attendance Procedures, which include documented
28 contact attempts.
29

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

1 for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic,
2 and religious tolerance; and cooperation.
3

- 4 20. In order to encourage patriotism, the sacrifices that veterans have made in serving our country
5 and protecting democratic values worldwide. Such instruction must occur on or before
6 Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use
7 the assistance of local veterans when practicable.
8

9 **1. General Academic Requirements**

10 The following areas of study are required for each student, Grades 6-8:

11 **Grade 6**

12 Language Arts (or Language Arts through ESOL)	1 year
13 Mathematics	1 year
14 Life Science	1 year
15 World History	1 year
16 Electives as offered by each school*	

17 **Grade 7**

18 Language Arts (or Language Arts through ESOL)	1 year
19 Mathematics	1 year
20 Earth/Space Science	1 year
21 United States History, including Florida History	1 year
22 Electives as offered by each school*+	

23 **Grade 8**

24 Language Arts (or Language Arts through ESOL)	1 year
25 Mathematics	1 year
26 Physical Science	1 year
27 Civics	1 year
28 Electives as offered by each school*+	

29 *Intensive Reading for eligible students replaces an elective course opportunity.

30 +Career and Educational Planning is required for all middle school students and may be
31 completed in either Grade 7 or 8 within an eligible existing course (or as an elective course
32 by itself).
33

34 **2. Electives**

35 Additional courses of studies may include, but shall not be limited to:

36 Art	Band
37 Career and Technical Education	Foreign Language
38 Music	Reading
39 Writing Skills	

1 **3. Health/ Personal Development Requirement**
2

3 One semester of Health or Personal Development is required for students in Grades 7 or 8,
4 unless a middle school principal elects to cover district Health performance standards in a
5 science course, and the following criteria are met:
6

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

11 **4. Physical Education**
12

13 The opportunity to enroll in physical education courses will be regularly scheduled each year
14 by each school.
15

16 Beginning with the 2009-2010 school year, the equivalent of one class period per day of
17 physical activity for one semester of each school year is required for students enrolled in
18 Grades 6 through 8. This requirement shall be waived for any student who meets one of the
19 following criteria:
20

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

27
28 (Section 1003.455, FS)
29

30 **5. Computer Literacy**
31

32 In addition to the courses identified above, students must master basic skills in the area of
33 computer literacy.
34

35 **6. Civics**
36

37 Beginning with students entering Grade 6 in the 2012-2013 school year, one of the three
38 social studies courses required for promotion must be at least a one-semester civics education
39 course.
40

41 The civics education course must address: the roles and responsibilities of federal, state, and
42 local governments; the structures and functions of the legislative, executive, and judicial
43 branches of government; and the meaning and significance of historic documents, such as
44 the Articles of Confederation, Declaration of Independence, and Constitution of the United
45 States.
46

47 Each student's performance on the statewide, standardized end-of-course assessment in
48 civics education must constitute 30% of the student's final course grade.
49

1 **7. Career and Education Planning**
2

3 One course in career and education planning to be completed in 6th, 7th, or 8th grade. The
4 course may be taught by any member of the instructional staff.
5

- 6 • At a minimum, the course must be:
 - 7 ○ internet-based, easy to use, and customizable to each student
 - 8 ○ include research-based assessments to assist students in determining educational
9 and career options and goals

- 10 • The course must:
 - 11 ○ result in a completed personalized academic and career plan for the student
 - 12 ○ emphasize the importance of entrepreneurship skills
 - 13 ○ emphasize technology or the application of technology in career fields

- 14 • Beginning in the 2014-2015 academic year, the course must include information from the
15 Department of Economic Opportunity's economic security report as described in s. [445.07](#).

- 16 • The required personalized academic and career plan must:
 - 17 ○ inform students of high school graduation requirements, including a detailed
18 explanation of the diploma designation options provided under s. [1003.4285](#);
 - 19 ○ include high school assessment and college entrance test requirements
 - 20 ○ include Florida Bright Futures Scholarship Program requirements
 - 21 ○ inform students of state university and Florida College System institution admission
22 requirements
 - 23 ○ explain available opportunities to earn college credit in high school
 - 24 ○ include information on Advanced Placement courses
 - 25 ○ include information on the International Baccalaureate Program
 - 26 ○ include information on the Advanced International Certificate of Education Program
 - 27 ○ inform students of dual enrollment opportunities, including career dual enrollment
 - 28 ○ Provide information on career education courses, including career-themed courses
29 and courses that lead to industry certification pursuant to s. [1003.492](#) or s. [1008.44](#).

30
31
32
33 **8. Middle School Acceleration for High School Credit**
34

- 35 • Middle school students may elect to enroll in high school courses, if offered at their school
36 of enrollment with the following conditions:
 - 37 ○ The teachers of these courses must have the appropriate certification(s) to teach the
38 course(s) offered.
 - 39 ○ The textbook, the district performance standards, and the grading policy are the same
40 as for the high school course.
 - 41 ○ These courses must be Level II or above as outlined in the Florida Course Code
42 Directory.
 - 43 ○ Students who earn credit through middle school acceleration in high school courses
44 shall meet requirements toward promotion to the next grade level and toward high
45 school graduation if the student earns passing scores on statewide, standardized end-
46 of-course assessments, as state law requires.

- 1 ○ If a student does not earn an average course grade of a “C” or higher by the time of
2 the progress report at the midpoint of the second, third, or fourth nine weeks, then the
3 student shall be scheduled into the appropriate middle school level course, and the
4 average course grade earned in the high school level course shall apply toward the
5 middle school level course grade with the weight of one letter grade higher. To
6 accomplish this task, the teacher of the appropriate middle school level course in which
7 the student is rescheduled shall augment the student’s nine weeks average by ten (10)
8 percentage points.
- 9 ○ The student’s high school transcript shall include grades for all high school courses
10 taken while enrolled in middle school, and these course grades shall be used to
11 calculate their high school grade point average and class rank.
- 12 ○ Successful completion of a high school level Algebra I, Geometry, or Biology I course
13 is not contingent upon the student’s performance on the statewide, standardized end-
14 of-course assessment required under Section 1008.22(3)(c)2.a., FS.
- 15 ○ However, the following conditions apply in order to earn high school credit.
- 16 ○ Beginning with the 2011-2012 school year, to earn high school credit for an Algebra I
17 course, a middle school student must pass the Algebra I statewide, standardized end-
18 of-course assessment.

19
20 **9. Student Performance - State K-20 Education Priorities**

21
22 A comprehensive program of general education when implemented effectively enables
23 students to make maximum use of their educational opportunities and to function effectively
24 as productive individuals.

25
26 The District School Board shall assist schools and teachers in the implementation of research-
27 based reading activities, Section 1008.25 (4)(b), FS.

28
29 The School District of Osceola County Curriculum Guidelines also reflect the priorities of the
30 Florida K-20 education system.

1 **B. Special Programs**

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

4 All students with limited English proficiency (ELL) must be appropriately identified in order to
5 ensure the provision of appropriate services. Every student identified as ELL shall continue
6 to receive appropriate instruction and funding as specified by the District ELL Plan, State
7 Board Rules and Regulations, and Florida Statutes until such time as the student is
8 reclassified as English proficient. Note: See the School District of Osceola County English
9 Language Learner Plan 2016 for full explanation of services and model.

10
11 **a) Home Language Survey (HLS) and Identification Criteria**

- 12
- 13 • A student with all NO responses on the HLS is considered non-English Language
 - 14 Learner.
 - 15 • A student with any YES response is referred for English language proficiency
 - 16 assessment.
 - 17 • A student with a YES response to question #1 only is temporarily placed in non-ESOL
 - 18 classes until English language proficiency assessment is completed.
 - 19 • A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL
 - 20 classes until English language proficiency assessment is completed.
 - 21 ○ The grade level appropriate IDEA Oral Language Proficiency Test will be used to
 - 22 determine oral/ aural English proficiency and is to be administered within the first
 - 23 20 days after enrollment date.
 - 24
 - 25 • Students in Grades 3-12 found to be fluent English speaking will be given a nationally
 - 26 normed, standardized reading and writing test, within 20 days from their date of
 - 27 enrollment for further assessment of their English proficiency.
 - 28 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/
 - 29 ELL committee to determine appropriate ESOL assessment and placement.
 - 30 • Every English Language Learner student is entitled to equal access to all academic,
 - 31 categorical, and federal programs offered by the School District of Osceola County.
 - 32 The amount of time the ELL student is assigned to the program(s) shall be comparable
 - 33 to the time assigned to a non-ELL student under similar conditions. An updated ELL
 - 34 student's class schedule must be maintained in the ELL Student Plan as part of the
 - 35 student permanent record.
 - 36 • English Language Learner students are taught by subject area teachers following the
 - 37 corresponding district curriculum. The instructional personnel provide appropriate and
 - 38 differentiated instruction to students through the use of ESOL teaching strategies,
 - 39 appropriate instructional materials, curriculum accommodations, and testing
 - 40 accommodations. The ESOL strategies and accommodations are documented in the
 - 41 teacher's lesson plans as evidence that understandable instruction is being provided.
 - 42 • Schools with fifteen (15) or more ELL students who speak the same home language
 - 43 shall provide at least one bilingual teacher assistant or bilingual teacher proficient in
 - 44 English and the home language of the students. The ESOL teacher assistant's (or
 - 45 bilingual teacher's) primary assignment is to offer the ELL students additional help in
 - 46 the basic content areas under the supervision of the basic subject area teacher.
 - 47
 - 48

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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.

1 **4. Students with Disabilities**
2

3 **a) 504 Students**
4

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

15 **b) Exceptional Education Students**
16

17 **Exceptionalities include:** Autism Spectrum Disorder, Deaf or Hard-of-Hearing,
18 Developmentally Delayed (Ages 3-5), Dual-Sensory Impaired, Emotional or Behavioral
19 Disabilities, Gifted, Homebound or Hospitalized, Infants or Toddlers Birth through Two
20 Years Old who have Established Conditions, Intellectual Disabilities, Language
21 Impairments, Occupational Therapy as a Related Service, Orthopedic Impairment, Other
22 Health Impairment, Physical Therapy as a Related Service, Specific Learning
23 Disabilities, Speech Impairments, Traumatic Brain Injury, and Visually Impaired.
24

25 **ESE Curriculum**
26

- 27 ○ The curriculum for the middle school Exceptional Student Education students shall
28 follow the Florida Standards with appropriate accommodations.
29
- 30 ○ For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP's)
31 specify the appropriate goals and benchmarks and unique aspects of their programs.
32
- 33 ○ For some students with a significant cognitive ability, Access Points for Florida
34 Standards in the academic areas of English Language Arts, math, social studies, and
35 science at their grade level may be more appropriate. The decision to place a student
36 with a disability on Access Points shall be made through an IEP team meeting and
37 with parent consent.
38
- 39 ○ For some students enrolled in ESE programs, the IEP team determines that
40 participation in the Florida Standards Alternate Assessment is the most appropriate
41 measure of the student skills. For these students, instruction in the Access Points is
42 the most appropriate means of providing access to the general curriculum. Such
43 students shall be promoted based on the acquisition of skills in accordance with the
44 student's IEP and the grade level Access Points for Florida Standards in English
45 language arts, math, social studies, and science.
46
- 47 ○ The IEP developed by the team specifies the level of services for specific content
48 areas. The IEP also addresses annual goals and short-term objectives to meet the
49 unique needs of the student as well as appropriate classroom accommodations.
50 Accommodations may be in the areas of curriculum, instruction, and assessment.
51 Accommodations listed on the IEP must be implemented as indicated.
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5. Home Education

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.

1 **C. Multi-Tiered Systems of Support (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**
3

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

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

26 **D. Acceleration Plan**
27

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

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

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.
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 on the Florida Standards, formative
15 assessments, classroom assignments, daily observation, standardized tests, and other objective
16 data. The primary responsibility for determining each student's level of performance and ability to
17 function academically, socially and emotionally at the next grade level is that of the classroom
18 teacher, subject to review and approval of the principal.
19

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

- 21
22 1. In order to receive full semester credit, a student must be enrolled in any school a minimum
23 of forty-five school days. Loss of credits shall be kept to a minimum.
24
25 2. Students who enroll in school or class late shall be allowed to make up the class work.
26
27 3. School activities shall not be counted as absences. Assigned work shall be turned in on
28 the day indicated by the teacher.
29

30 **Grading of Make-up Work**

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

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

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

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

2
3 In order to be promoted to the next grade level, students in Grades 6-8 must meet the following
4 criteria:

- 5
6 • Pass each of the core subjects of mathematics, language arts, science, and social studies.
7 The district-adopted grading scale (see IV.D.) will determine a passing grade for each course.
8
9 • Pass at least one elective course each semester.
10 ○ Schools may require students to pass reading as a fifth core subject in lieu of the elective
11 course requirement.

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

- 13
14
15 • When two nine weeks are used to determine a final grade (e.g., a semester course), each
16 nine weeks shall count 50% of the final grade. The total will be divided by two (2).
17
18 • If a semester exam is given, each nine weeks grade and final exam grade shall count 20% of
19 the final grade, and the total shall be divided by five (5).
20

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

- 23
24 • If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest
25 whole number.
26
27 • If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.
28

29 In Grades 6-8, the grade percentage values of the grading period and exam grade are averaged
30 to determine the final grade. No grade percentage below 60% will be considered passing for that
31 subject. Grades in high school dual enrollment classes taught in Grades 7 and 8 must be
32 determined following the high school academic policy.

33
34 Students not meeting the above criteria for promotion may earn promotion by successfully
35 completing a summer remediation or testing program as provided at their school. Students who
36 are not successful with the provided opportunity are to be retained.
37
38

1 **B. Student Performance Levels for Reading, Writing, Mathematics, and Science**
2

3 Performance levels are determined by various indicators that will include, but are not limited to,
4 multiple measures using appropriate grade-level assessments as well as teacher judgment.
5

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

7 Grades 6-8 promotion should be based on standardized test results, daily assignments,
8 teacher observation, teacher made tests, satisfactory attainment of the student performance
9 standards in the curriculum frameworks and other objective information. If the achievement
10 level is not met, the teacher shall utilize deficiency/ progress reports to communicate with the
11 parent during the grading period. Notices to parent/ guardian of ELL students must be
12 provided in the primary language, whenever feasible.
13

14 **2. Possible Middle School Assessments**

15 **Potential Assessments**

- 16 • District-adopted English Language Arts assessments
- 17 • District-adopted Mathematics program assessments
- 18 • District-adopted Science program assessments
- 19 • iReady English Language Arts
- 20 • iReady Mathematics
- 21 • Achieve 3000 Reading Lexile Reports
- 22 • Florida Comprehensive Achievement Test
- 23 • Florida Standards Assessment (FSA) Reading
- 24 • FSA Mathematics
- 25 • Florida End of Course Assessments (EOC)
- 26 • Access 2.0 (WIDA USA)
- 27 • Fitness Gram
- 28
- 29

1 **C. Promotion of ESE Students**

2
3 For some students enrolled in Exceptional Student Education programs, the Individual Education
4 Plan (IEP) team determines that participation in the Florida Standards Alternate Assessment is
5 the most appropriate measure of the student skills. For these students, instruction in the Access
6 Points is the most appropriate means of providing access to the general curriculum. Such
7 students shall be promoted based on the acquisition of skills in accordance with the student's IEP
8 and the grade level Access Points for Florida Standards in English language arts, math, social
9 studies, and science.

10
11 **D. Promotion to a Higher Grade Level**

12
13 The assignment of a student to a higher grade which results in the student's accelerated
14 promotion should be made based on exceptionally high achievement or evidence that the student
15 will benefit more from the instructional program at the advanced grade level. The Superintendent
16 or designee should authorize the assignment.

17
18 The assignment will occur at the end of a grading period agreed upon by both the sending and
19 receiving principal. If an ELL student is involved, the ELL committee shall meet to document the
20 change in the ELL Student Plan.

21
22 After agreement has been reached regarding an exceptional student, an Individual Education
23 Plan meeting must be held prior to placement in the new assignment. The long-range academic,
24 social, and emotional effect of the decision shall be considered.

25
26 The principal has the responsibility for making such an assignment, but a student will not be
27 accelerated without parental consent.

28
29 The student's cumulative record, report card, and permanent record must indicate, "accelerated
30 grade placement" and the name of the principal who made the placement.

31
32 Parents shall be notified in writing that their child is receiving an accelerated grade placement to
33 the next higher grade. A copy of this notification shall be placed in the cumulative folder. Notices
34 to parent/ guardian of ELL students must be provided in the primary language, whenever feasible.
35
36

1 **E. Progress Monitoring Plan (PMP)/ Multi-Tiered Systems of Support (MTSS) Process**

- 2
- 3 • Florida Statute 1008.25 (4)(b) requires that students that do not achieve level 3 or above on
- 4 statewide standardized English Language Arts assessment, or the statewide standardized
- 5 mathematics assessment must have an Individualized Education Plan (IEP), be part of a
- 6 schoolwide system of progress monitoring for all students or have an individualized progress
- 7 monitoring plan.
- 8
- 9 • All middle schools shall have an established Multi-Tiered Systems of Support (MTSS) system
- 10 in place that shall monitor the progress of all students.
- 11
- 12 • Students identified, through the MTSS system, with significant English Language Arts or
- 13 Mathematics deficiencies shall be provided additional instructional supports as documented
- 14 on the MTSS Intervention Documentation form.
- 15
- 16 • Florida Statute 1008.25 (5)(c) requires parent notification for students who exhibit substantial
- 17 deficiencies in reading. When a student is identified with a significant reading deficiency,
- 18 through the MTSS team, a district notification letter and MTSS parent brochure shall be sent
- 19 home. The notification letter includes an invitation for parents to meet with the school to:
- 20 provide input on the intervention plan and to learn strategies they may use at home to help
- 21 the student succeed in reading proficiency.
- 22

23 **1. ELL Students – PMP/ MTSS Process**

24

25 English Language Learner students who are unable to demonstrate mastery in academic

26 subject areas as described in the Student Progression Plan will be referred to a Progress

27 Monitoring Plan/ ELL committee. This committee will develop a PMP/ MTSS for the student

28 in accordance with the following guidelines and procedures:

29

- 30 ▪ The reason for the academic under-performance of an ELL student must **not** imply that
- 31 he/ she needs an extra year to learn English or that it is due to the student’s lack of English
- 32 proficiency.
- 33
- 34 ▪ Establish lack of academic progress in reading, writing, mathematics, and/ or science
- 35 using a composite of indicators that includes, but is not limited to: grade level checklists,
- 36 pre-tests and post-tests, Access 2.0 results, alternate assessment results, previous
- 37 academic records, diagnostic assessment in the home language, and any other
- 38 appropriate indicator of academic progress.
- 39
- 40 ▪ The first PMP/ MTSS ELL committee meeting develops a PMP/ MTSS that includes a list
- 41 of intensive remedial instructional strategies designed to assist the ELL student (NOTE:
- 42 ESOL accommodations are not considered remedial strategies).
- 43
- 44 ▪ The second PMP/ MTSS committee meeting, with ESOL representation, is held within 18
- 45 weeks to review the effectiveness of the remedial strategies. If the ELL student does not
- 46 make satisfactory progress, the curriculum may be suspended and intense remedial
- 47 instruction in reading and/ or mathematics is provided based on the student’s deficiencies.
- 48
- 49 ▪ If the ELL student still has not made satisfactory progress after implementing the PMP/
- 50 MTSS for at least 27 weeks, the ELL committee may recommend retention unless
- 51 conditions exist such that retention would be more adverse for the student than
- 52 promotion.

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- The ELL Committee may exempt ELL students from the retention provision. The ELL student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/ native language, receipt of two (2) years, according to the date entered to United States school, 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.

10
11

2. Gifted Students

12 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.

13
14
15

3. Students with Disabilities –PMP/ MTSS Process

16
17

a) 504 Students

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

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b) ESE Students – PMP/ MTSS Process

23 A student with a disability who is not meeting the school district or state requirements for proficiency in English language arts and math shall have his or her academic needs addressed through an Individual Educational Plan (IEP).

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- If the student’s IEP does not address the student’s deficiency in reading or mathematics as required by Florida law, then the school must address these deficits in either a schoolwide progress monitoring system or an individual progress-monitoring plan.
 - When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, ESE/ Regular Education Teacher should write a PMP/ MTSS to address the student’s educational needs. The PMP/ MTSS should be developed with the involvement of the parent/ guardian.

1 **F. Retention**

- 2
- 3 • **No student may be assigned to a grade level based solely on age or other factors that**
- 4 **constitute social promotion, Section 1008.25 (6)(a), FS.**
- 5
- 6 • **Retention decisions will not be made on a single test score.**
- 7
- 8 • Students in Grades 6-8 who are identified as being considerably or substantially below grade
- 9 level in reading, writing, mathematics, and/ or science **must** receive remediation or be
- 10 retained with an intensive program that is different from the previous year’s program and takes
- 11 into account the student’s learning style. However, students whose test scores and classroom
- 12 performance indicate that they are almost at grade level may be promoted with close
- 13 monitoring or promoted with a PMP.
- 14
- 15 • The following options are available for students who have not met the levels of performance
- 16 for student progression:
- 17 ○ remediate before the beginning of the next school year and promote,
- 18 ○ promote and remediate during the following year with more intensive intervention and
- 19 remediation strategies identified in the revised PMP/ MTSS,
- 20 ○ retain and remediate using an alternative program of instructional delivery.
- 21

22 An appropriate placement, which differs from the present placement, must be considered for

23 a student who has been retained two or more years, Section 1008.25(2)(b), FS.

24

- 25 • Students classified as retained after the summer programs will be eligible for such appropriate
- 26 placement. Recommendation for placement is to be determined on an individual basis
- 27 considering:
- 28 ○ Teacher recommendations
- 29 ○ Parent recommendations
- 30 ○ Test scores -- FCAT 2.0, FSA, SAT-10
- 31 ○ Rtl Intervention Assistance Team recommendations
- 32 ○ ELL committee recommendation for ELL students.
- 33 ○ The principal, upon written authority from the Superintendent, may promote a student who
- 34 has been previously retained if the principal determines that standards have been met and
- 35 the student will be able to benefit from instruction at the higher grade. If the placement
- 36 involves a new school, the assignment will occur at the time agreed upon by both the
- 37 sending and receiving principal.
- 38
- 39

1 **1. Special Program Considerations**
2

3 **a) ELL Students**

- 4 • An ELL student who has received more than two (2) years, according to the date
5 entered to a United States school, of instruction in an approved ESOL program may
6 be retained when there is lack of academic progress in grade level 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
15 English or that the under-performance is due to the child’s limited English proficiency.
16

17 **b) Students with Disabilities**

18 **(1) 504 Students**

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

22 **(2) ESE Students**

23 A student enrolled in ESE must demonstrate proficiency in the Florida Standards or
24 Access Points for the Florida Standards in English Language Arts, math, social
25 studies, and science.
26

27 **G. Remediation**

28
29 Remediation must be based on the results of diagnostic assessment(s) and it must be
30 systematically embedded in the total educational program for the student. The daily instruction
31 for the student will be modified based on both the diagnosis and the contents of the PMP/ MTSS
32 or other educational plan(s) (e.g., IEP, ELL Student Plan).
33

34 The PMP must include Tier 1, Tier 2, or Tier 3 supports.
35

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

1 **H. Extended School Year**

2
3 **1. ELL Students**

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

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

14
15 **2. Students with Disabilities**

16
17 **a) 504 Students**

18
19 Section 504 students may participate in an extended school year if it is available and if the
20 students meet the same eligibility requirements as established for all regularly attending
21 students. The current Section 504 Plan would remain in effect for the extended school
22 year.

23
24 **b) ESE Students**

25
26 The determination of Extended School Year (ESY) services is made by the IEP team annually, or
27 more frequently as indicated, as part of the provision of a Free Appropriate Public Education
28 (FAPE). When determining the need for ESY, the IEP team reviews appropriate data and
29 considers regression in the areas of academics, communication, independent functioning, and
30 self-sufficiency and social/ emotional development or behavior; whether the student is at a crucial
31 stage in the development of critical life skills, emerging skills and/or critical points of instruction;
32 and the nature or severity of the student's disability including the rate of progress. Varying
33 amounts, types, and durations of ESY services are possible based on the individual needs of a
34 student and may include direct or indirect special education services, related services, or some
35 combination of these.

36 **3. Home Education Students**

37
38 Home education students may participate in an extended school year if it is available and if
39 they meet the same eligibility requirements as established for all regularly attending students.

40
41 Students who expect to earn credit in a home education program during the summer must
42 register with the Superintendent by the end of the first grading period (second week).
43

1 **IV. REPORTING STUDENT PROGRESS**

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

4
5 Section 1008.25 (7)(a), FS, specifies that the district school board must annually report to the
6 parent of each student the progress of the student towards achieving state and district
7 expectations for proficiency in reading, writing, science and mathematics, including the student's
8 results on each statewide assessment test. The evaluation of each student's progress must be
9 based upon the student's classroom work, observations, tests, district and state assessments,
10 and other relevant information. Progress reporting must be provided to the parent in writing in
11 the format adopted by the district school board. Progress reports for ELL students shall be
12 provided in the parent's native language when feasible. No one test with a single administration
13 should determine promotion or retention. The preponderance of evidence from evaluations
14 should be used to determine if a student is ready for the work of the next grade.

15
16 **B. Report Cards**

- 17
- 18 • Section 1003.33 (1), FS, requires that district report cards for all secondary school students
19 must clearly grade or mark:
 - 20 ○ the student's academic performance in each class or course in Grades 6-8 (based upon
21 examinations as well as written papers, class participation and other academic
22 performance criteria);
 - 23 ○ the student's conduct and behavior; and
 - 24 ○ the student's attendance, including absences and tardiness.
 - 25
 - 26 • The student's final report card for a school year shall contain a statement indicating end-of-
27 year status regarding performance or nonperformance at grade level, acceptable or
28 unacceptable behavior and attendance and promotion or nonpromotion.
 - 29
 - 30 • All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5, 6-8, and 9-
31 12) as the primary means of reporting student progress.
 - 32
 - 33 • With the approval of the Superintendent and the School Board, schools may develop
34 additional or supplementary instruments, which may be used in conjunction with the standard
35 report card.
 - 36
 - 37 • Report cards shall be issued for all students, 6-8, at the close of each grading period.
 - 38
 - 39 • Progress Reports may be issued at the end of the extended year programs and services, i.e.,
40 extended school year, Saturday school, before and after school programs.
 - 41
 - 42 • Parents are to be notified in writing midway in a nine weeks grading period or at any time
43 during a grading period when it is apparent that the student may not pass or is performing
44 unsatisfactorily in any course or grade level. The county Deficiency/ Progress Report and/
45 approved electronic Progress Report form will be used for this notification.
 - 46
 - 47 • Report cards for English Language Learner (ELL) students must be in the primary language
48 of the parent/ guardian, whenever feasible. These primary language report cards are to be
49 attached to the English report card.
 - 50

1
2 **C. General Rules of Marking or Awarding Grades**
3

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

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

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

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

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

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

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

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- To receive a report card a student shall have been enrolled in school at least one-half (1/2) of the forty-five day grading period as established by the official school calendar. The report card needs to reflect the date of entry and attendance record. If a student withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal. Amended 07-02-96, 06-27-00, and 07-01-06
- Students are to receive grades in all subjects in which they have received instruction that grading period.

2. Change of Grades

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

a) Request by Teacher for Change of Grade

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

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

5
6 In Grades 6-8, the determination of individual nine weeks grades shall be computed by the
7 following system. However, for the determination of end-of-year final grades for promotion, see
8 III.A.

9
10 **1. Grades 6-12 Percentage Value Definition**

11 Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades using the scale
12 below:

13

<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

- 14
- 15 • If the resulting average is not a whole number, the number is rounded to the nearest whole
16 number as follows:
 - 17 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the
18 nearest whole number.
 - 19 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest whole
20 number.
 - 21 • If an "I" (incomplete) is recorded on a report card, the requirements for which the
22 incomplete was assigned must be satisfied within two weeks of the issuance of report
23 cards or the "I" becomes "F." At the teacher's discretion, a longer period of time may be
24 allowed for makeup work.
25
26
27
28

1 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students**
2

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

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

- 31 • All students must participate in all regular district and state assessments for accountability
32 purposes [Sections 1008.22, 1008.25 (4)(a), FS].
33
- 34 • Home education students who wish to participate in the Florida Standards Assessment (FSA)
35 may do so under the following conditions:
- 36 ○ Home education students may take the FSA only at the school for which they are zoned.
37
 - 38 ○ Home education students must abide by all the rules of the Student Code of Conduct while
39 on any Osceola County school campus. Failure to do so will result in the removal of the
40 student from the campus and loss of testing privileges.
 - 41 ○ Home education parents must notify the appropriate school(s) of their intention to
42 participate in testing at least two weeks in advance of the scheduled assessment.
43
44
45

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

2
3 **1. ELL Students**

- 4
5 • ELL students who are currently receiving ESOL services in accordance with the District
6 ELL Plan, shall receive the following test accommodations on both state and School
7 District assessments: flexible setting, flexible scheduling, additional time, assistance in the
8 Heritage language as specified in the Test Accommodations for ELLs in the administrative
9 manual of the FSA and shall have access to an approved English to heritage language
10 translation dictionary and/ or heritage language to English translation dictionary.
11 Accommodations for all other state assessment(s) will be provided according to the
12 recommendations of test publishers and/ or appropriate district staff.

13
14 **2. Students with Disabilities**

15
16 **a) 504 Students**

- 17
18 • Students with 504 plans may receive accommodations on both district and state
19 assessments. The student's Section 504 Plan should address the accommodations
20 that are regularly provided for classroom activities and assessment and should guide
21 decisions on accommodations for specific test situations. However, allowable
22 accommodations for statewide tests are limited to those listed in the State Board Rule
23 and the state test administration manuals.
24
25 • Accommodations may include: flexible setting, flexible scheduling, flexible timing,
26 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

27
28 **b) ESE Students**

- 29
30 • Test accommodations during district/ state testing will be implemented as specified in
31 the student's IEP.
32
33 • Statewide assessment accommodations may be used only if they do not alter the
34 underlying content that is being measured by the assessment or negatively affect the
35 assessment's reliability or validity. Allowable accommodations are those that have
36 been used by the student in classroom instruction. Such accommodations may
37 include: presentation, responding, scheduling, setting, and/ or assistive devices.
38
39 • The need for any unique accommodations for use on state assessments not outlined
40 above must be approved by the Commissioner of Education.
41

1 **H. Exemptions from District/ State Assessments for Special Program Students**
2

3 **1. ELL Students**
4

- 5 • All ELL students are expected to participate in the FSA English Language Arts tests.
6 However, ELL students who have received 12 months, according to the date entered to a
7 United States school, or less of instruction in an approved ESOL program can be exempt
8 from taking FSA English Language Arts tests if an ELL Committee decides it is
9 appropriate. The alternate assessment to be used is the CELLA, which will be given at
10 the appropriate grade level. All ELL students, regardless of years of instruction, are
11 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 team determines whether and how a student with a disability participates in
22 School District and statewide standardized assessments. Under certain conditions, the
23 IEP team can seek exemptions from the Florida Standards Assessment.

- 24 • Certain students with significant cognitive disability may be assessed through the
25 Florida Standards Alternate Assessment.
26
27 • Extraordinary exemptions may be granted in certain situations.
28
29 • Exemptions for medical complexity may be granted in certain situations.
30
31

1 **H. Annual Report in Local Newspaper**
2

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

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



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**2017-18
HIGH SCHOOL
STUDENT PROGRESSION PLAN**

Grades 9-12

**Effective July 01, 2017
Revised December 12, 2017**

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

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

21
22 **a) Maximum Age Limit for Attendance**

- 23
24 • ***In order to provide reasonable consistency of maturity levels among students***
25 ***in the regular high school program***, no one shall be permitted to attend the regular
26 high school program after attaining the age of nineteen (19) if he or she has had an
27 interruption in schooling.
28
29 • In order to protect the safety and welfare of younger students, principals may refuse
30 enrollment in the regular high school program of those persons who have had a history
31 of disruptive behavior in the school setting, who have attained the age of sixteen (16)
32 years, and have filed a formal declaration of intent to terminate enrollment with the
33 District School Board, in accordance with statute, and are seeking to reenroll in school.
34 Such persons shall be afforded the opportunity to pursue a high school diploma
35 through the Adult High School or General Educational Development (GED) programs
36 of the District. The provisions of this paragraph shall not apply to students who are
37 classified as exceptional students. F.S. 1003.21(1)(c)
38
39
40
41 • A student with a disability shall be considered to be "in a continuous study program" when
42 that student's Individual Education Plan (IEP) requires continued services by the district.
43 If a student with a disability graduates with a special diploma, a certificate of completion,
44 or a special certificate of completion, and has not reached the age of 22, the student may,
45 at his/ her option, continue to receive Free and Appropriate Public Education (FAPE) until
46 that student's twenty-second (Age 22) birthday or until he/ she earns a standard diploma
47 whichever comes first. Graduation with a standard diploma, regardless of age, constitutes
48 cessation of FAPE requiring written prior notice.
49

50 **2. Health Requirements**

51
52 **a) Proof of Physical Examination**

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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

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.

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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.

(2) Grades 9-12

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

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.

1 **3. Residency Requirements**
2

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

- 6 • Category 1
7 ○ mortgage document
8 ○ rental or lease agreement
9 ○ property tax records
10
- 11 • Category 2
12 ○ current utility bill (e.g., cell phone, electric, cable, water, natural gas)
13 ○ income tax records
14 ○ proof of receipt of government benefits
15

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

- 19 • a completed, notarized Verification of Residency form available through the Department
20 of Student Services at the District Office signed by the owner of the home with one
21 document from each of the above categories.
22
- 23 • In addition, the parent must provide a valid Florida Driver's License (or Florida Department
24 of Motor Vehicles picture ID), voter registration, or auto registration with the Osceola
25 County address listed for which they 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.
37

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

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

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

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

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

- 3 • In order to enroll any student who is not residing with his or her natural parent or legal
4 guardian, the responsible adult shall sign a Temporary Educational Guardianship for
5 Student form available through the Department of Student Services at the District Office.
6
7 ○ Temporary Educational Guardianship for Student shall only be given in the event of:
8 ○ Hospitalization
9 ○ Incarceration
10 ○ Death
11 ○ Foreign Exchange Student (per School Board Rule 5.25)
12 ○ Parent unable to care for child
13 ○ Foster parent
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.
25

26 **6. Student with Disabilities**
27

28 **a) 504 Students**

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

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

- 35 • A transferring ESE student is one who was previously enrolled as an ESE student in
36 any other school or agency and who is enrolling in a Florida school district or in an
37 educational program operated by the Exceptional Student Education Department
38 through grants or contractual agreements.
39
- 40 • An ESE student who is transferring from one Florida public school district to the School
41 District of Osceola County who has a current Individual Education Plan including Gifted
42 Students (IEP/ EP) will be placed in the appropriate educational program(s) with a
43 permanent assignment consistent with the plan. The receiving school **must** review
44 and may revise the current IEP/ EP as necessary.
45
- 46 • An ESE student who is transferring from an out-of-state public school with ESE
47 documentation will be placed immediately in the appropriate educational program(s).
48 A permanent assignment may be made for the student if the student has an IEP/ EP
49 and evaluation information. If the ESE documentation is not complete, a transfer
50 assignment may be made in order for the district to conduct an initial evaluation
51 pursuant to Rule 6A-6.0331 (4) and (5), FAC.
52
53

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.
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.
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.
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 Florida Statute 1006.15, and these guidelines will be made available to home education
23 students choosing to participate in interscholastic extracurricular activities.
24

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.
7
- 8 • Beginning the 2014-15 school year, students will no longer be eligible for exemptions to
9 course exams.

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 attendance personnel verify presence. (This is not to be confused with class
42 attendance). All absences whether "excused, or "permitted," or "unexcused," shall be
43 recorded each day.
44

1 **3. Student Absences**
2

- 3 • Each school shall establish procedures to ensure good attendance in each grading period.
4
5 • Non-attendance in a class shall be considered an absence unless the student is
6 participating in a school activity. Absences shall be classified as:
7

8 **a) Excused Absences**
9

- 10 • Absences shall be excused for the following reasons:
11 ○ illness or injury of the student;
12 ○ illness, injury, or death in the immediate family of the student. (The immediate
13 family shall be defined as listed in the United States Internal Revenue Service
14 guidelines.);
15 ○ educational opportunities which are age appropriate for the student as deemed by
16 the principal or his/ her designee; or
17 ○ religious holidays (see also Paragraph I.C.6.)
18
19 • If a parent reports a student’s absence due to illness for ten (10) days or more during
20 the school year or for five (5) days or more during a semester, or if there is a
21 reasonable doubt concerning the illness claimed, then the principal shall be authorized
22 to require a statement from an accepted medical authority. Failure to comply with this
23 requirement shall result in the absence being “unexcused.”
24
25 • The Principal of a school shall have sole discretion as to how absences shall be
26 reported to the school. The parent or legal guardian shall report absences through a
27 telephone call, a handwritten note, or both as determined by the Principal.
28
29 • In cases of excused absences, the student shall be allowed to make up the work and
30 teachers of the students shall give every reasonable assistance.
31

32 **(1) Grading of Make-up Work**
33

- 34 • Make-up work shall be completed for all absences during a period of time equal to
35 at least twice the number of days for which the student is absent from the class,
36 unless the teacher allows more time.
37

38 Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1003.21,
39 Florida Statutes and Chapter 75-130, Laws of Florida; Sections 1006.09, 1001.42,
40 1003.25, 1001.54, 1212.28, 1012.53, 1011.61, 1003.26, Florida Statutes, and STATE
41 BOARD RULE 6A-1.451
42

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

- 3 • The principal may approve “pre-arranged excused” absences, which are “excused”
4 but 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 • Upon each unexcused absence, the Principal or designee shall contact the student’s
27 parent or guardian to determine the reason for the absence.
28
29 • If a student has had at least five (5) unexcused absences within a calendar month or
30 ten (10) unexcused absences within a ninety (90) day calendar period, the student’s
31 primary teacher shall report to the principal or designee that the student may be
32 exhibiting a pattern of non-attendance. Unless there is clear evidence that the
33 absences are not a pattern of non-attendance, the case shall be referred to an Early
34 Truancy Intervention Team or attendance committee to determine if early patterns of
35 truancy are developing. If the Early Truancy Intervention Team or attendance
36 committee finds that a pattern of non-attendance is developing, whether the absences
37 are excused or not, a meeting with the parent must be scheduled to identify potential
38 remedies.
39
40 • If the initial meeting with the parent does not resolve the problem, the Early Truancy
41 Intervention Team or attendance committee shall implement specific interventions that
42 best address the problem.
43
44 • The Early Truancy Intervention Team or attendance committee shall be diligent in
45 facilitating intervention services and shall report the case to the Superintendent or his
46 designee only after all reasonable efforts to resolve the problem have been exhausted.
47
48 • If the parent, guardian, or other person in charge of the child refuses to participate in
49 the remedial strategies because he/ she believes that those strategies are
50 unnecessary or inappropriate, the parent, guardian, or other person in charge of the
51 child may appeal to the School Board. The School Board may provide a hearing
52 officer, who may be an employee of the School Board, in lieu of a School Board
53 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) 07-15-03
12

13 (1) Tardies

14
15 For truancy purposes, five tardies *to school*, or a combination of tardies *to school* and
16 early departures that equals five (5), shall equal one unexcused absence. However,
17 this unexcused absence is for referral purposes, and the electronic record is not to be
18 altered. Actual presence or absence on campus must be accurately reflected in the
19 electronic record.
20

21 (2) Early Departures

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:**

- 36 ○ appointments for medical, legal, or counseling purposes;
- 37 ○ funerals,
- 38 ○ family emergencies, etc.
- 39

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

- 41 ○ parent's convenience,
- 42 ○ personal reasons,
- 43 ○ shopping trips, etc.
- 44

1 **4. Students with Disabilities**
2

3 **a) 504 Students**
4

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

15 **b) ESE Students**
16

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

27 **5. Hospital/ Homebound Program**
28

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

34 **6. Student Absences for Religious Reasons**
35

- 36 • Students will be excused for religious holidays on those days when the religious tenets
37 forbid secular activities on that day. Religious absences are pre-arranged absences. The
38 parents must have declared that their student is observing the holidays of that specific
39 religion and make their request in writing at least five days prior to the holiday.
40
- 41 • Students will be afforded an opportunity to make up missed work without adverse school
42 effects when absent because of a religious holiday. Within five school days prior to an
43 expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal in
44 writing and request that the student be excused from attendance. A written excuse will
45 not be required upon return to school and no adverse or prejudicial effects will result for
46 any student availing herself/ himself of this provision. Students will be permitted to make
47 up missed work according to school procedures.
- 48
- 49 • If questions arise regarding this rule, principals may grant the parent(s)/ guardian(s) a
50 conference or contact the religious organization for clarification, or a notarized statement
51 from the parent or guardian of a minor student will be accepted. Parent(s)/ guardian(s)
52 may appeal the principal's decision to the Superintendent should a conflict arise.
53

1 **7. Virtual Instruction Program**
2

- 3 • Compulsory school attendance and attendance record keeping shall apply to district virtual
4 instruction programs [1002.245 (6) (a); 1003.21, Florida Statutes]. Students in grades K-
5 3 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12
6 must attend at least 900 hours (5 hours per day) of instruction.
7

8 **D. Student Withdrawals**
9

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

18 **1. Student Withdrawals for Enrollment in Home Education Programs**
19

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

28 **2. Student Withdrawals -- Exceptional Student Education (ESE)**
29

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

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3. Student Withdrawals -- Alternative Programs

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

4. Student Withdrawals for Non-Attendance

- Students who have recorded ten (10) or more unexcused absences consecutively may be withdrawn as provided for in the Attendance Procedures, which include documented contact attempts.

1 **II. PROGRAM DESCRIPTION**

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

- 4
5 • The Florida Standards (6A-1.09401 State Board Rules) are benchmark standards that
6 describe what students should know and be able to do at all Grades Kindergarten through 12
7 in the subjects of:
8
- | | |
|----------------------|------------------------|
| 9 -- language arts | -- mathematics |
| 10 -- science | -- social studies |
| 11 -- world language | -- health education |
| 12 -- fine arts | -- physical education. |
- 13
14 • Osceola District Schools shall provide appropriate instruction to assist students in the
15 achievement of these standards. The Florida Standards have been incorporated within the
16 Osceola County Curriculum Frameworks and are on file in the Administrative Center and are
17 in use at each school.
18
- 19 • In addition, Section 1003.42, Florida Statutes, requires that members of the instructional staff
20 of the public schools, subject to the rules of the State Board of Education and the district
21 school board, shall teach efficiently and faithfully, using the books and materials required that
22 meet the highest standards for professionalism and historic accuracy, following the prescribed
23 courses of study, and employing approved methods of instruction, the following:
24
- 25 ○ The history and content of the Declaration of Independence, including national
26 sovereignty, natural law, self-evident truth, equality of all persons, limited government,
27 popular sovereignty, and inalienable rights of life, liberty, and property, and how they form
28 the philosophical foundation of our government.
 - 29 ○ The history, meaning, significance, and effect of the provisions of the Constitution of the
30 United States and amendments thereto, with emphasis on each of the 10 amendments
31 that make up the Bill of Rights and how the constitution provides the structure of our
32 government.
 - 33 ○ The arguments in support of adopting our republican form of government, as they are
34 embodied in the most important of the Federalist Papers.
 - 35 ○ Flag education, including proper flag display and flag salute.
 - 36 ○ The elements of civil government, including the primary functions of and interrelationships
37 between the Federal Government, the state, and its counties, municipalities, school
38 districts, and special districts.
 - 39 ○ The history of the United States, including the period of discovery, early colonies, the War
40 for Independence, the Civil War, the expansion of the United States to its present
41 boundaries, the world wars, and the civil rights movement to the present. United States
42 history shall be viewed as factual, not as constructed, shall be viewed as knowable,
43 teachable, and testable, and shall be defined as the creation of a new nation based largely
44 on the universal principles stated in the Declaration of Independence.
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- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
- The elementary principles of agriculture.
- The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- Kindness to animals.
- The history of the state.
- The conservation of natural resources.
- Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.
- Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- The study of Hispanic contributions to the United States.
- The study of women's contributions to the United States.
- The nature and importance of free enterprise to the United States economy.
- A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in Kindergarten through Grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
- In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

- 1 ○ During the 2016 legislative session, House Bill 1147 was signed into law and takes effect
2 July 1, 2016. This legislation updates section 1003.42(2)(s), Florida Statutes (F.S.), to
3 require that “the character-development curriculum for grades 9-12 shall, at a minimum,
4 include instruction on developing leadership skills, interpersonal skills, organization skills,
5 and research skills; creating a résumé; developing and practicing the skills necessary for
6 employment interviews; conflict resolution, workplace ethics, and workplace law;
7 managing stress and expectations; and developing skills that enable students to become
8 more resilient and self-motivated.”
9

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

- 11
- 12 • A comprehensive program of general education when implemented effectively enables
13 students to make maximum use of their educational opportunities and to function
14 effectively as productive individuals.
 - 15
 - 16 • The District School Board shall assist schools and teachers in the implementation of
17 research-based reading activities, Section 1008.25(4)(b), Florida Statutes.
 - 18
 - 19 • The School District of Osceola County Curriculum Guidelines also reflect the priorities of
20 the Florida K-20 education system.

21

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

- 23
- 24 • A curriculum framework is a broad guideline which directs district personnel by providing
25 specific instructional plans for any given course or area of study and is consistent with the
26 Florida Course Code Directory. Curriculum frameworks are contained the Florida DOE
27 publication “Curriculum Frameworks for Grades 9-12, Adult Basic Program” available on
28 the Florida DOE website. The above frameworks include the Exceptional Student
29 Education Courses and the Career and Technical Courses. 07-01-02
30

31 **3. Student Performance Standards**

- 32
- 33 • Student Performance Standards have been developed cooperatively with district
34 personnel for the intended outcomes specified in each curriculum and are also on file at
35 each high school and the district office.
 - 36
 - 37 • All current Florida state standards may be found on the FDOE C-PALMS (Collaborate,
38 Plan, Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>
 - 39
 - 40 • Students must show mastery of the performance standards before credit for course is
41 awarded. Upon successful completion of the course, with a minimum course grade of a
42 “D” and/or at least sixty percent (60%) proficiency, students will have demonstrated
43 mastery. Student mastery will be assessed through the use of teacher observation,
44 classroom assignments, and examinations. (For ELL students, see also below.) Students
45 must also meet the attendance requirement as set forth in I.C. and III.G. of this Student
46 Progression Plan.
47
48

1 **B. Special Programs**

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

- 4
5 • All students with limited English proficiency (ELL) must be appropriately identified in order
6 to ensure the provision of appropriate services. Every student identified as ELL shall
7 continue to receive appropriate instruction and funding as specified by the District ELL
8 Plan, State Board Rules and Regulations, and Florida Statutes until such time as the
9 student is reclassified as English proficient. Note: See the School District of Osceola
10 County English Language Learner Plan 2004 for full explanation of services and model.

11
12 **a) Home Language Survey (HLS) and Identification Criteria**

- 13
14 ○ A student with all NO responses on the HLS is considered non-English Language
15 Learner.
16
17 ○ A student with any YES response is referred for English language proficiency
18 assessment.
19
20 ○ A student with a YES response to question #1 only is temporarily placed in non-ESOL
21 classes until English language proficiency assessment is completed.
22
23 ○ A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL
24 classes until English language proficiency assessment is completed.
25
26 ○ The grade level appropriate IDEA Oral Language Proficiency Test will be used to
27 determine oral/ aural English proficiency and is to be administered within the first 20
28 days after enrollment date.
29
30 • Students in Grades 3-12 found to be fluent English speaking will be given a nationally-
31 normed, standardized reading and writing test, within 20 days from their date of enrollment
32 for further assessment of their English proficiency.
33
34 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/ ELL
35 committee to determine appropriate ESOL assessment and placement.
36
37 • Every English Language Learner student is entitled to equal access to all academic,
38 categorical, and federal programs offered by the School District of Osceola County. The
39 amount of time the ELL student is assigned to the program(s) shall be comparable to the
40 time assigned to a non-ELL student under similar conditions. An updated ELL student's
41 class schedule must be maintained in the ELL Student Plan as part of the student
42 permanent record.
43
44 • English Language Learner students are taught by subject area teachers following the
45 corresponding district curriculum. The instructional personnel provide appropriate and
46 individualized instruction to students through the use of ESOL teaching strategies,
47 appropriate instructional materials, curriculum accommodations, and testing
48 accommodations. The ESOL strategies and accommodations are documented in the
49 teacher's lesson plans as evidence that understandable instruction is being provided.
50

- 1 • Schools with fifteen (15) or more ELL students who speak the same home language shall
2 provide at least one bilingual teacher assistant or bilingual teacher proficient in English
3 and the home language of the students. The ESOL teacher assistant's (or bilingual
4 teacher's) primary assignment is to offer the ELL students additional help in the basic
5 content areas under the supervision of the basic subject area teacher.
6

7 **2. Dropout Prevention and Retention Programs (DOP)**
8

- 9 • The academic program for a DOP student may differ from traditional education programs
10 and schools in scheduling, administrative structure, philosophy, curriculum, and/
11 or setting. The DOP Program employs alternative teaching methodologies, curricula,
12 learning activities, or diagnostic and assessment procedures in order to meet the needs,
13 interests, and talents of eligible students. High school DOP programs are designed to
14 meet the needs of high-risk students and offer them special opportunities to earn credit
15 towards graduation or promotion.
16
- 17 • High school students who meet the district's requirements for an approved dropout
18 prevention program, an honors accelerated credit program, or a career and technical
19 education program may be enrolled in modified courses to earn additional credits. (For
20 ELL students, see above.)
21
- 22 • Students enrolled in district dropout prevention programs will receive a high school
23 diploma if they fulfill the minimum state graduation requirements and may also participate
24 in senior activities at their home-zoned schools unless they are enrolled in Zenith
25 Accelerated Learning Academy or a behavior-based program in lieu of expulsion. Senior
26 activities include senior meetings, proms, and any school-sponsored graduation activities.
27 As a condition for participation in these activities, students shall meet the home-zoned
28 school's eligibility requirements for behavior, grades, attendance, and registration
29 procedures. Regardless, the principal shall have the right of final approval of each
30 student's participation.
31

32 **a) Zenith Accelerated Learning Academy- Grade Levels 9-12**
33

- 34 • This is an alternative school specifically designed for high school dropouts and
35 potential dropouts, in order to provide them with a vehicle to complete a high school
36 program. Students enrolled in Zenith School shall participate in senior activities for
37 which they are eligible at Zenith School. However, students enrolled in Zenith School
38 may participate in interscholastic extracurricular activities at their home-zone school.
39 (For ELL students, see above.)
40
- 41 • This is a competency-based program with students demonstrating mastery of the
42 student performance standards. Elective credits for related work experience (OJT) in
43 this program are earned on the same basis as in the regular day-school career and
44 technical education programs.
45
- 46 • Although these programs are designed to provide students with a non-traditional
47 school setting in order to meet individual needs, the school district Code of Student
48 Conduct is in effect and School Board Rules governing student conduct shall be
49 followed.
50

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3. Gifted Education

- For a high school student enrolled in the gifted program, a qualitatively different curriculum consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.
- High school students identified as Gifted have an Educational Plan (EP) that outlines goals and strengths, and provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration, and enrichment that incorporate the student's special abilities and interests.

1 **4. Students with Disabilities**

2
3 **a) 504 Students**

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

14
15 **b) Exceptional Education Students**

16
17 **Exceptionalities include:** Autism Spectrum Disorder, Deaf or Hard-of-Hearing,
18 Developmentally Delayed (Ages 3-5), Dual-Sensory Impaired, Emotional or Behavioral
19 Disabilities, Gifted, Homebound or Hospitalized, Infants or Toddlers Birth through Two
20 Years Old who have Established Conditions, Intellectual Disabilities, Language
21 Impairments, Occupational Therapy as a Related Service, Orthopedic Impairment, Other
22 Health Impairment, Physical Therapy as a Related Service, Specific Learning
23 Disabilities, Speech Impairments, Traumatic Brain Injury, and Visually Impaired.

24
25 **(1) ESE Curriculum**

- 26
27 • The curriculum for the high school ESE students shall follow the Florida Standards
28 with appropriate accommodations.
29
30 • For students with disabilities identified as ESE students, their Individual
31 Educational Plans (IEP's) specify the appropriate goals and benchmarks and
32 unique aspects of their programs.
33
34 • For some ESE students with significant cognitive disabilities, the Access Points
35 Curriculum for Florida Standards in English language arts, math, social studies,
36 and science may be more appropriate. The decision to place a student with a
37 disability on Access Points shall be made through an IEP team meeting and with
38 parent consent.
39
40 • For some students enrolled in ESE programs, the IEP team determines that
41 participation in the Florida Standards Alternate Assessment is the most
42 appropriate measure of the student skills. For these students, instruction in the
43 Access Points is the most appropriate means of providing access to the general
44 curriculum. Such students shall be promoted based on the acquisition of skills in
45 accordance with the student's IEP and the grade level Access Points for Florida
46 Standards in English language arts, math, social studies, and science.
47
48 • The IEP developed by the team specifies the level of services for specific content
49 areas. The IEP addresses annual goals and short-term objectives to meet the
50 unique needs of the student as well as appropriate classroom accommodations.
51 Accommodations may be embedded in curriculum, instruction, and assessment.
52 Accommodations may include specialized presentation formats, specialized

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assessment/ response formats, setting, and/ or scheduling. Accommodations listed on the IEP must be implemented as indicated.

1 **C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl)**
3

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

26 **D. Acceleration Plan**
27

- 28 • The academic progress of all students, including those students who exceed curriculum
29 benchmarks, remains a high priority for the school district. Per 1002.3105, Florida Statutes,
30 Academically Challenging Curriculum to Enhance Learning (ACCEL), the district provides the
31 following plan for acceleration decisions within the district's existing Multi-Tiered System of
32 Supports (MTSS) and Problem Solving/ Response to Intervention framework.
33
 - 34 ○ School level Problem Solving Teams shall review assessment data at the beginning of the
35 school year to determine which students may benefit from acceleration options.
 - 36
 - 37 ○ Tier 1 acceleration options may include cluster/ ability grouping differentiated
38 assignments, curriculum compacting, or telescoping curriculum.
 - 39
 - 40 ○ Tier 2 acceleration options may include single subject or virtual school instruction.
 - 41
 - 42 ○ Tier 3 acceleration options may include whole grade acceleration if the Problem Solving
43 Team determines such placement may meet the needs of highly able students.
 - 44
 - 45 ○ For each tier, the Problem Solving Team shall monitor the progress of all students and
46 administer additional assessments to determine if students continue to exceed
47 benchmarks and whether more targeted acceleration options are appropriate.
48

1 **E. Advanced Placement Program**
2

- 3 • The Advanced Placement program is designed to give students Advanced Placement (AP)
4 course offerings by teachers who are specially trained through the College Board. Each
5 program offers a wide variety of AP courses relating to personal interests and individual
6 academic strengths. The College Board's AP program offers more than 30 courses across
7 multiple subject areas. Each course is developed by a committee composed of college faculty
8 and AP teachers and covers the breadth of information, skills, and assignments found in the
9 corresponding college course.
- 10
- 11 • Students will have the opportunity to earn recognition from the College Board is as follows:
- 12
- 13 ○ *AP Scholar*
- 14 ▪ Granted to students who receive grades of 3 or higher on three or more AP Exams
- 15
- 16 ○ *AP Scholar with Honor*
- 17 ▪ Granted to students who receive an average grade of at least 3.25 on all AP Exams taken,
18 and grades of 3 or higher on four or more of these exams
- 19
- 20 ○ *AP Scholar with Distinction*
- 21 ▪ Granted to students who receive an average grade of at least 3.5 on all AP Exams taken,
22 and grades of 3 or higher on five or more of these exams
- 23
- 24 ○ *State AP Scholar*
- 25 ▪ Granted to the one male and one female student in each state in the United States with
26 grades of 3 or higher on the greatest number of AP Exams, and then the highest average
27 grade (at least 3.5) on all AP Exams taken
- 28
- 29 ○ *National AP Scholar*
- 30 ▪ Granted to students in the United States who receive an average grade of at least 4 on all
31 AP Exams taken, and grades of 4 or higher on eight or more of these exams
- 32

33 **F. International Baccalaureate (IB) Diploma Program**
34

- 35 • Section 1003.43(1), F.S., requires high school students to complete successfully either a
36 minimum of twenty-four (24) academic credits in grades 9-12 or an IB curriculum for
37 graduation. The components of the IB curriculum that meet this requirement are as follows:
- 38
- 39 ○ The IB Diploma program is a rigorous pre-university course of studies, leading to
40 internationally-standardized examinations that meet the needs of highly motivated
41 secondary students.
- 42
- 43 ○ The program is designed as a comprehensive two-year curriculum that allows its
44 graduates to fulfill requirements of various national education systems.
- 45
- 46 ○ The IB Organization (IBO), a nonprofit educational foundation, has been in existence since
47 1963.
- 48

1 **1. International Baccalaureate Course of Study**
2

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

35 *Some IB Standard Level courses may be offered over one year rather than two, and
36 therefore, a student would earn only 1 credit in a subject rather than two. The two credit
37 requirement is satisfied by successfully completing the curriculum for each course and
38 taking the IB exam in that subject area. In these cases, students may finish with fewer
39 than the minimum thirteen (13) credits defined above.
40
41

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

2
3 **1. Cambridge AICE Diploma Description**

4
5 The Advanced International Certificate of Education (AICE) Diploma Program is the
6 curriculum whereby students are enrolled in a program of studies offered and administered
7 through the University of Cambridge AICE Program.

8
9 To be considered for an AICE Diploma, students must earn the equivalent of six credits by
10 passing a combination of examinations at either double credit (A level) or single credit (AS
11 level), with at least one course coming from each of the subject group 1, 2, 3 areas:

- 12
13
 - 14 • Mathematics and Sciences
 - 15 • Languages
 - 16 • Arts and Humanities
 - 17 • Global Perspectives (effective Spring 2017, Cambridge Global Perspectives will be
18 required as a seventh credit for the Cambridge AICE Diploma).

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

29
30 **2. AICE Exams and College Credits**

31
32 The State Board of Education has established rules that specify the passing cutoff scores on
33 AICE Examinations that are used to grant post-secondary credit at Florida's state colleges
34 and universities.

35
36 Both Cambridge International AS and A Levels are considered college-level courses of study,
37 and students passing these examinations with a Cambridge grade of E (or e) or higher may
38 receive up to 45 hours of college credit or advanced standing based on their scores in these
39 examinations from universities throughout the United States and all public universities and
40 colleges in Florida.

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

19 Completion of AICE Diploma Curriculum prerequisites as identified by the AICE program
20 school are presumed.
21

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

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

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

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

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

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 Students interested in dual enrollment at TECO shall fill out an application prior to the
9 semester they wish to enroll. Upon approval, students enrolled in dual enrollment technical
10 courses at TECO shall earn both high school credit from their home high school and clock
11 hour credit from TECO. No tuition fees shall be assessed for high school students dual-
12 enrolled at TECO.
13

14 **2. Dual Enrollment**

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

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

32 **J. Early Admission for Advanced Studies**
33

- 34 • Students who meet the prerequisites of an early admission and advanced studies program
35 may be permitted to enroll as a full-time post-secondary student during their senior year in
36 high school. Such programs shall meet the following conditions:
37
 - 38 ○ Approval of the program by the School Board shall be obtained before the end of the first
39 month of the final year of high school or before the end of the first semester if entry is
40 expected during the second semester of the final year of high school.
 - 41
 - 42 ○ The student shall be accepted by a state accredited post-secondary school or university
43 after completion of three (3) full senior high school years, and a minimum of eighteen (18)
44 credits is earned.
 - 45
 - 46 ○ The student shall maintain at least an overall “C” average.
 - 47
 - 48 ○ Any senior enrolled in college courses full-time may re-enter a high school within the
49 district as a full-time student at the end of the high school semester.
 - 50
 - 51 ○ Any credit earned at the accredited post-secondary level may be substituted for a required
52 high school credit in the same discipline. Successful completion of a three-hour college
53 course will equal one-half (1/2) high school credit.

1
2 **K. College Course Credit**
3

- 4 • Any passing grades received in courses from a college may be accepted toward requirements
5 for graduation from Osceola County. Three (3) college semester hours shall be considered
6 equivalent to one-half (1/2) high school credit unless otherwise indicated by the Articulation
7 Coordinating Committee and approved by the State Board of Education.
8

9 **L. Credit from Correspondence**
10

- 11 • Credit from Correspondence from a university will be acceptable so long as the course code
12 number of the course taken corresponds to acceptable high school course code numbers. It
13 shall be the responsibility of the student to provide verification of successful completion from
14 the university to the high school.
15

16 **M. Credit from Florida Virtual School (FLVS)**
17

- 18 • Credits earned from FLVS shall transfer as public high school credits at face value for students
19 enrolled in any Florida public high school or registered home education program.
20
- 21 • Students who complete and earn all credits required by state law for graduation through a
22 combination of any virtual education courses and regular public high school courses may be
23 eligible to receive a District diploma:
24
- 25 ○ In order for a FLVS student to earn a regular high school diploma from the District, the
26 student must be enrolled in at least one course for the entire semester at a district high
27 school prior to the expected date of graduation and have successfully completed all other
28 graduation requirements as outlined in school Board policy. (See subsection IV.)
29
 - 30 ○ In order to be eligible to take the appropriate form of the Florida Standards Assessment
31 (FSA) or Florida End of Course Assessment (EOC) required for graduation, a student must
32 be enrolled in a Florida public high school.
33
- 34 • Registered home education students who complete and earn all credits required by state law
35 for graduation through FLVS courses may be eligible to receive a District diploma:
36
- 37 ○ In order for a registered home education student to earn a regular high school diploma
38 from the District, the student must be enrolled in at least one course for the entire semester
39 at a district high school prior to the expected date of graduation and have successfully
40 completed all other graduation requirements as outlined in school Board policy. (See
41 subsection IV.)
42
 - 43 ○ In order to be eligible to take the appropriate form of the Florida Standards Assessment
44 (FSA) or Florida EOC required for graduation, a student must be enrolled in a Florida
45 public high school.
46
- 47 • Beginning the 2009-10 school year, the Osceola Virtual School will be a school of choice, and
48 students may earn a diploma from the Osceola Virtual School if they are eligible to enroll in
49 and complete all requirements for this program.
50

1 **N. Credit Acceleration Program**

- 2
- 3 • Florida’s Credit Acceleration Program (CAP) is created for the purpose of allowing a
4 secondary student to earn high school credit in a course that requires a statewide,
5 standardized end-of-course assessment if the student attains a specified score on the
6 assessment.
7
 - 8 • Notwithstanding Section 1003.436, Florida Statutes, the school district shall award course
9 credit to a student who is not enrolled in the course, or who has not completed the course, if
10 the student attains a score indicating satisfactory performance, as defined in s.
11 1008.22(3)(c)5., on the corresponding statewide, standardized end-of-course assessment.
12
 - 13 • The school district shall permit a student who is not enrolled in the course, or who has not
14 completed the course, to take the standardized end-of-course assessment during the regular
15 administration of the assessment.
16
 - 17 • 1003.4295 Acceleration options.—
18

19 (3) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to
20 earn high school credit in courses required for high school graduation through passage of an
21 end-of-course assessment administered under s. 1008.22, an Advanced Placement
22 Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436,
23 a school district shall award course credit to a student who is not enrolled in the course, or
24 who has not completed the course, if the student attains a passing score on the corresponding
25 end- of-course assessment, Advanced Placement Examination, or CLEP. The school district
26 shall permit a public school or home education student who is not enrolled in the course, or
27 who has not completed the course, to take the assessment or examination during the regular
28 administration of the assessment or examination if the student pays for the assessment.
29

30 **O. Course Substitutions**

- 31
- 32 • Course substitutions are to be made on a curriculum equivalency basis only. A course, which
33 has been used to substitute in one subject area, may not be used to substitute for any other
34 subject area.
35
 - 36 • Upon completion of the Junior Reserve Officers Training Corps (JROTC) program, (Army, Air
37 Force, Navy, Marine Corps, or Coast Guard) students may substitute on a curriculum
38 equivalency basis one JROTC credit to satisfy a graduation requirement as outlined in the
39 Florida Course Code Directory.
40
 - 41 • Florida Statute 1011.62 requires district school boards to provide for Career and Technical
42 program substitutions not to exceed two credits in each of the non-elective subject areas of
43 English, mathematics, and science. The Career and Technical program that is substituted for
44 a non-elective academic course will be funded at the level appropriate for the Career and
45 Technical program. Career and Technical course substitution will be allowed as provided in
46 the Course Code Directory.
47
 - 48 • Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons
49 and completion of cardiopulmonary resuscitation (CPR) training shall satisfy the one credit
50 physical education requirement if the student makes a “C” or better on a competency test on
51 personal fitness developed by the Florida Department of Education. This is a waiver of the
52 course requirement only; the student must still earn 24 credits to graduate. Credit will not be
53 awarded for participation in interscholastic sports.

1
2 **P. Middle School Acceleration for High School Credit**
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 Charter
5 Schools and Educational Choices.
6

- 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
 - 12 • The student must present to the school principal a listing of the specific courses for which
13 credit is requested. Credits earned through institutions affiliated with the following accrediting
14 agencies will be accepted at face value as long as those courses can be aligned with the
15 Florida Course Code Directory:
 - 16 ○ The Southern Association of Colleges and Schools
 - 17 ○ The Middle States Association of Colleges and Schools
 - 18 ○ The New England Association of Colleges and Schools
 - 19 ○ The North Central Association of Colleges and Schools
 - 20 ○ The Northwest Association of Colleges and Schools
 - 21 ○ The Western Association of Colleges and Schools

22
23 Such affiliation must be validated through appropriate documentation, which will remain on
24 file with Charter Schools and Educational Choices.
25

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

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- 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.
- 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.
- 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.

1 **III. GRADE LEVEL CLASSIFICATION**
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. Grade classification, however, is based upon student achievement of academic course
6 credits, and is not automatic.
7

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

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

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

22 **1. Grading of Make-up Work**
23

- 24
- 25 ○ Make-up work shall be completed during a period of time equal to at least twice the time
26 for which the absence is excused, unless the teacher allows more time.
27
- 28 ○ Students whose absences have been approved as "excused" or "permitted", and who
29 complete the make-up assignments as required by school policy, shall receive grades for
30 the periods of such absences in the same manner as if not absent from school. Each
31 school shall establish procedures to ensure good attendance in each grading period.
32

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

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

- 2
- 3 • A student will be placed in accordance with the number of credits earned by the beginning of
- 4 the school year.
- 5
- 6 ○ All students entering their second year of high school shall be classified as a *sophomore*.
- 7
- 8 ○ A student must have earned 11 credits to be classified as a *junior*.
- 9
- 10 ○ A student must have earned 18 credits to be classified as a *senior*.
- 11
- 12 • Students who transfer into Osceola County from public schools shall be classified according
- 13 to their grade placement at the school from which they transfer. Thereafter they will follow
- 14 classification as set up by Osceola County except for those students who transfer as seniors.
- 15
- 16 • All **transfer students** will be expected to attempt to earn a minimum of three and one-half
- 17 (3.5) credits per semester in the year of their transfer; however, no requirement for specific
- 18 course work will be retroactive except as stated above.
- 19
- 20 • Work or credits from state or regionally accredited SACS/ CITA public or private schools or
- 21 institutions shall be accepted at face value, subject to validation if deemed necessary.
- 22
- 23 • Students may be promoted to the next grade at the end of the first semester of a school year
- 24 provided they have earned the following number of eligible credits:
- 25
- 26 ○ Junior - 14 credits
- 27
- 28 ○ Senior - 20 credits
- 29
- 30 • All students will be expected to remain a full-time student for four (4) years after enrolling as
- 31 a Grade 9 student, *unless* the student:
- 32
- 33 ○ Declares an intent to graduate on the 18 credit Academically Challenging Curriculum to
- 34 Enhance Learning (ACCEL) plan, or
- 35
- 36 ○ Declares an intent to graduate early under the 24 credits plan and meets all standard
- 37 diploma requirements.
- 38
- 39 ○ A student must make his or her declaration to graduate early *prior to* the first day of the
- 40 semester of the school year in which the student intends to graduate.
- 41
- 42 ○ Is an overage student enrolled in a dropout prevention program.
- 43
- 44

- 1 • For Dual Enrollment (DE) students, a full time student is considered as follows:
 - 2
 - 3 ○ 4 DE classes– full time no classes at home school
 - 4 ○ 3 DE classes – 1-3 classes at high school
 - 5 ○ 2 DE classes – 2-4 classes at high school
 - 6 ○ 1 DE class – 5 classes at high school
 - 7

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

9
10 It is recommended that students should have a minimum of six (6) credits total per year to
11 meet graduation requirements.

12
13 Students can take DE courses at more than one institution, but no more than four (4) courses
14 (13 credit hours) per fall/spring term, unless approval has been granted from High School
15 Curriculum and Instruction and the Dual Enrollment Institution.

- 16
- 17 • Students who earn 24 or more credits prior to graduation will be encouraged to pursue
18 advanced academic or vocational opportunities such as Advanced Placement, Dual
19 Enrollment, International Baccalaureate, Advanced International Certificate of Education, or
20 Industry Certification programs.

21 22 **C. General Requirements – Grades 9-12, Alternative Education Programs**

- 23
- 24 • Students enrolled in alternative education programs may be promoted to the next grade:
25 based on the student’s Grade 9 cohort year.
 - 26
 - 27 ○ Grade 9 = 2017-2018 cohort
 - 28 ○ Grade 10 = 2016-2017 cohort
 - 29 ○ Grade 11 = 2015-2016 cohort
 - 30 ○ Grade 12 = 2014-2015 cohort and prior
 - 31

1 **D. Student Performance Levels for Reading, Writing, Mathematics, and Science**
2

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

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

- 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.
30

31 **2. Possible Assessments**

- 32 • District-adopted program assessments
- 33 • Reading Plus Benchmark Assessment
- 34 • Postsecondary Education Readiness Test (PERT)
- 35 • FSA English Language Arts
- 36 • FSA Mathematics
- 37 • Florida End of Course Assessments (EOC)
- 38 • ACCESS 2.0
- 39 • Florida Alternate Assessment (FAA)
40

41 **3. Promotion of ESE Students**
42

- 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.
47
48

1 **E. Progress Monitoring Plan (PMP)/ Multi-Tiered Systems of Support (MTSS) Process**
2

- 3 • Florida Statute 1008.25 (4)(b) requires that students that do not achieve level 3 or above on
4 statewide standardized English Language Arts assessment, or the statewide standardized
5 mathematics assessment must have an Individualized Education Plan (IEP), be part of a
6 schoolwide system of progress monitoring for all students or have an individualized progress
7 monitoring plan.
8
- 9 • All high schools shall have an established Multi-Tiered Systems of Support (MTSS) system in
10 place that shall monitor the progress of all students.
11
- 12 • Students identified, through the MTSS system, with significant English Language Arts or
13 Mathematics deficiencies shall be provided additional instructional supports as documented
14 on the MTSS Intervention Documentation form.
15
- 16 • Florida Statute 1008.25 (5)(c) requires parent notification for students who exhibit substantial
17 deficiencies in reading. When a student is identified with a significant reading deficiency,
18 through the MTSS team, a district notification letter and MTSS parent brochure shall be sent
19 home. The notification letter includes an invitation for parents to meet with the school to:
20 provide input on the intervention plan and to learn strategies they may use at home to help
21 the student succeed in reading proficiency.
22

23 **1. ELL Students – PMP/MTSS Process**
24

- 25 • English Language Learner students who are unable to demonstrate mastery in academic
26 subject areas as described in the Student Progression Plan will be referred to a Progress
27 Monitoring Plan / ELL committee. This committee will develop an PMP/ MTSS for the
28 student in accordance with the following guidelines and procedures:
29
- 30 ○ The reason for the academic under-performance of an ELL student must **not** imply
31 that he/ she needs an extra year to learn English or that it is due to the student's lack
32 of English proficiency.
33
- 34 ○ Establish lack of academic progress in English Language Arts, mathematics, and
35 science using a composite of indicators that includes, but is not limited to: grade level
36 checklists, pre-tests and post-tests, ACCESS 2.0 results, alternate assessment
37 results, previous academic records, diagnostic assessment in the home language, and
38 any other appropriate indicator of academic progress.
39
- 40 ○ The first PMP/ MTSS ELL committee meeting develops a PMP/ MTSS that includes a
41 list of intensive remedial instructional strategies designed to assist the ELL student
42 (NOTE: ESOL accommodations are not considered remedial strategies).
43
- 44 ○ The second PMP/ MTSS committee meeting, with ESOL representation, is held within
45 18 weeks to review the effectiveness of the remedial strategies. If the ELL student
46 does not make satisfactory progress, the curriculum may be suspended and intense
47 remedial instruction in reading and/ or mathematics is provided based on the student's
48 deficiencies.
49
- 50 ○ If the ELL student still has not made satisfactory progress after implementing the PMP/
51 MTSS for at least 27 weeks, the ELL committee may recommend retention unless
52 conditions exist such that retention would be more adverse for the student than
53 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 (according to the date entered a U.S. school) 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 through the MTSS process. Accommodations and/or interventions are to be addressed through the gifted Educational Plan (EP) process.

3. Students with Disabilities – PMP/ MTSS Process

a) 504 Students

A PMP is to be developed for a 504 student who does not meet district and state levels of proficiency in English Language Arts, mathematics, and/ or science.

b) ESE Students

A student with a disability who is not meeting the school district or state requirements for proficiency in English Language Arts and math shall have his or her academic needs addressed through an Individual Educational Plan (IEP).

- If the student's IEP does not address the student's deficiency in English Language Arts or mathematics as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual progress-monitoring plan.
- When an ESE student is determined to be performing below grade level in English Language Arts, or mathematics, the ESE/ Regular Education Teacher should write a PMP to address the student's educational needs. The PMP should be developed with the involvement of the parent/ guardian.

1 **F. Retention**

- 2
- 3 • **No student may be assigned to a grade level based solely on age or other factors that**
 - 4 **constitute social promotion.** Section 1008.25 (6)(a), Florida Statutes
 - 5
 - 6 • **Retention decisions will not be made on a single test score.**
 - 7
 - 8 • Students in Grades 9-12 who are identified as being considerably or substantially below grade
 - 9 level in English Language Arts, mathematics, and/ or science **must** receive remediation and
 - 10 require a PMP.
 - 11
 - 12 • The principal, upon written authority from the Superintendent, may promote a student who
 - 13 has been previously retained if the principal determines that standards have been met, and
 - 14 the student will be able to benefit from instruction at the higher grade. If the placement
 - 15 involves a new school, the assignment will occur at the time agreed upon by both the sending
 - 16 and receiving principal.
 - 17 • Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory
 - 18 remediation program.
 - 19
 - 20 • Eighth grade students promoted to the ninth grade may take courses during the extended
 - 21 school year for acceleration.
 - 22

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

- 24
- 25 • An ELL student who has received more than two (2) years of instruction in an approved
- 26 ESOL program according to the date entered US school, may be retained when there is
- 27 lack of academic progress in grade level concepts.
- 28
- 29 • The ELL committee shall meet to document the evidence indicating lack of academic
- 30 progress and to recommend retention. The parent/ guardian shall be invited to attend.
- 31
- 32 • The teacher(s) must show extensive documentation of the ESOL strategies used to
- 33 provide the student with understandable instruction.
- 34
- 35 • The reason for retention **must not imply** the student needs an extra year to learn English
- 36 or that the under-performance is due to the child's limited English proficiency.
- 37

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

39 **a) 504 Students**

- 40
- 41
- 42 • A student with a 504 Plan must meet the district and state levels of proficiency.
- 43

44 **b) ESE Students**

- 45
- 46 • A student enrolled in ESE **must** meet demonstrate proficiency in the Florida Standards
- 47 or the Access Points for Florida Standards in English language arts, math, social
- 48 studies, and science.
- 49

1 **G. Remediation**
2

- 3
- 4 • A PMP/ MTSS 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.
 - 8 • Remediation must be based on the results of diagnostic assessment(s) and it must be
9 systematically embedded in the total educational program for the student. The daily
10 instruction for the student will be modified based on both the diagnosis and the contents of
11 the PMP/ MTSS or other educational plan(s) (e.g., IEP, ELL Student Plan).
 - 12
 - 13 • The PMP must include Tier 1, Tier 2, or Tier 3 supports.
 - 14
 - 15 • Parents of students who have been identified as needing remediation may contract with state
16 certified teachers or enroll students in an approved remedial program to teach individual
17 students in lieu of attendance in a remedial school program. However, if the parent chooses
18 this option, he or she must notify the child's school principal in writing within fifteen (15) days
19 after the PMP conference. Such students will be required to pass a school-approved exam.
20

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

6 **1. ELL Students**
7

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

16 **2. Students with Disabilities**
17

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.
24

25 **b) ESE Students**
26

- 27 • The determination of Extended School Year (ESY) services is made by the IEP team
28 annually, or more frequently as indicated, as part of the provision of a Free Appropriate
29 Public Education (FAPE). When determining the need for ESY, the IEP team reviews
30 appropriate data and considers regression in the areas of academics, communication,
31 independent functioning, and self-sufficiency and social/ emotional development or
32 behavior; whether the student is at a crucial stage in the development of critical life
33 skills, emerging skills and/or critical points of instruction; and the nature or severity of
34 the student's disability including the rate of progress. Varying amounts, types, and
35 durations of ESY services are possible based on the individual needs of a student and
36 may include direct or indirect special education services, related services or some
37 combination of these.
38

39 **3. Home Education Students**
40

- 41 • Home education students may participate in an extended school year if it is available and
42 if they meet the same eligibility requirements as established for all regularly attending
43 students.
44
45 • Students who expect to earn credit in a home education program during the summer must
46 register with the Superintendent by the end of the first grading period (second week).
47

1 **IV. GRADUATION REQUIREMENTS**
2

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

8 **A. Course Credit Requirements**
9

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

14 **B. Graduation Requirements Charts**
15

- 16 • Students must successfully complete one of the following diploma options:
17 ○ 24-credit standard diploma
18 ○ 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
19 ○ Advanced International Certificate of Education (AICE) curriculum
20 ○ International Baccalaureate (IB) Diploma curriculum
21
- 22 • Students must pass the following statewide assessments. The results constitute thirty (30)
23 percent of the final course grade* or a comparative score on the Postsecondary Education
24 Readiness Test (PERT).
25 ○ Grade 10 ELA (or ACT/SAT concordant score)
26 ○ Algebra I end-of-course (EOC)
27
- 28 • Students must participate in the following EOC assessments, and the results constitute thirty
29 (30) percent of the final course grade*. These assessments are in the following subjects:
30 ○ Biology I
31 ○ Geometry
32 ○ US History
33

34 *Special Note: Thirty (30) percent is not applicable if not enrolled in the course but passed
35 the EOC.
36

Students Entering Grade Nine in the 2013-2014 School Year and Subsequent School Years
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 (except for Algebra and Geometry)
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 (except Biology 1) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
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
Beginning 2017-18 school year, as part of the physical education curriculum or any other required curriculum that a school district may designate, each school shall provide training in cardiopulmonary resuscitation (CPR) which is based on an instructional program established by the American Heart Association, the American Red Cross, or another nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines and incorporates the development of psychomotor skills in the program. Students shall study and practice the psychomotor skills associated with performing CPR and study the appropriate use of an automated external defibrillator (AED).
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 2013-2014

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

- 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

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student:

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

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.)

1

Requirements for Diploma Designations

Scholar Diploma Designation 2014-2015 and Subsequent School Years

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

- Earn 1 credit in Algebra II;
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I 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; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

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.)

2

Requirements for All Student Cohorts, 2013-2014 and Subsequent School Years
<p>A student must successfully complete a:</p> <ul style="list-style-type: none"> ▪ 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. <p>Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessments.</p>
<p>18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL)</p> <ul style="list-style-type: none"> ▪ Physical education is not required ▪ 3 elective credits ▪ Online course is not required <p>All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statute [F.S.]).</p>
<p>Can a student who selects the 24-credit program graduate early?</p> <p>Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in less than eight semesters.</p>
<p>What is the credit acceleration program (CAP)?</p> <ul style="list-style-type: none"> • This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP), or a statewide course assessment without enrollment in the course. The courses include the following subjects: <ul style="list-style-type: none"> ○ Algebra 1 ○ Geometry ○ U.S. History ○ Biology 1 ○ Algebra 2
<ul style="list-style-type: none"> • Acceleration courses and advanced coursework options include: <ul style="list-style-type: none"> ○ Dual enrollment and early admission, ○ AICE Program, ○ AP Program, ○ IB Diploma Program, and ○ Industry certification. <p>For more information, visit www.fldoe.org/schools/SupportForNGHS.asp.</p>
<ul style="list-style-type: none"> • For more information on local public school district graduation programs, please contact the school counselor.
<ul style="list-style-type: none"> • 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).
 - Section 1003.438, F.S. Special high school graduation requirements for certain exceptional students.—A student who has been identified, in accordance with rules established by the State Board of Education, as a student with disabilities who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet all requirements of s. [1002.3105\(5\)](#), s. [1003.4281](#), or s. [1003.4282](#) and shall, upon meeting all applicable requirements prescribed by the district school board pursuant to s. [1008.25](#), be awarded a special diploma in a form prescribed by the commissioner; however, such special graduation requirements prescribed by the district school board must include minimum graduation requirements as prescribed by the commissioner. Any such student who meets all special requirements of the district school board, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the commissioner. However, this section does not limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any such student shall, upon proper request, be afforded the opportunity to meet fully all requirements of s. [1002.3105\(5\)](#), s. [1003.4281](#), or s. [1003.4282](#) through the standard procedures established therein and thereby to qualify for a standard diploma upon graduation.

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

- 2
- 3 • All students must maintain a **cumulative grade point average of 2.0 on a 4.0 scale** as
- 4 required by Florida Statute 1003.428. Parents of students who have cumulative grade point
- 5 averages less than 1.5 above the required graduation level shall be notified that the student
- 6 is at risk of not meeting the graduation requirements. This notification shall be in the form
- 7 provided in the District approved reporting procedures.
- 8
- 9 • For those students at each grade level in Grades 9 through 12 who have attained a cumulative
- 10 grade point average at or below the minimum required for graduation, the following options
- 11 will be made available.

12

13 **1. Grade Forgiveness Policy**

- 14 ○ Students who earn a grade of “D” or “F” may retake a course to improve their skills,
- 15 grade, and GPA.
- 16
- 17 ○ The grade forgiveness policy for **required courses** shall be limited to replacing a
- 18 grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or
- 19 higher, or the equivalent of a grade of “C” or higher, earned subsequently in the **same**
- 20 **or comparable course**.
- 21
- 22 ○ The grade forgiveness policies for **elective courses** shall be limited to replacing a
- 23 grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or
- 24 higher, or the equivalent of a grade of “C” or higher, earned subsequently in **another**
- 25 **course**.
- 26
- 27 ○ The only exception to these forgiveness policies shall be made for a **student in the**
- 28 **middle grades who takes any high school course for high school credit** and
- 29 earns a grade of “C,” “D,” or “F” or the equivalent of a grade of “C,” “D,” or “F.” In such
- 30 case, the grade forgiveness policy shall allow the replacement of the grade with a
- 31 grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned
- 32 subsequently in the **same or comparable course**.
- 33
- 34 ○ In all cases of grade forgiveness, only the new grade shall be used in the calculation
- 35 of the student’s grade point average or athletic eligibility. Any course grade not
- 36 replaced according to a district school board forgiveness policy shall be included in
- 37 the calculation of the cumulative grade point average required for graduation. [Florida
- 38 Statute 1003.428(4)(d)]
- 39
- 40 • Students who have not attained the required grade point average are eligible for an extended
- 41 school year in an attempt to raise the cumulative grade point average.
- 42

1 **D. Statewide Assessment Requirement**

2
3 **1. Graduation Requirements**

4
5 The assessments students must pass in order to graduate with a standard high school
6 diploma are determined by their year of enrollment in Grade 9. Table 1 lists the required
7 assessments for each Grade 9 cohort for the Florida Standards (FSA) English Language
8 Arts (ELA) and the FSA Algebra 1 End-of-Course (EOC) Assessment. Table 1 lists the
9 requirements for Grade 9 cohorts required to pass the state assessments.

10
11 **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

12
13 **Grade 10 English Language Arts**

14
15 In 2014-15, the Florida Standards Assessments (FSA), aligned to the Florida Standards,
16 were introduced, and the Grade 10 FSA ELA assessment was administered for the first
17 time in spring 2015. New performance standards were adopted in State Board of
18 Education rule in January 2016. Beginning with students who entered grade 9 in 2014-15
19 and beyond, students must pass the Grade 10 FSA ELA by earning the score established
20 in the State Board of Education rule, as indicated below. From the FLDOE Fact Sheet,
21 Table 2 shows the passing score for each assessment depending on the year students
22 entered Grade 9.

23
24 **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

25
26 *Students who took the assessment prior to the adoption of the passing score on the new
27 scale adopted by the State Board are eligible to use the alternate passing score for graduation,
28 which is linked to the passing score for the previous assessment requirement.
29
30

1 **Algebra 1 EOC Assessment**

2 The FSA Algebra 1 EOC assessment was first administered in spring 2015. These students,
3 as well as students who took the assessment in summer, fall, or winter 2015, are eligible for
4 an alternate passing score of 489. Students taking the assessment for the first time after
5 performance standards were set must pass the Algebra 1 EOC by earning the passing score
6 of 497, adopted in State Board of Education rule in January 2016.
7

8 **Table 3: Algebra 1 Assessment Requirement and Passing Score by Implementation**
9 **Year**

10

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	FSA Algebra 1 EOC Assessment	489*
2014-15 and beyond	FSA Algebra 1 EOC Assessment	497

11 *Students who took the assessment prior to the adoption of the passing score on the new
12 scale adopted by the State Board are eligible to use the alternate passing score for graduation,
13 which is linked to the passing score for the previous assessment requirement.
14
15

1 **2. Graduation Options**

2
3 **a) Retaking the Statewide Assessments**

4
5 Students can retake the FSA ELA Grade 10 or Algebra 1 FSA EOC Assessment each
6 time the test is administered until achieving a passing score, and students can enroll
7 beyond the twelfth grade year should they need additional instruction to pass an
8 assessment. Students currently have up to five opportunities to pass the Grade 10 ELA
9 FSA test before their scheduled graduation. Students who do not pass the grade 10 ELA
10 FSA in the spring of their tenth-grade year may retest in fall and spring of their eleventh-
11 and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC
12 Assessment will depend on when students first take the test, since they typically take it at
13 the conclusion of the course. The Algebra 1 FSA EOC Assessment is currently
14 administered four times each year: fall, winter, spring, and summer.

15
16 **b) Concordant and Comparative Scores Option**

17
18 A student can also graduate by receiving a score concordant to the Grade 10 ELA FSA
19 score on either the ACT or SAT and a score comparative to the Algebra 1 EOC FSA
20 Assessment passing score on the Postsecondary Education Readiness Test (PERT) (for
21 concordant scores, see Table 4).

22
23 Table 4 shows the concordant and comparative scores students must achieve based on
24 the year they entered Grade 9. Even if they have achieved a concordant score before the
25 Grade 10 assessment, all students enrolled in Grade 10 are required to participate in the
26 statewide assessments in accordance with Section 1008.22, Florida Statutes.
27 Additionally, if students have achieved a comparative score on the PERT prior to enrolling
28 in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC
29 FSA Assessment in accordance with Section 1008.22, Florida Statutes. Additional
30 guidance regarding ELA and Algebra FSA concordant scores is posted at:

- 31
32 • <http://www.fldoe.org/BII/StudentPro/resources.asp>

33
34 **Table4: Concordant and Comparative Scores by Year Students Entered Grade 9**

Grade 10 FCAT 2.0 or Grade 10 FSA ELA	
Old SAT Critical Reading*	430
New SAT Evidence-Based Reading and Writing **	430
New SAT Reading Subtest**	24
ACT	19
Algebra 1 EOC (NGSSS or FSA)	
PERT	97

35
36 *administered prior to March 2016

37 **administered in March 2016 or beyond, either the 430 score on Evidence-Based
38 Reading and Writing OR the 24 score on Reading may be used.

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c) High School Diploma Scholar Designation

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

- Biology 1 and
- U.S. History

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

- Biology 1
- U.S. History
- Geometry

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

d) Waivers for Students with Disabilities

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

- <http://www.fldoe.org/ese/>

e) General Education Development (GED) Tests

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

1 **3. ESE Students**
2

- 3 • The Individual Education Plan (IEP) team may waive the FCAT or FSA as a requirement
4 for graduation with a standard high school diploma for students with disabilities whose
5 abilities cannot accurately be measured by the statewide assessment test. This provision
6 applies to seniors beginning with the class of 2003.
7
8 • Per Section 1003.428, Florida Statutes, students eligible for consideration are those
9 students with disabilities who:
10 ○ are currently seniors in high school who have an IEP and for whom the FCAT or FCAT
11 2.0 or FSA is the graduation test.
12 ○ have met the state's graduation requirement of 24 credits/ courses and 2.0 cumulative
13 GPA, and any other district requirements for graduation with a standard diploma.
14 ○ have taken the Grade 10 FCAT or FCAT 2.0, or Grade 10 FSA ELA with allowable
15 accommodations at least once but have not attained a passing score (e.g., one
16 opportunity in Grade 10 and one opportunity in Grade 11).
17 ○ have participated in intensive remediation for Reading and for Algebra 1, if passing
18 scores were not earned.
19 ○ have demonstrated mastery of the Grade 10 Florida Standards.
20 ○ the IEP team determines that the FCAT or FCAT 2.0 or FSA cannot accurately
21 measure the student's abilities taking into consideration allowable accommodations.
22

23 **E. End-of-Course Assessment Requirements**
24

- 25 • Beginning in the 2011-2012 school year, in order to earn course credit, students must earn a
26 passing score on the statewide, standardized end-of-course assessment (EOC) for:
27 ○ Algebra I
28
29 • A minimum of 30% of the student's course grade must be comprised of performance on the
30 statewide, standardized assessment if one is required for that course.
31
32 • A student with a disability, as defined in Section 1007.02(2), Florida Statutes, for whom the
33 IEP committee determines that an end-of-course assessment cannot accurately measure the
34 student's abilities, taking into consideration all allowable accommodations, shall have the end-
35 of-course assessment results waived for the purpose of determining the student's course
36 grade and credit if the student meets all of the following criteria. The student:
37 ○ Is identified as a student with a disability as defined in Section 1007.02 (2), Florida
38 Statutes;
39 ○ Has an active Individual Education Plan (IEP);
40 ○ Has taken the EOC assessment with appropriate allowable accommodations at least
41 once, and
42 ○ Has demonstrated, as determined by the IEP team, achievement of the course standards.
43
44 • If a student transfers into an Osceola high school from out of country, out of state, a private
45 school, or a home school, and the student's transcript, or equivalent document required for
46 official decision-making for EOC assessments and course credits, shows credit received in
47 any course for which the state administers an EOC assessment for eligible credit, the student
48 shall be exempt from the EOC course requirement.
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1
2 **F. Student Standards for Participation in Extracurricular Activities**
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- 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.
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 ○ Grades earned in an extended school year (a maximum of one full credit as per FHSAA
17 guidelines) will affect the grade point average requirement for eligibility for the first grading
18 period of the next school year.
- 19 ○ Credits (a maximum of one full credit) earned in an extended school year will be utilized
20 in determining FHSAA eligibility for the first grading period of the next school year.
- 21 ○ Incoming, first time ninth graders do not have a "preceding school year" requirement.
22
- 23 • In order for a high school student to be eligible to participate in extracurricular activities during
24 the second, third, and/ or fourth grading periods, the student must maintain a 2.0 grade point
25 average on a 4.0 scale, for the grading period immediately preceding participation.
26
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30 **1. Academic Performance Contract**
31

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

1 **2. Home Education Students**
2

3 An individual home education student is eligible to participate at the public school to which the
4 student would be assigned according to district school attendance area policies or which the
5 student could choose to attend pursuant to district or inter-district controlled open enrollment
6 provisions. Such a student may also develop an agreement to participate at a nonpublic
7 school provided the following conditions are met:
8

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

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

1 **G. Graduation Requirements for ESE Students Prior to the 2014-2015 School Year**
2

- 3 • STATE BOARD RULE 6A-6.0312 provides that accommodations to basic and career and
4 technical education courses are allowable for all exceptional students to meet the
5 requirements for a regular or special diploma as follows (for potential ELL students, see
6 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 Plan.
14
- 15 • Accommodations may include any of the following:
16 ○ Specialized presentation formats;
17 ○ Specialized assessment or response formats;
18 ○ Setting; and/ or
19 ○ Scheduling.
20

21 **2. Standard Diploma**
22

23 **a) Requirements**
24

- 25 • To meet the requirements for a regular high school diploma, an exceptional student
26 shall take academic courses in the mainstream in accordance with the student's
27 Individual Education Plan. Students with disabilities may complete any basic or career
28 and technical education course applicable to a Standard Diploma if the course is
29 taught by the exceptional student teacher highly qualified in the subject area and if the
30 course content, standards, and student outcome and other requirements are
31 equivalent to that of the regular education course. Exceptional students may have
32 regular academic course accommodations as outlined above.
33
- 34 • Any students classified as Intellectual Disabilities, Deaf or Hard of Hearing, Speech
35 and/ or Language Impaired, Specific Learning Disabled, Physically Impaired with
36 Other Health Impaired, Physically Impaired with Orthopedically Impaired, Physically
37 Impaired with Traumatic Brain Injury, Visually Impaired, Autism Spectrum Disorder or
38 Emotional/ Behavior Disabilities may be awarded a Standard Diploma if they meet the
39 requirements established below:
40
- 41 ○ Course Requirements
42 ○ Cumulative Grade Point Average (GPA) Requirements
43 ○ Florida State Assessment Requirements
44

45 **b) Attendance**

- 46 • Meet attendance requirements.
47

48 **c) Curriculum**

- 49 • The curricular approach for high school Exceptional Student Education students shall
50 be a regular education curriculum that follows the Florida Standards with appropriate
51 accommodations.
52

1 **3. Special Diploma Option 1**
2

3 **NOTE: Only ESE students who enrolled in Grade 09 prior to the 2014-2015 School Year**
4 **are eligible for this diploma option.**
5

6 **a) Requirements**

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

- 12 ○ Complete course requirements as outlined below:

15 ▪ Language Arts (or Language Arts through ESOL)	= 3 credits
16 ▪ Mathematics	= 3 credits
17 ▪ Social Studies	= 2 credits
18 ▪ Science	= 1 credit
19 ▪ Physical Education	= 1 credit
20 ▪ Health or Life Management Skills or Career Education	= 0.5 credit
21 ▪ Career Preparation	= 0.5 credit
22 ▪ Electives	= 11 credits

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

- 24 ○ Students must have a 2.0 Grade Point Average (GPA) calculated from the courses
25 outlined above to be eligible for a special diploma.
26

27 **b) Attendance**

- 28 • Meet attendance requirements.
29

30 **c) Curriculum**

- 31 • The curricular approach for high school exceptional students shall follow the Florida
32 Standards or the Access Points of the Florida Standards.
33
- 34 • Any exceptional student, excluding students classified as Visually Impaired or Speech
35 Impaired only, who has acquired appropriate credits and GPA for a regular high school
36 diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver
37 was not approved by the IEP Team) may be awarded a Special Diploma Option 1.
38
- 39 • Note: Students classified as Visually Impaired or Speech Impaired only are not eligible
40 for a special diploma at this time.
41

42 Authorization: 6A-1.095, FAC
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4. Special Diploma Option 2

NOTE: Only ESE students who enrolled in Grade 09 prior to the 2014-2015 School Year are eligible for this diploma option.

a) Requirements

- In accordance with Rule 6A-1.0996, FAC, exceptional students who demonstrate mastery of specified employment and community competencies may graduate with a Special Diploma, Option 2.
 - Students shall be at least sixteen (16) years of age to be considered for this option, and shall be at least eighteen (18) years of age to graduate.
 - Complete course requirements as outlined below:
 - Language Arts = 2 credits
 - Mathematics = 2 credits
 - Electives = 7 credits
 - (Career and Technical Education courses, Practical Arts, OJT, etc.)
- Total: 11 Credits (4 required, 7 elective)
- Students must have a 2.0 Grade Point Average (GPA) calculated from the course requirements outlined above to be eligible for a special diploma.
 - The student shall satisfactorily demonstrate employment and community competencies while employed full-time at least 25 hours per week in a community based job and paid at least minimum wage for a minimum of one semester, unless the student is placed in supported competitive employment. In this case, the student must be employed for at least 20 hours per week, for the equivalent of one semester.

The student's individual education plan shall include a transition plan containing annual goals and short-term objectives related to the employment and community competencies.

- A training plan shall be developed and signed by the student, parent, teacher, and employer. The plan shall identify the job specific employment and related community competencies, the criteria for determining and certifying mastery of the competencies, the work schedule and the minimum number of hours to be worked per week, a description of the supervision to be provided by the school district staff, and any special considerations.

b) Attendance

- Meet attendance requirements.

c) Curriculum

- The curricular approach for high school exceptional students shall follow the Florida Standards or Access Points for Florida Standards in reading/ language arts, math, social studies, and science.
- Note: Students classified as Visually Impaired or Speech Impaired only are not eligible for a special diploma at this time.

1 **5. Certificate of Completion**
2

- 3 • Any exceptional student who has acquired appropriate credits and GPA for a high school
4 diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was
5 not approved by the IEP team may be awarded a Certificate of Completion.
6

7 **6. Special Certificate of Completion**
8

- 9 • Any Intellectual Disabilities, Deaf or Hard of Hearing, Language Impaired, Autism
10 Spectrum Disorder, Specific Learning Disabled, Physically Impaired with Other Health
11 Impaired, Physically Impaired with Orthopedically Impaired, or Physically Impaired with
12 Traumatic Brain Injury student whose ability to communicate orally or in writing is seriously
13 impaired, or Emotional/ Behavioral Disabilities, student who meets all graduation
14 requirements for a special diploma but is unable to meet the Access Points for Florida
15 Standards or Florida Standards in reading/ language arts, math, social studies, and
16 science.
17

18 **7. Changing Diploma Options**
19

- 20 • To ensure that students may select and move between the Special Diploma options and
21 between courses of study leading to Standard and Special Diplomas, Grade Point
22 Average (GPA), credits, and performance standards will be reviewed and student course
23 schedules will be developed to meet the requirements of the option selected.
24

25 **8. Transfers**
26

- 27 • Any exceptional student transferring into the Osceola School District during his or her
28 senior year and determined eligible for a special diploma shall be eligible to graduate
29 based upon the requirements of the school district from which he or she is transferring.
30

31 **9. Extended School Year Services**
32

- 33 • The determination of Extended School Year (ESY) services is made by the IEP team
34 annually, or more frequently as indicated, as part of the provision of a Free Appropriate
35 Public Education (FAPE). When determining the need for ESY, the IEP team reviews
36 appropriate data and considers regression in the areas of academics, communication,
37 independent functioning, and self-sufficiency and social/ emotional development or
38 behavior; whether the student is at a crucial stage in the development of critical life skills,
39 emerging skills and/or critical points of instruction; and the nature or severity of the
40 student's disability including the rate of progress. Varying amounts, types, and durations
41 of ESY services are possible based on the individual needs of a student and may include
42 direct or indirect special education services, related services, or some combination of
43 these.
44

1 **H. Graduation Requirements for ESE Students During and After the 2014-2015 School Year**
2

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

7 **1. Accommodations to Basic Courses**
8

- 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 • Accommodations may include any of the following:
 - 16 ○ Specialized presentation formats;
 - 17 ○ Specialized assessment or response formats;
 - 18 ○ Setting; and/ or
 - 19 ○ Scheduling.
- 20

21 **2. Standard Diploma**
22

- 23 • The requirements for the Standard Diploma are defined in Section 1003.4282 (1),
24 Florida Statutes, and Paragraph IV.B. of this document.
- 25

26 **3. Standard Diploma – Access Points/ Florida Alternate Assessment**
27

28 The Standard Diploma – Access Points/ Florida Alternate Assessment is designed for ESE
29 students with significant cognitive disabilities for whom the Individual Educational Plan
30 (IEP) Team has determined that Access Points and the Florida Alternate Assessment are
31 the most appropriate means of providing the student access to the general curriculum
32 [Section 1008.22(3)(c)4, Florida Statutes].
33

34 In general, the requirements for this diploma option are:

- 35
- 36 • A combination of course substitutions, assessments, industry certifications, other
37 acceleration options, or occupational completion points appropriate to the student's
38 unique skills and abilities that meet the criteria that State Board of Education rules
39 establish
- 40
- 41 • A portfolio of quantifiable evidence that documents a student's mastery of academic
42 standards through rigorous metrics that State Board of Education rules establish. A
43 portfolio may include, but is not limited to, documentation of work experience,
44 internships, community service, and postsecondary credit.
- 45

46 Specifically, in order to earn a Standard Diploma – Access Points/ Florida Alternate
47 Assessment, an ESE student must meet all of the requirements listed in the following
48 chart:
49

**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

1
2
3

Specifically, in order to earn a Standard Diploma – Academic and Employment, an ESE student must meet all of the requirements listed in the following chart:

Requirements for Standard Diploma – Academic and Employment
<p>4 Credits English Language Arts</p> <ul style="list-style-type: none">• 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.
<p>4 Credits Mathematics</p> <ul style="list-style-type: none">• 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.
<p>3 Credits in Science</p> <ul style="list-style-type: none">• 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.
<p>3 Credits Social Studies</p> <ul style="list-style-type: none">• 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.
<p>1 Credit Physical Education</p> <ul style="list-style-type: none">• Integration of health• Eligible courses are described in Course Code Directory and Instructional Assignment
<p>1 Credit in Fine and Performing Arts, Speech and Debate, or Practical Arts</p>

4

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
2

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
- 23 • Review the benefits of deferring the Standard Diploma, including continuation of
24 educational and related services, and describe to the parent and the student all
25 services and program options available to students who defer; and
26
- 27 • Describe in writing to the parent and the student all services and program options
28 available to students who defer.
29

30 The School District must:

- 31
- 32 • Inform the parent and the student, by January 30 of the year in which the student is
33 expected to meet graduation requirements, in writing, that failure to defer receipt of a
34 Standard Diploma after all requirements are met releases the District from the
35 obligation to provide a free appropriate public education (FAPE);
36
- 37 • Clearly state that:
38 ○ The deadline for acceptance or deferral of the diploma is May 15 of the year in
39 which the student is expected to meet graduation requirements and that
40 ○ Failure to attend a graduation ceremony does not constitute a deferral; and
41
- 42 • Ensure that the names of students deferring their diploma are submitted to appropriate
43 District staff for entry in the District's management information system. (Improper
44 coding in the district database will not constitute failure to defer.)
45

46 An ESE student who receives a certificate of completion and has an IEP that prescribes
47 special education, transition planning, transition services, or related services through 21
48 years of age who receives a Certificate of Completion may continue to receive specified
49 instruction and services through FAPE until the day the student attains the age of twenty-
50 two (22).
51

1 **6. Certificate of Completion**
2

3 The Certificate of Completion may be awarded to students who receive credit for all the
4 courses listed in the diploma options in Paragraph IV.H., but who do not achieve the
5 required Grade Point Average or who do not achieve proficiency on required assessments
6 for which they have not been granted a waiver in accordance with Section
7 1008.22(3)(c)2., Florida Statutes.
8

9 **7. Changing Diploma Options**
10

11 To ensure that students may select and move between the Special Diploma options, and
12 between courses of study leading to Standard and Special Diplomas, Grade Point
13 Average (GPA), credits, and performance standards will be reviewed and student course
14 schedules will be developed to meet the requirements of the option selected.
15

16 A student who has been working towards a Special Diploma option may elect to change
17 to a Standard Diploma option. If the student elects to change to the Standard Diploma
18 option, the student must meet all requirements for the Standard Diploma option. Once the
19 student changes to a Standard Diploma option, the student cannot revert back to the
20 Special Diploma option.
21

22 **8. Transfers**
23

24 Any exceptional student transferring into the Osceola School District during his or her
25 senior year and determined eligible for a special diploma shall be eligible to graduate
26 based upon the requirements of the school district from which he or she is transferring.
27

28 **9. Extended School Year Services**
29

30 The determination of Extended School Year (ESY) services is made by the IEP team
31 annually, or more frequently as indicated, as part of the provision of a Free Appropriate
32 Public Education (FAPE). When determining the need for ESY, the IEP team reviews
33 appropriate data and considers regression in the areas of academics, communication,
34 independent functioning, and self-sufficiency and social/ emotional development or
35 behavior; whether the student is at a crucial stage in the development of critical life skills,
36 emerging skills and/or critical points of instruction; and the nature or severity of the
37 student's disability including the rate of progress. Varying amounts, types, and durations
38 of ESY services are possible based on the individual needs of a student and may include
39 direct or indirect special education services, related services, or some combination of
40 these.
41

1 I. Types of Diplomas
2

- 3 • Students in Osceola County Schools may earn the following types of diplomas:
4

5 1. Standard Diploma
6

- 7 • A Standard Diploma shall be issued to students who meet the conditions set forth in this
8 Student Progression Plan section IV. This must include passing the High School
9 Competency Test (HSCT) or achieving an acceptable score on the Florida Standards
10 Assessment (FSA). For those ESE students for whom the IEP committee has approved
11 an FSA waiver, achieving an acceptable score on the FSA will be waived.
12
- 13 • Beginning with the 2008-09 school year, the following diploma designations shall be
14 available for the Standard Diploma:
15
- 16 ○ Completion of four (4) or more accelerated college credit courses in
 - 17 ▪ Advanced Placement (AP),
 - 18 ▪ International Baccalaureate (IB),
 - 19 ▪ Advance International Certificate of Education (AICE), or
 - 20 ▪ Dual Enrollment (DE),
 - 21 ○ Career education certification, and
 - 22 ○ Florida Ready to Work Credential.
- 23
24

25 2. Special Diploma (See also Subsection IV.F.)
26

27 **NOTE: Only ESE students who enrolled in Grade 09 prior to the 2014-2015 School Year**
28 **are eligible for these diploma options.**
29

30 a) Option1
31

32 A Special Diploma shall be awarded to a student who is properly classified as Intellectual
33 Disabilities, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled,
34 Emotional/ Behavioral Disabilities, Physically Impaired with Other Health Impaired,
35 Physically Impaired with Orthopedically Impaired, Physically Impaired with Traumatic
36 Brain Injury, or Autism Spectrum Disorder whose ability to communicate orally or in writing
37 is seriously impaired. These students must also master the Florida Standards or Access
38 Points for Florida Standards in reading/ language arts, math, social studies, and science.
39

40 Any exceptional student excluding Visually Impaired or Speech Impaired only who has
41 acquired appropriate credit for a regular high school diploma and GPA and for whom the
42 Florida Standards Assessment (FSA) waiver was not approved by the IEP team, may be
43 awarded a Special Diploma Option 1.
44

1 **b) Option 2**
2

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

13 The student must also be at least sixteen (16) years of age to be considered for this option
14 and shall be at least eighteen (18) years of age to graduate.
15

16 **3. Certificate of Completion**
17

- 18 • A Certificate of Completion may be awarded to all students who acquire appropriate
19 credits and GPA for a regular high school diploma and for whom the Florida Standards
20 Assessment (FSA) waiver was not approved by the IEP team.
21

22 **4. Special Certificate of Completion**
23

- 24 • A Special Certificate of Completion may be awarded to an eligible exceptional education
25 student who meets the requirements for a special diploma, but is unable to meet the
26 Florida Standards for Special Diploma or the Florida Standards or Access Points for
27 Florida Standards in reading/ language arts, math, social studies, and science.
28

1 **J. Participation in Graduation Ceremonies**

- 2
- 3 • Seniors participating in high school graduation ceremonies shall have completed all
- 4 requirements for graduation as set forth in this Student Progression Plan and be in good
- 5 standing. Seniors receiving a Standard Diploma, a Special Diploma, or a Certificate of
- 6 Completion will also be eligible to participate in the ceremonies.
- 7
- 8 • Graduation ceremonies will be scheduled at the end of the regular academic year and at the
- 9 close of the second summer session each year. However, summer graduation ceremonies
- 10 may be cancelled depending upon the number of eligible student participants and available
- 11 funding.
- 12

13 **K. Florida Bright Futures Scholarship Program**

- 14
- 15
- 16 • The Florida Bright Futures Scholarship Program (Section 1009.531, Florida Statutes) provides
- 17 for tuition and fee reimbursement for undergraduate studies at a public or private university,
- 18 community college, or Career and Technical school. The three scholarship awards within the
- 19 Bright Futures Scholarship Program are the Florida Academic Scholars Award, Florida Merit
- 20 Scholars Award, and Florida Gold Seal Career and Technical Scholars Award. Each has
- 21 specific criteria that must be met. Schools may refer parents and students to the Florida
- 22 Department of Education website for the most current criteria.
- 23

1 **V. REPORTING STUDENT PROGRESS**

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

- 4
5 • Florida Statute 1008.25(7)(a) specifies that the district school board must annually report to
6 the parent of each student the progress of the student towards achieving state and district
7 expectations for proficiency in reading, writing, mathematics, and science, including the
8 student’s results on each statewide assessment test. The evaluation of each student’s
9 progress must be based upon the student’s classroom work, observations, tests, district and
10 state assessments, and other relevant information. Progress reporting must be provided to
11 the parent in writing in the format adopted by the district school board. Progress reports for
12 ELL students shall be provided in the parent’s native language when feasible. No one test
13 with a single administration should determine promotion for retention. The preponderance of
14 evidence from evaluations should be used to determine if a student is ready for the work of
15 the next grade.

16
17 **B. Report Cards**

- 18
19 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all secondary
20 school students must clearly grade or mark:
21 ○ the student's academic performance in each class or course in Grades 9-12 (based upon
22 examinations as well as written papers, class participation and other academic
23 performance criteria);
24 ○ the student's conduct and behavior; and
25 ○ the student's attendance, including absences and tardiness.
26
27 • The student's final report card for a school year shall contain a statement indicating end-of-
28 year status regarding performance or nonperformance at grade level, acceptable or
29 unacceptable behavior and attendance and promotion or nonpromotion.
30
31 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5, 6-8, and
32 9-12) as the primary means of reporting student progress.
33
34 ○ With the approval of the Superintendent and the School Board, schools may develop
35 additional or supplementary instruments, which may be used in conjunction with the
36 standard report card.
37
38 ○ Report cards shall be issued for all students, 9-12, at the close of each grading period.
39
40 ○ Parents are to be notified in writing at any time during a grading period when it is apparent
41 that the student may not pass or is performing unsatisfactorily in any course or grade level.
42 The county Deficiency/ Progress Report and/ or approved electronic Progress Report form
43 will be used for this notification.
44
45 ○ Progress Reports may be issued at the end of the extended year programs and services,
46 i.e., extended school year, Saturday school, before and after school programs.
47
48 ○ Report cards for English Language Learner (ELL) students must be in the primary
49 language of the parent/ guardian, whenever feasible. These primary language report
50 cards are to be attached to the English report card.
51
52 ○ Adult Education students will be issued a Certificate of Attendance or a Certificate of
53 Program Completion upon request.

1 **C. General Rules of Marking or Awarding Grades and Credit**
2

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

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

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.
27

28 **2. Final Course Grades**
29

- 30 • A student shall complete a semester's work in order to be promoted or to receive credit
31 for the semester's work. Students who complete the semester's work, except taking
32 the final examinations, may at the discretion of the principal, arrange to take the
33 examination prior to the opening of the next succeeding school year.
34
35 • Work or credit earned from a non-accredited school or school from outside Osceola
36 County shall be accepted toward graduation upon validation. Validation of credit may
37 be made by the student's successful completion of a standardized test in the subject.
38
39 • Grades will be awarded at the end of each grading period. These grades will reflect
40 all work assigned and achieved during that grading period. Credit may be awarded at
41 the end of a grading period (nine weeks or semester).
42
43 • Final grades will be awarded on a semester basis in high schools. Credit for high
44 school level courses taken at a middle school will be awarded on a yearly basis.
45
46 • When two nine weeks are used to determine a final grade, each nine weeks shall count
47 50% of the final grade.
48
49 • For a course in which a semester exam is given, the semester exam grade shall count
50 the same as a regular test grade.
51
52 • For a course in which a quarterly exam is given, the quarterly exam grade shall count
53 the same as a regular test grade.

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Courses with State End of Course (EOC) Exams

- A minimum of 30% of the student’s course grade must be comprised of performance on the **statewide, standardized end-of-course assessment** if one is required for that course (see IV.D.). For such a course,
 - When two semesters are used to determine a final grade, each semester shall count 35% of the final grade, and the statewide, standardized end-of-course assessment shall count 30% of the final grade.
 - When two nine weeks are used to determine a final grade, each nine weeks shall count 35% of the final grade, and the statewide, standardized end-of-course assessment shall count 30% of the final grade.
- If an “I” (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the “I” becomes “F.” At the teacher’s discretion, a longer period of time may be allowed for makeup work. For each student granted additional time, the teacher shall complete and submit in a timely fashion a grade change form.
- 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.

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

2
3 Schools shall adhere to the following evaluation plan for grading and reporting student progress.
4 (For ELL, see subsection V.E. below.)

5
6 **1. Students Enrolled in Grade 9 *During and After the 2009-2010 School Year***

- 7
8 • For students who enrolled in Grade 9 during and after the 2009-2010 school year, the
9 following criteria shall apply:

10
11 **a) Grades 6-12 Percent Point Value Definition**

- 12
13 • Grades 6-12 shall be given corresponding letter grades using the scale below:

14
15

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

- 16
17
18 • Level 3 courses are defined in the Florida Course Code Directory.
- 19
20 • **NOTE:** If an honors course from the list below is paired with a similar AP course in a
21 student's schedule, then the student will be awarded course weight on a 5.0 scale for
22 the honors course.
- 23
24 ○ Genetics Honors,
25 ○ Biology 2 Honors,
26 ○ Chemistry 2 Honors, and
27 ○ Physics 2 Honors.

1 **b) Weighted Scale for Determining Class Rank, Valedictorian/ Salutatorian, Academic**
2 **Awards/ Honors, etc.**
3

- 4 • All high schools shall utilize a weighted scale for academically rigorous courses as a
5 means to determine senior class rank, valedictorian/ salutatorian selections, academic
6 awards/ honors, etc. These determinations shall be made at the end of the eighth
7 semester and shall include all high school courses taken. The weighted scale shall
8 be assigned based upon the Grading Scale and as defined in the chart under
9 subsection V.D.2.a. adopted by the School Board. The weights for Advanced
10 Placement, International Baccalaureate, Dual Enrollment, and Advanced International
11 Certificate of Education courses shall be one-half (0.5) weight greater than those for
12 Honors and other Level 3 courses as defined in the Florida Course Code Directory.
13 Level 3 courses in physical education are not eligible for weights. The unweighted
14 grade point average shall be used when determining the 2.0 grade point average
15 required for graduation, or the final grade point average.
16
- 17 • In order to validate the student's class rank, schools shall verify the student's transfer
18 of credits by the end of the student's third or junior year but no later than the first ten
19 (10) days of the student's fourth or senior year. Transfer credits received after this
20 date shall not count in the calculation of the student's class rank but shall be used to
21 determine credits earned for graduation.
22
- 23 • A student who participates in an accelerated graduation option that requires fewer than
24 24 credits for graduation shall declare his or her intent to graduate by the beginning of
25 his or her third or junior year.
26
- 27 • The calculation of the student's Grade Point Average (GPA) and class rank shall occur
28 by the end of the second semester of the student's fourth or senior year. The
29 calculation shall be a decimal and rounded to the nearest thousandth place at least.
30
- 31 • In the event of a dispute, the student's parent shall submit the formal complaint in
32 writing to the principal, and the principal shall submit the complaint to the District
33 Committee, which shall include the Deputy Superintendent, the Assistant
34 Superintendent of High School Curriculum and Instruction, the District Coordinator of
35 Guidance Services, the Director of Student Services, and the school principal.
36

1 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students**
2
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

- 30 • All students must participate in all regular district and state assessments for accountability
31 purposes. Sections 1008.22, 1008.25 (4)(a), Florida Statutes
32
- 33 • Parents are to be advised of their child's performance on all standardized tests administered
34 as part of the countywide testing program.
35
- 36 • Home education students who wish to participate in the Florida Standards Assessment (FSA)
37 and Florida End of Course Assessments (EOC) may do so under the following conditions:
38
- 39 ○ Home education students may take the FSA only at the school for which they are zoned.
40
- 41 ○ Home education students must abide by all the rules of the Student Code of Conduct while
42 on any Osceola County school campus. Failure to do so will result in the removal of the
43 student from the campus and loss of testing privileges.
44
- 45 ○ Home education parents must notify the appropriate school(s) of their intention to
46 participate in testing at least two weeks in advance of the scheduled test.
47

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

2
3 **1. ELL Students**

- 4
5 • ELL students who are currently receiving ESOL services in accordance with the District
6 ELL Plan, shall receive the following test accommodations on both state and School
7 District assessments: flexible setting, flexible scheduling, additional time, assistance in the
8 Heritage language as specified in the Test Accommodations for ELLs in the administrative
9 manual of the appropriate state assessment and shall have access to an approved English
10 to heritage language translation dictionary and/ or heritage language to English translation
11 dictionary. Accommodations for all other state assessment(s) will be provided according
12 to the recommendations of test publishers and/ or appropriate district staff.

13
14 **2. Students with Disabilities**

15
16 **a) 504 Students**

- 17
18 • Students with 504 plans may receive accommodations on both district and state
19 assessments. The student's Section 504 Plan should address the accommodations
20 that are regularly provided for classroom activities and assessment and should guide
21 decisions on accommodations for specific test situations. However, allowable
22 accommodations for statewide tests are limited to those listed in the State Board Rule
23 and the state test administration manuals.
24
25 • Accommodations may include flexible setting, flexible scheduling, flexible timing,
26 flexible responding, flexible presentation, flexible format, and/ or assistive devices.

27
28 **b) ESE Students**

- 29
30
31 • Test accommodations during district/ state testing will be implemented as specified in
32 the student's IEP.
33
34 • Statewide assessment accommodations may be used only if they do not alter the
35 underlying content that is being measured by the assessment or negatively affect the
36 assessment's reliability or validity. Allowable accommodations are those that have
37 been used by the student in classroom instruction. Such accommodations may
38 include: specialized presentation formats, specialized assessment or response
39 formats, setting, and/ or scheduling.
40
41 • The need for any unique accommodations for use on state assessments not outlined
42 above must be submitted to the Florida Department of Education for approval.
43

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

2
3 **1. ELL Students**

- 4
5 • All ELL students are expected to participate in the FSA English Language Arts tests.
6 However, ELL students who have received 12 months or less of instruction in an approved
7 ESOL program (according to the date entered U.S. school) can be exempt from taking
8 FSA English Language Arts tests if an ELL Committee decides it is appropriate. The
9 alternate assessment to be used is the ACCESS 2.0, which will be given at the appropriate
10 grade level. All ELL students, regardless of years of instruction, are expected to
11 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
20 • The IEP team determines whether and how a student with a disability participates in
21 School District and statewide standardized assessments. Under certain conditions,
22 the IEP team can seek exemptions from the Florida Standards Assessment.
23
24 • Certain students with significant cognitive disability may be assessed through the
25 Florida Standards Alternate Assessment.
26
27 • Extraordinary exemptions may be granted in certain situations.
28
29 • Exemptions for medical complexity may be granted in certain situations.
30

1 **I. Annual Report in Local Newspaper**
2

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